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ABSTRACT

This study analyzed the impact of the Developmental Discipline Management System (DD) on teaching effectiveness and student achievement in special needs classrooms. DD was developed as a human centered, systems approach to education. Its core philosophy was to help each child achieve self mastery and mastery of subjects and to help teachers feel the importance and dignity of working with children. The population for the study consisted of all certified Chapter One teachers and their assigned students in the primary grades of an inner city Arizona school district. Teachers received 15 hours of training in DD. The teachers in this inner-city district who chose to use the program in their second and third grade classes during the school year were the experimental group. The control group consisted of teachers who chose not to use the program. Student learning was assessed using the California Achievement Test as a pretest and a post-test administered to the children in each of the 31 classrooms. Academic achievement in the classrooms using DD significantly increased over that of the control group. Results of a teacher confidence survey showed expression of confidence and satisfaction with DD and a belief that the program had significantly improved their teaching. At the end of the year the district administrator rated each of the teachers with a competency evaluation tool. The 18 DD teachers received significantly higher ratings in 5 areas. The teacher assessment tool is appended. (Contains 17 references.) (JB)

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The Impact of the Developmental Discipline Management System
on Teaching Effectiveness
and Student Achievement in Classrooms

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ABSTRACT

The Impact of the Developmental Discipline Management System on Teaching Effectiveness and Student Achievement in Special Needs Classrooms

The purpose of this study was to analyze the impact of the Developmental Discipline Management System (DD) on teaching effectiveness and student achievement in special needs classrooms. Fifteen hours of training was given to both groups by the innovators of the DD program. The teachers in this inner-city district who chose to use the program in their second and third grade classes during the school year became the experimental treatment group. The control group consisted of those teachers who chose not to utilize the program.

Student learning was assessed using the California Achievement Test as a pretest and a post-test administered to the students in each of the 31 classrooms. Academic achievement in the classrooms using DD were found to be significantly increased over those of the control group.

The results of the teacher confidence survey showed expression of confidence and satisfaction with DD and a belief that the program had significantly improved their teaching in all survey areas except one. Teachers described a significant lack of confidence in the ability to call themselves "Honor Teachers."

At the end of the study year the district administrator rated each of the teachers (control and experimental groups) with a competency evaluation tool. The 18 DD teachers received significantly higher ratings for: 1) maintenance of a human centered, sensitive, holistic learning environment; 2) student orientation toward self reliance and self responsibility for education; 3) student self management skills; 4) use of systemic and structured classroom strategies; 5) orientation toward the application and utilization of the specific practices inherent in the DD management system.

The Impact of the Developmental Discipline Management System on Teaching Effectiveness and Student Achievement in Classrooms

Improvement and change in education has become a recurrent theme in the thinking and literature of the 1980's (Boyer, 1983; National Commission on Excellence in Education, 1983; Goodlad, 1984; Johnson, 1987). Various models for restructuring education are being implemented and tested (Fox, 1988; Cushman, 1990; America 2000, 1991). Several concepts have gained prominence. The effective schools movement (Lieberman & Miller, 1978; Edmonds, 1982; Johnson & Snyder, 1987-88), came about as a result of educational research and has received national recognition and dispersion through administrative training. This restructuring focused on school improvement planning, people development, program development, school assessment and efficient delivery of the educational program.

Educational psychology research (Walberg, 1988), synthesized teacher effectiveness research, at times combining findings from 2,000 to 3,000 studies. The focus for change research (Flanders, 1970; Brophy, 1988), also involved teacher and student behaviors and interaction patterns pressing for observable and quantifiable ways to measure master teaching and pass those skills to the less expert practitioner. Humanistic education proponents (Moustakas, 1969; Ianno & Carline, 1970; Maslow, 1971; Stoff & Schwartzbe, 1973), advocated a child centered direction for change with attention to the importance of the individual child, practices which highlighted rapport, relationship and communications. Their restructuring emphasis postulated that enhancing student esteem and motivation while developing humanistic relationships increased teacher and student gains and efficacy.

