WORKSHEET ON DISCIPLINE/BEHAVIOR MANAGEMENT PACKET

In order for you to formalize a plan in your mind of how you will handle behavior of all types it is important first to identify issues. Utilizing the first page of your packet(146) answer the following questions.

1. (10 points) Scenario of behavior: Child acts out in class whenever it is time to share answers from a worksheet/homework. Could this problem be a result of inappropriate curriculum or teaching strategies? Identify several ideas of each of these that could explain this behavior

2. (5 points) What student behaviors personally bother you? You need to identify these prior to entering a classroom. What are your "hot buttons?"

3. (5 points) How will you work to make sure that the students are not able to "push" these buttons?

4. (10 points) When putting together a behavior management plan for your class you should first determine in your own mind 5 simple rules that you can establish. Give 5 examples of what these might be? These would be appropriately worded for the age of the students you will be working with. Utilize the information on pages 148-152 as a resource.

5. (10 points) Utilizing the information on pages 153-155 identify 5 behaviors that you feel will be most important for you to exhibit when managing a classroom.

6. (6 points) Read the article on pages 157-166. What are 3 main points that you took away from this article that you feel are the most important ideas expressed.

7. (5 points) The next pages(no page numbers) are on rage reduction strategies. Discuss briefly how you could implement these concepts in your classroom.

8. (10 points) The next pages are an example of questions that might be included on a school safety survey. Briefly discuss how you could use this type of instrument to collect data on school safety and then what would you do with the data.

9. (10 points) The next three pages provide information on a form of female bullying called "mean girls." Briefly discuss how you could use this information to minimize the chances of this type of activity taking place in your classroom as well as in the rest of the school.

10. (10 points) The article called "Bullies in Cyberspace" provides information on bullying using technology. Briefly reflect on 5 main points that you took away from this article and how you would implement these points to prevent this type of bullying with your students.

11. (12 points) The next article (9 pages—including a student summary)is titled" Who Killed School Discipline?" What are 6 key issues that you identified in this article.

12. (10 points) The rest of the packet includes two articles on bullying plus a school safety survey and several lesson/activities concerning bullying. Please identify 5 steps/activities that you would put in place in your classroom to prevent bullying.

13. (40 points) Finally,when you put it all together you must have a plan. Reflecting on all the information that you have been given please identify the 10 most important steps/activities that you will have to implement to make sure that your classroom is a caring, nurturing learning environment where are students are respected and motivated to do their best work. If the learning environment is chaotic no learning takes place no matter how much lesson planning is done. Please give some careful thought to this.

14. (7 points) Tell me the 7 most important ideas/concepts that you learned this semester in any of the topic areas.

IDENTIFYING BEHAVIOR PROBLEMS IN YOUR CLASSROOM

Questions for reflection:

Could this problem be a result of inappropriate curriculum or teaching strategies?

What do I demand and prohibit - and what should I?

Demands:

Prohibitions:

Why do certain behaviors bother me, and what should I do about them?

Is this behavior developmentally significant?

Academic Failure

Aggression

Depression

Problems with Peers

When there are <u>multiple problems</u>:

Should I focus on a behavioral excess or deficiency?

Will resolution of the problem solve anything else?

146

WAYS TO PRAISE

WOW	WAY TO GO	SUPER
OUTSTANDING	GREAT	GOOD
KNEW YOU COULD DO IT		NICE WORK
LOOKING GOOD	YOU'RE CATCHING ON	DYNAMITE
WHAT A GOOD LISTENER		SPECTACULAR
THAT'S THE BEST	WHAT AN IMAGINATION	GOOD JOB
YOU ARE RESPONSIBLE		BRAVO
YOU FIGURED IT OUT	MARVELOUS	SUPER WORK
GOOD FOR YOU	NOTHING CAN STOP YOU NOW	
YOU'VE DISCOVERED THE SECRET		RIGHT ON
GREAT EFFORT	I CAN TELL THAT YOU WORKED HARD ON THIS	
WAY TO GO	THAT'S CORRECT	YES!!!!!
I'M REALLY PROUD OF YOU		AWESOME
WHAT AN IMPROVEMENT		NEAT WORK
YOU DID IT!!	THIS IS WORTH ITS WEIGHT IN GOLD	
HARD WORK PAYS OFF	-------------------------------	