Developmental Discipline was developed as a human centered, systems approach to education which integrated the most salient points identified through synthesis of the educational reform studies. The DD classroom management system gleaned concepts from developmental theory, research findings in Educational and Industrial Psychology, dimensions of educational and leadership theory and practices, enriched by the practical

"hands-on" classroom experiences of the innovators of DD. The core philosophy which determined the set of practices was based on helping each child achieve self mastery and mastery of subjects and each teacher to feel the importance and dignity of working with children.

Combining relationship and outcome placed equal effort on the process of education as on the production of knowledge. Seeing each educator and student as a valued individual highlighted and enhanced the abilities and potentials of the learning process. Continuing to value, provide a positive structure, demand and measure excellence, strengthened the educating expertise of the teacher and enhanced the learning behaviors and motivation of the at-risk students.

The program is founded on the belief that educators become more effective when they have clear, attainable goals based on a firm philosophical construct which is reflective of their own healthy and accepted personalities; that educators feel competent and in control when they allow themselves to feel empowered through understanding and utilizing systems theories to clarify and illustrate the educational system within which they work. Educators become better practitioners when they understand the dynamics of child development, when they can recognize and assist in the meeting of human needs, and when they can endorse and utilize correct principles of motivational psychology and behavior management.

It is the expectation of the DD program that the quality of education itself can be improved when teachers are trained in a systematic, developmental educational program which asks them to view themselves as dedicated, skilled professionals. The DD system includes training in an empowerment theory which posits that the improvement of teacher self concept will improve society's concept of educators as "Honor Teachers" and "Excellent Educators". This in turn would create a systemic effect, increasing the esteem of teachers, thereby promoting higher levels of expectation for success from all participants in the educational process and creating a climate of success for students in the daily classroom process of education. This study examined the

effectiveness of the DD program as a classroom management system which would improve the quality of teaching and learning. Therefore, the study looked at both aspects, the teaching and the learning arena. Underlying the study are key philosophical concepts which are apparent only through the understanding of the principles of the DD program.

The philosophical principles of the program translate into the following constructs which are then developed into teacher practices 1) an understanding that human beings are holistic in nature, basically good and responsive to positive nurturing; 2) an understanding of the individual human needs of each student; 3) a recognition that each student is an "honor" person and the visible statement of this belief through display of the student names on the Honor Board; 4) an understanding of the four levels of student management in the program which are based on the principles of children's development of moral reasoning; 5) a system of organized teaching strategies; 6) a sensitivity to the human problems and human dysfunctions of the underachiever as well as the needs of the achieving student; 7) an establishment of classroom rules, consequences, privileges and rewards which clearly state that learning is a privilege, a reward and a form of self achievement.

The initial field research showed special advantages and gains for at-risk youngsters who were included in the classrooms of the originators of the program, (Ellsworth & Monahan, 1987, 1989, 1990). An underlying questioned assumption was: Can these key concepts be taught in a workshop training process so that average certified teachers will accept and repeat them in an effective classroom management system?

The purpose of the study was to determine the effectiveness of DD from the perspective of administration, teacher and student. The study examined: 1) pre test and post-test gain scores of student achievement as demonstrated by the results of the California Achievement Test (CAT); 2) confidence levels and levels of satisfaction with DD as expressed through responses to a survey of participating teachers; 3) teacher observation of parent involvement in the educational process; 4) levels of teacher

competence as expressed by immediate supervisors and administrators; and 5) daily average attendance by students during the period of the research.

METHOD

Participants

The population for this study consisted of all certified Chapter One teachers and their assigned students in the primary grades in an inner city Arizona school district. The Chapter One administrator for the inner city district contacted the researchers and requested the training. The Chapter One administrator also recommended that the entire Chapter One teaching staff be used as a pilot study group. After receiving the training the teachers were permitted the option of using DD or of retaining the Assertive Discipline management program already in use in the school district.

Participants for this study consisted of the entire group of Chapter One Reading teachers in second and third grade, all of whom had agreed to participate in the training. After the training sessions each teacher was asked to choose the management program to be used in the classroom for that year. Those teachers who chose to implement DD comprised the experimental group and those teachers who opted to retain the school discipline program made up the control group. The study was composed of 31 teachers, 439 students and 31 Chapter One classes in 18 schools within the district.

The 439 students attending in the district were comprised of an ethnic population of 58% Hispanic, 29% Black and 13% Anglo. The student population make-up for the study, according to sex was comprised of 168 males (38%) and 271 females (62%). Ages of students ranged from 7 years 5 months to 10 years 5 months. Academic achievement, not age, is a factor in Chapter One eligibility and placement. Tables 1 and 2 summarize these data.

Teacher population consisted of 31 certified teachers, 7 Hispanic, 5 Black and 13 Anglo. There were 18 teachers who chose to implement DD; 9 second grade and 9 third grade teachers. Thirteen teachers chose to use the alternate program; 6 second grade teachers and 7 third grade teachers. Table 3 summarizes teacher participation.

Instrumentation

The administrative tool used to evaluate all teachers *The Teacher Assessment in Developmental Discipline Management System*, a Developmental Management evaluation tool, was developed by Dr. Daniel L. Peterson (1989), in conjunction with Ellsworth and Monahan. It was the result of a study of pilot research on the key factors of the program and how it compared to models of exceptional teaching. Each item was added as a result of seeing that behavior or tool as a distinct component or requirement of carrying out of the DD program. The monitoring of the program was accomplished by establishing six different teaching situations where the teacher had been trained in DD and then enacted the program in a district classroom in Arizona. An appointment was then made with the classroom teacher with district knowledge and permission and a camera crew video taped a segment of a school day.

The teaching behaviors were observed by viewing those six classroom videos. Two raters then viewed the tapes independently and determined the rating they would give to each teacher. With .90 accuracy the independent observers rated the six tapes as showing evidence of DD effectively being implemented by the six teachers. All participating teachers in the experiment were assessed with this tool at the end of the school year by their administrative director. The *Teacher's Survey for Teacher Confidence* was designed by the authors of Developmental Discipline and consisted of 15 questions extracted from the Administrative questionnaire which were chosen only to measure personal confidence with self in relationship to the program. It was validated by a group of five experts which included a college research professor, a psychologist, a reading curriculum director and two university instructors, all experienced in the area of classroom management. Each evaluator submitted insights and opinions, and then revisions were made on the instrument based on those recommendations. The survey was also given to a college class of Northern Arizona University students with no knowledge of DD to determine if the instructions were clear. Corrections were made for clarification after this trial in accordance with class reaction. In all, five revisions were

made for the completed survey which was then administered to the 18 teachers who used DD in the experimental study. Each teacher participating in the experimental group was asked to fill out and return this survey at the conclusion of the school term. The survey, along with a cover letter and self-addressed, stamped return envelope, was mailed to each teacher in the experimental group. A follow-up mailing was done two weeks after the initial surveys were returned. The first wave of responses netted a 45% return. The second mailing brought the total to 80%.

Since the Chapter One Program is a federally funded program under state administration, there is an annual assessment and recommendation for improvement where needed. In April the School District Chapter One classes took the *California Achievement Test* (CAT). The scores were summarized by the District Chapter One Administrator. The two years were then compared to determine academic gain scores for student participants.