****A SMILE IS WORTH A 1,000 WORDS! Don't be afraid to share.

CLASSROOM BEHAVIOR MANAGEMENT PLAN

Brief Description

Good behavior management comes from a warm supportive classroom environment which includes:

1. Four-to-six rules based on commonly agreed-upon principles (values and beliefs consistent with the school's mission).

2. Consistent enforcement of those rules.

3. Reinforcement/recognition for positive behavior.

4. Fair and logical consequences for rules violations which are consistently implemented in a way that allows students to maintain their dignity.

Components Essential to Success

* Rules, consequences and reinforcers are clearly understood by all (students, parents and staff) and are developmentally appropriate.

* Unacceptable (bottom-line) behaviors are defined and acted on to ensure the psychological and physical safety and security of all students.

* The behavior management system emphasizes and reinforces respect for the learning environment, staff and students.

148

* The behavior management system maintains high expectations and stresses internal control, personal accountability and responsibility.

* Students are guided in their learning of responsible behaviors.

* The management system allows for students and staff to get their needs met, yet not at the expense of violating someone else's rights.

* The classroom atmosphere encourages self-evaluation.

* Staff knows strategies to use in "crisis" situations and for use with escalating and/or acting-out students.

* Staff and students are fairly supported by the administration.

Pitfalls: What Can Go Wrong?

* The discipline/management plan is not consistently and/or fairly implemented.

* Misbehavior is allowed to escalate too far before consequences are enacted.

* Administrators fail to follow through in a timely fashion with logical consequences that fall within their domain.

* Misapplication (e.g. attempting to use therapeutic approaches to achieve behavior control).

* Inadequate staff training/knowledge to effectively manage a

149

classroom or to de-escalate emerging conflict/crisis situations.

* Students and parents (when appropriate) are not involved in a problem solving process once a pattern of misbehavior begins to emerge.

References/Materials

Albert, Linda (1984) **Cooperative Discipline, Classroom Management That Promotes Self-Esteem.** Circle Pines, MN: American Guidance Service

Canter, Lee (1979) **Assertive Discipline.** Los Angeles, CA: Canter & Associates, Inc.

Canter, Lee (1988) **How To Handle Severe Behavior Problems.** Santa Monica, CA: Canter and Associates.

Curwin, Richard L. & Mendler, Allen N. (1988) **Discipline with Dignity** Alexandria, Virginia: ASCO

Driekurs, Rudolf & Gray, Loren. (1968) **A New Approach to Discipline: Logical Consequences.** New York: Hawthorn Inc.

Glasser, William. (1990) **The Quality School. Managing Students without Coercion.** NY: Harper Collins

Gordon, T. (1974) **Teacher Effectiveness Training.** NY: Peter H. Wyden

Gossen, Diane C.(1993) **Restitution: Restructuring School Discipline.** Chapel Hill, NC: New View Publications.

McCarney, Stephen B. (1993) **The Pre-Referral Intervention Manual.**

150

Proactive strategies for supporting and maintaining positive child behavior and enhancing home and school connections.

- Create a school climate that supports positive child behavior.

- Acknowledge high rates of appropriate behavior throughout the day in all school settings.

- Define expectations for appropriate behavior in the classroom and throughout the school.

- Increase predictability in daily routines. (e.g., defined schedules, preparation for student transitions, and modeling of appropriate responses for social communicative interactions.)

- Teach students appropriate replacement skills for misbehaviors so they have acceptable behaviors that serve the same function.

- Affirm child strengths, skills, and abilities- both academic and non academic.

- Give clear instructions and follow through with appropriate consequences for appropriate and inappropriate student-specific behavior.

- Support child social communication skills.

- Listen to children and connect with them.

- Respond positively when a child communicates or attempts to communicate. (e.g., respond to both non verbal and verbal initiations.

- Use positive and nurturing affect. (e.g., responsiveness, sensitivity) in interactions.