Treatment

There was a two-day DD training session consisting of 15 contact hours provided for the district Chapter One Reading teachers. It was provided for teachers in the experimental and control groups at the district site during the regularly scheduled in-service dates. The training was a standardized formatted process with a training manual and specific sequential and developmental skill components. It is the same course taught each semester at Northern Arizona University as a graduate level educational methods course in classroom management:

Procedure

The district chosen for the research required participation of Chapter One teachers of all 18 schools within the district to attend both alternate management training systems. The classroom management Treatment A (Assertive Discipline) was presented to the Chapter One faculty in June, and in August the same teachers received management system Treatment B (DD) in a two-day format prior to school starting in September. The week following Treatment B, the teachers were then given the option

of selecting the management system which they preferred to use in their respective classrooms. Group A, the control group, was comprised of six second level teachers and seven third level teachers. Those teachers who chose to use DD made up Group B, the experimental group, which consisted of nine second level teachers and nine third level teachers. The classes were, in fact, cluster groups already assigned within the various schools. Group A was comprised of 194 students while Group B was comprised of 245 students. There were 31 teachers and 439 students in the study.

The 1988-89 school year began in September with the school administrative Chapter One Reading Director overseeing the implementation of the respective management systems in the individual classrooms. All the classrooms within the study were visited regularly during the school year by the director. The director evaluated performance and problem solved with individual teachers and students in the respective management systems. At the completion of the year the director completed the *Teacher Assessment in Developmental Discipline Management System* evaluation instrument for each teacher in each Treatment classroom to determine level of classroom implementation of DD.

In April the CAT (post-test) was administered to the second and third grade level Chapter One students and compared with the student scores. The data were compiled and collected. The teachers in Treatment B (experimental group) completed a survey form on their perceived amount of use of the DD management program, rating of confidence in the management system that they had experienced in their classrooms through the school year, and if, in fact, they were continuing to use the system.

Design

Internal limitations of the design were history, regression, mortality and selection-maturation interaction. There was an attempt to control for the non equivalency of selection by allowing the experimental group to act as its own control, comparing the post-test scores to the previous year's scores in the absence of DD. An analysis of covariance was used to statistically equate the groups, since they were

unequal cells. The basic research design for this study was quasi-experimental known as the Nonequivalent Pretest - Post-test Control Group design.

RESULTS

The results of this study indicate that the Developmental Discipline management system is an effective program for teachers and for students who are considered to be at-risk. The findings offer educators a positive and holistic management system that they can employ to increase personal satisfaction and assist students to accept more personal responsibility for education. This study examined the effectiveness of DD as a management system which would improve the quality of teaching and learning. Therefore, the study looked at both aspects, the teaching and the learning arena.

In order to assess the student learning, a pretest and a post-test was administered to the students in each of the 31 classrooms in the study. The gain scores for each classroom were analyzed and the academic achievement in the classrooms using DD were found to be significantly increased over the academic gains of students in the classrooms where teachers were using the alternate discipline plan. The Developmental Discipline group, Grade 2, showed a significant academic increase at the .01 level in reading and language when compared with the control group in the same areas.

The test for third grade resulted in a significant difference at the .01 level for Language and Reading scores of the Experimental Group as compared to the Control Group. The interaction between reading and language was 6% of the total significance, showing very little interaction between reading and language at the third grade level. These data are summarized in Table 3.

The second grade level experimental group showed a mean average gain of 23.22 NCE's in the area of language. In reading, the same group showed a mean average gain of 26 NCE's. The second level control group showed a mean average loss of 17.33 NCE's in language. The same group showed a mean average loss of 52.16 NCE's in reading.

The third grade level experimental group showed a mean average gain of 57.55 NCE's in reading and a mean average gain of 73.33 NCE's in Language. The third level control group showed a mean average loss of 19.14 NCE's in language. The same group showed a mean average loss of 19.57 NCE's in reading. These reading and Language score findings for second and third grade are summarized in Table 4.

A survey rating teaching confidence with the use of DD, based on the workshop training, was given to the 18 teachers in the experimental group. The results of the survey showed a teacher expression of confidence and satisfaction that the program had significantly increased their performance in all survey areas except one. This notable exception showed that teachers described a significant lack of confidence in the ability to call themselves "Honor Teachers". In 14 of 15 areas rated, there were significant gain scores. This is summarized in Table 5.