- Teach positive social communication skills so students know positive, age-appropriate ways to interact.

- Model appropriate social communication strategies.

- Scaffold child learning by building upon what the child says (e.g., expand on what child says or seek additional information from the child.)

- Be consistent in implementing behavioral support strategies over time and in all settings --- but also take into account individual strengths and weaknesses.

Large Classes: Limiting the Chaos

Here are some tips on how to set a positive classroom atmosphere and limit disruptions from the first day of class:

- **Signal the beginning of the class clearly and consistently.** To limit disruptions, you need to set the
proper quiet atmosphere before you begin your class. In a clear, loud voice, say "Good morning!" or
"We're going to start now." and use the same cue throughout the term to gain students' attention. Do not
start lecturing while students are talking.
- **Define ground rules for the course on the first day.** Discuss your expectations for the students in the
first lecture. Tell them your policies on classroom disruptions such as talking in class or arriving late. Provide
a brief rationale for your rules, focusing more on students showing respect for other students (see Conduct
Statement on back).
- **Put your ground rules in your course outline.** Since the outline is a contract you make with the class, it
is an appropriate place to put your expectations for the course. It also gives you an impartial document to
return to should you need a way to reinforce your rules.
- **Give students a non-disruptive outlet for expressing their concerns.** Consider placing an "exit" box
at the back of the room for students' questions, ideas, suggestions, and concerns, and respond to them on a
regular basis.
- **Consider giving a professionalism grade.** In smaller classes, it may be possible to grade students on their
level of professionalism – are they on time, prepared for class, respectful of other students, etc.?

If students are disrupting your class, here are some possible ways to handle them:

- **Ask the students if they have a question.** Sometimes talking during class is legitimate; students have
missed a key definition or number and need clarification from someone sitting nearby.
- **Move closer to the disruptive students.** Your proximity may signal to them that they are interrupting
the class.
- **Make a general statement to the class about the disruption.** If you do not feel comfortable singling

153

people out, you can indicate to the class in general that the disruption level is too high and remind them of
the ground rules you set on day one.

- **Stop talking, look at the disruptive students, and wait for them to stop.**
- **Use an active learning activity.** Try a think-pair-share where you have students turn to the person
next to them to discuss a problem or question. This will break up the flow of the class and help to
re-capture students' attention. It will also give you an opportunity to approach the disruptive students
and discuss your concern with them.
- **Ask those who consistently disrupt the class to see you after class.** This will give you an opportunity to air your concerns outside of class and indicate your displeasure with the students'
behaviour without embarrassing them in front of the class.
- **Ask the disruptive students to leave.** If you feel there is no other recourse, you are within your rights to ask students to leave the room. You may also choose to leave.

Other general tips to help large classes run smoothly include:

- **Start and end classes on time.** This helps to create an atmosphere of respect for students' time and yours.
- **Avoid giving cues that class is ending.** If you say "One more point and then we can go," it is likely that students will start packing their bags before you are finished.
- **Move around the classroom.** Try to keep students involved and attentive by moving throughout the classroom.
- **Look and sound confident.** Arrive at class prepared and handle yourself professionally at all times to indicate that you are in charge.
- **Repeat all student questions and responses so that everyone can hear.**
- **Admit when you can't answer a question,** offer to find the answer, and then report back next class.
Avoid getting bogged down in material about which you are unsure.

See the TRACE Tip Sheets on "Classroom Management" and "Conflict Management" for ideas on how to
personalize a large class and reduce disruptive behaviour:
www.adm.uwaterloo.ca/infotrac/tipsheets.html

Sample Conduct Statement for Course Outlines:

A Word about Conduct in Large Classes

This is a large class but you are not a small part of it! To make our time together as valuable as possible, we
both have to work hard at it. The following basic principles may give us some guidelines:

1. Every student has the right to learn as well as the responsibility not to deprive others of their right to learn.
2. Every student is accountable for his or her own actions.

In order for you to get the most out of this class, please consider the following:

a. Attend all scheduled classes and arrive on time. Late arrivals and early departures are very disruptive
   and violate the first basic principle.
b. Please do not schedule other activities during this class time. I will try to make class as interesting and
   informative as possible, but I can't learn the material for you.
c. Please let me know immediately if you have a problem that is preventing you from performing
   satisfactorily in this class.