Student enrollment was not affected by the use of DD. There was no significant effect on student attendance through introduction and use of DD. Parent involvement also did not show a significant increase in conjunction with DD.

During the school year each classroom in which the piloted discipline system was used was being consistently monitored by the administrative director. At the end of the school year for this study, the administrator rated each teacher with a competency evaluation tool. The scale used was based on ratings of 1-5 with 5 being the highest rating. The result was a significant summative rating of 5 for the DD teachers and a significant summative rating of 3 for the teachers using the alternate system. DD teachers received significantly higher ratings for: 1) student behavior management skills; 2) student orientation toward self reliance and self responsibility for education; 3) use of systemic and structured classroom strategies; 4) orientation toward the application and utilization of the specific practices inherent in the DD learning environment; 5) maintenance of a human centered, sensitive and holistic learning environment. These data are summarized in Table 6.

IMPLICATIONS AND RECOMMENDATIONS

Implications

Although the study did not make a significant difference in one of the measured areas of teacher self-esteem, it does point to the conclusion that a program implementing self-esteem, consistency and a positive approach does have a positive impact on academic achievement and on teacher confidence and competence. Further, although human limitations such as insecurity, negative attitudes, poor self-esteem, individual teaching philosophy and energy level may lead to rejection of student as self responsible learner, and thus be antithetical to the DD program, the training appears to be adequate to allow for 58% of those receiving training to choose to and be able to implement the DD program at a significant level.

The administrative evaluation points to a definite advantage in teaching effectiveness for those teachers using DD with respect to their ability to handle student behavior, promote self-reliance among students, use varied teaching strategies and create a sensitive, caring climate. The training may be inadequate for a segment of the teaching population who seem unwilling or unable to accept its premises. Many unrecognized factors could be contributing to teacher choices.

Clearly for this population the parental involvement and the student attendance was not significantly affected. However, there was a notable trend among DD teachers to actively attempt to involve parents. One teacher wrote and received a district grant to provide afternoon teas for parents and children who were being honored for their child's willingness to adhere to classroom policies. It was noted, however, that expectation and a short training session in communications skills alone was not enough to effect change. A concerted effort within the framework of DD is required to significantly alter parent-teacher interactions. The District Chapter One program, itself, began a bumper sticker program stating "My child is an Honor Student in _____ School District" and "My child has an Honor Teacher in _____ School District."

The results point to the program as an effective management system in the inner

city classrooms with minority students in the Chapter One program. The basic tenet of the DD system posits that all human beings thrive in the climate which is holistic, nurturing, positive, caring, secure, and developmental. Further research is needed in order to extend the findings of this study into other general classrooms.

Recommendations

As originally pointed out in this study, the school system is being threatened by inappropriate student behavior, inadequate teaching strategies, poor self-esteem in both student and teacher and resulting academic failures. The DD program, promoting self control, self-esteem, consistent structure and values is in line to remedy these problems. This study gave supporting evidence of improvement through use of the DD program in most, if not all, of these areas. The study further indicated that a large portion of the teaching population would choose a system promoting these areas of development. The study also indicated that the DD workshop does adequately train teachers so that the program can be implemented in respective classrooms with success.

The following recommendations for additional research are suggested:

1. Research findings should be employed to ascertain the characteristic differences between those teachers who accept and implement a developmental system and those who reject its implementation. These questions might include: Does the district mandate of a management program limit or enhance teacher implementation? What personality characteristics might differ from teachers who did not wish to use the program? Is there a common moral reasoning level which separates teachers who wish to use DD from those who do not wish to give up the punishment factors inherent in less humanistic programs?
2. Research is needed to recognize the means and structure which would allow the inner city school system to develop a parental involvement component.
3. Research is needed to add to a component to the training program that would enhance self-esteem in those teachers unable to view themselves as "Honor Teachers."

4. Research is needed to determine the role of optional versus administratively mandated training in the provision of, as well as use of, new discipline programs.

5. Research is needed to determine the level of use and of dedication to the success of a teaching program if it is implemented by choice in the classroom rather than by administrative mandate.

This study supports DD as an appropriate program for increasing student learning, teacher confidence and teacher competence in the use of instructional, developmental and behavior managerial skills. It is a step forward in the teachers' pursuit of success in enhancing the presentation of academics. The task remaining is to place it in more varied settings and populations to assess its impact and to disseminate the information among the academic community.

Limitations

1. Maturation experiences of the respondents occurring during the study might be a limitation since the duration of the study was one year.

2. Mortality may be a limitation of the study because of the mobility of the population in this particular district.

3. The necessity of using preexisting school units would not allow the randomization of the sample, and therefore interaction of selection was a limitation of the study. The researcher attempted to control this limitation by using the Experimental Group as its own control in the comparison of the pre-test CAT scores (prior to Developmental Discipline) to the post-test CAT scores and an Analysis of Covariance.

4. The study was conducted in an inner-city community in Arizona, which has a high incidence of minority students. This could limit the generalizability of the findings of the study to other school situations.

5. Because the groups were self-selected, the research is quasi-experimental and non-random.

SUMMARY

This study supports the Developmental Discipline system as an appropriate program for increasing student learning, teacher confidence and teacher competence in the use of instructional, developmental and classroom managerial skills. It is a step forward in the teachers' pursuit of success in enhancing the presentation of academics. The primary components which differ in the DD system and other discipline programs include:

1. Students are given responsibility for learning and self control.
2. Complete absence of punitive stance in redirecting and refocusing student actions or lack of time on task.
3. Classroom management corresponds with children's developmental stages and ability to reason and adjust behavior accordingly.
4. Democratic principles are highlighted and children are given more and more say as ability to accept personal responsibility increases.
5. Teachers are empowered to view themselves as professionals.
6. Proactive setting and response sets provide a firm classroom setting of consistency and safety, optimal for allowing higher levels of cognitive function in the educational setting

The task remaining is to place it in more varied settings and populations to assess its impact and to disseminate the information among the academic community.

Table 1

Chapter One Student Ethnic Breakdown

	Second-Third Grade Boys	Second-Third Grade Girls
Hispanic	97	157
Black	49	79
Anglo	22	35
Total	168	271

Table 2

Chapter One Student Population
By Grade Placement

	Second Grade Students	Third Grade Students
Experimental Group	127	118
Control Group	94	100
Total	221	218

Table 3

Chapter One Teacher Population by Ethnic
Make-up and Program Selection

	Number of / % Teachers		Experimental Group - D. D.	Control Group	Placement Gr. 2	Gr. 3
Anglo	13	42%	6	7	8	7
Black	8	26%	5	3	4	3
Hispanic	10	32%	7	3	3	6
Total	31	100%	18	13	15	16

Table 3

ANOVA Summary of Reading and Language Scores
for Students

Source of Variation	SS	DF	MS	F	Signif. of F
Second Grade					
Within Cells	81254.13	25	3250.17		
Regression	394396.98	1	394396.98	121.35	.000
Group	40860.67	1	40860.67	12.57	.002
Subject	46.39	1	46.39	.01	.906
Group x Subj.	7.63	1	7.63	.00	.962
Third Grade					
Within Cells	73902.93	27	2737.15		
Regression	343119.57	1	343119.57	125.36	.000
Group	58619.37	1	58619.37	21.42	.000
Subject	297.28	1	297.28	.11	.744
Group x Subj.	398.87	1	398.87	.15	.706

Table 4

Covariate Analysis of Second and Third Grade Scores
in Reading and Language

Second Grade				
Covariate	β	Beta	t- value	Sig. of t
Pretest	1.0287	.9106	11.0158	.000
Third Grade				
Covariate	β	Beta	t- value	Sig. of t
Pretest	.9467	.9071	11.1963	.000