I am looking forward to working with you this term.

Source: Lasorsa, 1990 as seen in Lewis, K.G. (1994). "Teaching large classes (How to do it well and remain sane)." In K.W. Prichard & R. McLaran Sawyer (Eds.). Handbook of College Teaching: Theory and Applications. London: Greenwood Press.

(Adapted from TRACE's TA Workshop on "Effective Teaching in Large Classes")

155

Almeida, David A. (1995). Behavior management and the five C's. *Teaching PreK-8, 26*(1), 88-89.

Children rarely behave in the classroom without clarified rules, just because the teacher expects them to act appropriately. They usually only behave if they were taught at home or in the classroom. It is usually the teacher, who must instruct the students to behave appropriately through setting up the classroom climate. The 5 C's is a plan to manage all students' behavior through setting up a positive classroom climate.

The first C stands for clarity. The teacher needs to be clear about what constitutes acceptable and unacceptable behavior in the classroom. He or she needs to define the terms, and not be vague in what he or she means. Students have a different definition of what it means to act appropriately and inappropriately. The teacher should have no more than five rules and he or she should post them in his or her classroom. Classrooms that have more than five rules end up having more behavior problems, because the classroom becomes too rigid and students tend to forget or ignore the rules.

Providing consequences is the second C. Students should be rewarded for good behavior through the use of concrete items or good words. Students with unacceptable behavior need an undesirable consequence. Providing rewards and consequences, works as motivators for student behavior.

The teacher needs to be consistent when handing out rewards and punishments. Try to always acknowledge students who demonstrate good behavior, participate, and help contribute to a successful classroom environment. Always be fair and consistent with all students who demonstrate unacceptable behaviors. The most effective way to deal with behavior is to provide the reward or consequence, directly after the behavior.

The fourth C is for the teacher to be caring. Teachers need to show their students they really care about them. Show students you care more about them, rather than just caring if they finish their assignments. Teachers need to make sure their students are learning the material, while at the same time supporting their needs. Students are more likely to behave, when they know the teacher cares about them.

The final C involves the teacher's willingness to change. In creating a good classroom climate, the teacher needs to make changes for the sake of his or her students. The teacher needs to be prepared to modify or change an assignment if it is not working well with the students. He or she needs to incorporate a variety of activities into the school day to keep things new and fresh.

Teachers need to be clear, provide consequences, be consistent, show they care, and be willing to change. When all 5 C's are incorporated daily, they promote a successful behavior management plan that will create a positive classroom climate.

2
Dignity and Responsibility in the Classroom

Managing student behavior is a complex task. There is a delicate balance between meeting the needs of the group by maintaining social order and meeting the unique needs of each student. Few choices work for all teachers and all students. Research has provided a wealth of knowledge about teaching and learning, but we still know relatively little in absolute terms.

We believe that the best decisions for managing student behavior are based on a value system that maintains the dignity of each student in all situations. Behaving responsibly is more valued than behaving obediently. We believe that behavior change is slow, occurring in small increments. Simply expecting that students will change long-standing maladaptive behavior on demand causes more problems than it solves. We believe that motivation is difficult to maintain and that plans for discipline must enhance student motivation whenever possible. We also believe that good teaching is holistic and discipline is an integral part of the entire teaching experience. Every decision affecting behavior management also affects instruction. We advocate a discipline model that is highly flexible yet highly structured, incorporating the best thinking of the last 100 years. We avoid the gimmicky, trendy, and simplistic approaches that stop misbehavior while reducing the student's desire and love of learning.

Models of Discipline

Every discipline program has in one form or another the following elements: goals, principles, rules, enforcement or intervention procedures, and an implicit or explicit evaluation process. Each process also provides students incidental, or secondary, learning about self-worth, handling responsibility, solving problems, controlling their lives, and affecting the consequences of their behavior. Figure 2.1 is a generic model of discipline that illustrates how most behavior management models function.