Table 5

Responses from Teacher Confidence Survey

Question	Per cent of teacher responses		
	High rating	Mid-range	Low/None
Attended training	100	0	0
Felt prepared by training	93	0	7
Still using D. D.	93	0	7
Told others about D. D.	93	0	7
Use the Honor Board	100	0	0
Refer to self as Honor Teacher	13	67	20
Call students Honor Students	86	7	7
Focus on student responsibility	100	0	0
Achieved academic gains	67	20	13
Greater parent involvement	33	20	47
Enjoyed teaching more	60	27	13
Increase in student attendance	13	40	47
Students excited about being called Honor Students	80	13	7
See students as valued people	100	0	0
Feel empowered by D. D.	86	7	7

Table 6

Summarized Responses from the Administrative
Survey of Classroom Teacher Competence

Category	Group	Ratings			
		Excel.	Good	Fair	Poor
Teacher Competence in managing student behavior (5 questions)	Exp.	44%	41%	15%	0
	Cont.	8%	15%	57%	20%
Teachers orienting students toward Self-reliance (3 questions)	Exp.	50%	39%	11%	0
	Cont.	5%	13%	49%	33%
Teachers using systematized teaching strategies (11 questions)	Exp.	57%	29%	14%	0
	Cont.	8%	35%	57%	0
Teachers using the hallmarks of Developmental Discipline (6 questions)	Exp.	51%	35%	14%	0
	Cont.	6%	25%	19%	50%
Teachers conducting class- rooms with positive climate (11 questions)	Exp.	59%	29%	12%	0
	Cont.	12%	35%	44%	9%

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DEVELOPMENTAL DISCIPLINE ASSESSMENT

7. Classroom Environment 1 2 3 4 5

The furniture and instructional materials arrangement are tied to **self-reliant** instruction and management, is neat and tidy, and the bulletin boards, posters, charts are sufficient, appropriately displayed and tied to instruction.

8. Physical Environment 1 2 3 4 5

Distractable students are placed:

- * near the front of the room near the teacher or on the side or back of the room away from traffic patterns to maximize time on task.
- * next to or near other students who are well behaved and/or highly motivated and therefore serve as exemplary models.

Distractive scenarios are anticipated and preventive measures taken.

(Eg. instruct students to put certain items away before taking out others in order to avoid a clutter distractive desk, pre-emptive directions such as listen and raise your hand if you know the answer).

9. Learning Centers 1 2 3 4 5

LC's are physically present, orderly, and accessible, are an integral part of the day and are student managed. Many of the LC activities include Discovery Learning opportunities

10. Classroom Routines 1 2 3 4 5

The students distribute and collect materials on their own without any teacher prompts or cues and without any disruptions.

11. Student Motion 1 2 3 4 5

Transitions between activities are characterized by little or no noise, no delay in getting started to work with a sense of order and efficiency with no loss of instructional time. Transitions between activities are accomplished in the absence of any teacher guidance, directives, or prompts.

DEVELOPMENTAL DISCIPLINE ASSESSMENT

12. Routines with Materials 1 2 3 4 5

Students seek **almost no** help with classroom routines, and have **almost no** problems with materials and the instructor spends almost no time solving logistic difficulties. **Students are self-reliant during the lesson.**

13. Self-reliant Learning 1 2 3 4 5

High expectations are set by the teacher. Students are **appropriately cued** to the honor board and positive consequences at an appropriate level. are consistently utilized. Students are encouraged to **reflect on their values**, their goals of personal excellence and **to do their best**. Students are reminded to **reflect on their responsibilities** to themselves and others.

14. Peer Teaching 1 2 3 4 5

Students are guided through examples with the teacher, problem areas identified and resolved as appropriate.

15. Sequencing Learning 1 2 3 4 5

Grouping takes into account the unique skill levels and abilities of individual students, or it can be accurately assumed that all learners can effectively participate in the whole group. **Activities or assignments** are differentiated to match the special needs of individual students. Remedial, adaptive or enrichment **materials and equipment** which are distinct from those provided to others are used by at least one student. Alternative **presentation methods** are matched to different children depending upon their special needs.

16. Motivation and Morale 1 2 3 4 5

"I don't know" and non-responsiveness to the teacher's questions are handled by such techniques as providing additional information. Wild guesses or responses that indicate a major lack of understanding of the concept are handled by such techniques as providing corrective input, clarification, and assisting the student in refocusing

DEVELOPMENTAL DISCIPLINE ASSESSMENT

17. **Clarity of Instruction** 1 2 3 4 5

Overall, observes and is attentive to most of the significant happenings in the classroom. Only a few minor items are missed.

18. **Instructional Matching** 1 2 3 4 5

Handles two or three situations, activities or groups simultaneously with such smoothness that all students are on task with equally meaningful learning activities and intensity.

19. **Handling Responses** 1 2 3 4 5

Encourages the student to give a sustained effort, to be responsible, and self-reliant.

20. **Teacher "With-itness"** 1 2 3 4 5

Observes and is attentive to all of the significant happenings in the classroom and makes appropriate responses.

21. **Overlapping Abilities** 1 2 3 4 5

The teacher seems relaxed and warm (free from tension) with the pupils. Students respond warmly to the teacher (free from tension) and appear warm and supportive towards one another. Courtesy and cheerfulness characterize the classroom.

22. **Handling Restlessness** 1 2 3 4 5

The teacher is alert to signs of restless and expended attention spans. As appropriate, the activity is varied, or the student is complimented for continuing to work and sustain learning.

23. **Hurdle Assistance** 1 2 3 4 5

The teacher detects frustration and gives assistance just when the student really needs it in order not to give up or behave inappropriately.

DEVELOPMENTAL DISCIPLINE ASSESSMENT

30. **Disruptive Behavior** 1 2 3 4 5

Identifies a student's emerging potentially disruptive behavior and responds appropriately, utilizing the Honor Board Management System and avoiding any break in the classroom routine.

31. **Applying Consequences** 1 2 3 4 5

Consequences for inappropriate behavior are obviously clear to the students, are consistently and fairly applied, are matched to the severity of the infraction, and work.

32. **Learning Environment** 1 2 3 4 5

The classroom environment is conducive to high quality learning and the students are engaged in learning in a purposive manner, assisting the teacher with individualizing instruction, showing self responsibility, and directing their own learning situation.

33. **Ethusiasm** 1 2 3 4 5

There is a communication pattern of enthusiasm which is evident in eye contact, facial expressions, verbal indications of pleasure, expression of ideas and receptivity to student ideas and enthusiasm.

34. **Warmth / Friendliness** 1 2 3 4 5

The teacher seeks information about the interest and opinions of the students, using a warm and friendly tone in addressing them, giving students a sense of closeness and caring to students through proximity (standing, sitting, on the school grounds). The teacher smiles at learners, and laughs and jokes with them, while still maintaining the position of responsible adult.

35. **Sensitivity** 1 2 3 4 5

The teacher **reinforces** learners appropriately and consistently to give their best and do well. There is **encouragement** when students first encounter learning difficulties, and an effort to present learning in a different modality. There is an "ambiance" of **mutual worth**, "equality of value", and the growth of **actualizing beings** which permeates the atmosphere of the classroom.

DEVELOPMENTAL DISCIPLINE ASSESSMENT

36. Self-empowerment 0 1 2 3 4 5

The teacher sees her/himself as an honorable, dedicated educator. There is a creed that is adhered to which includes recognition of all human life as highly valued. In every possible instance, this fine educator finds good in the self and in students. Above all, there is a devotion to upward development and the ennobling of self and humanity.