Rules

Rules are central to all discipline programs, but they can be highly overemphasized for both conceptual and practical reasons. Consequences and principles are more influential for achieving long-term behavior change. Rules maintain order for the present. Rules work best when they are behavioral and written in black-and-white terms. Students and teacher should easily see whether a specific behavior violates a rule. (Examples of rules: when you speak, raise your hand; bring your books and materials to class; be in your seat when the bell rings; touch other students' belongings only with their permission.) When rules are vague (i.e., be respectful, be courteous, be kind), students have difficulty making the connection between their behavior and the consequences.

Principles

Because principles cannot be enforced, they are often overlooked or ignored by packaged discipline programs. (Principles define attitudes and expectations for long-term behavioral growth. Principles are similar to vague rules: be respectful, care about others, be prepared.) If the teacher attempts to enforce principles, students

Figure 2.1
Generic Discipline Model

Goals: What the program will accomplish.

Principles: What general attitude and behavioral guidelines teachers model and students are encouraged to learn in class.

Rules: What is enforced every time it is broken.

Enforcement or Intervention: What happens when a rule is broken.

Student (incidental) Learning: What the student learns as a result of the enforcement/intervention.

Evaluation: How well the program goals are being met.

often blame the teacher or focus on the part of the gray area that proves them right. However, an understanding of and exposure to sound principles is a crucial foundation for good rules. When rules are not developed naturally from principles, students may learn a specific action without seeing or understanding its value. For example, students may learn to be in their seat when the bell rings without knowing or understanding this to be part of a larger theme: responsible work habits. Effective discipline programs provide clear and specific rules along with guidelines for enforcement without sacrificing the higher levels of learning that principles provide.

Consequences

Practically speaking, rules are far less important than consequences for a program to be successful, and this is why programs based on punishment and teacher power can be dangerous. They are marketed as simple to learn, easy to implement, and quick with results, but their greatest attraction is their greatest weakness. To achieve their lofty claims, punitive programs must resort to power-based methods. They rely on an obedience model of discipline (Figure 2.2) because "telling students what to do" requires the least amount of work or change for the teacher. Obedience models have as their goals (1) minimal or no rule violations and (2) for students to follow orders.

Punishment is the main intervention/enforcement procedure. The results, if "successful," are fewer rule violations and less student learning about responsibility.

Figure 2.2
The Obedience Model

Main Goal: Students follow orders.
Principle: Do what I (the teacher or administrator) want.
Intervention: Punishment is the primary intervention.
1. *external* locus of control
2. done *to* student

Examples:
1. threats
2. scolding
3. writing "I will not _____ 500 times"
4. detentions
5. writing student's name on chalkboard

Student learns . . .
1. Don't get caught.
2. It's not my responsibility.

Incidental or Secondary Learning

Most educators agree that secondary learnings are powerful and must be carefully considered and evaluated to understand the true impact of a discipline program. For example, claims such as "program X yields an 80 percent reduction in referrals for discipline" often are misleading. If teachers do not refer students because they have gotten the message that discipline referrals mean poor teaching, then the program's success might be a result of teacher fear. If a teacher uses force to control misbehavior and at the same time destroys the natural motivation of a large percentage of the class, can the results truly be called successful? If a student shapes up after the third checkmark on the chalkboard because the fourth means a phone call home to an abusive parent, did the program improve the child's self-control or did it simply transfer the inner turmoil of a child caught in a dysfunctional family? If a group reward system is effective at reducing the total number of off-task behaviors, is the quality of relationships affected, and does the shift from internal to external rewards hurt the students' chances for self-control in the long run? If Susan's classmates think she is responsible for them losing out on a coveted marble in a jar, who assesses the subsequent communication patterns between Susan and her classmates on the playground, on the bus, or in the cafeteria?

The Obedience Model

We define obedience as following rules without question, regardless of philosophical beliefs, ideas of right and wrong, instincts and experiences, or values. A student "does it" because he is told to do it. In the short term, obedience offers teachers relief, a sense of power and control, and an oasis from the constant bombardment of defiance. In the long run, however, obedience leads to student immaturity, a lack of responsibility, an inability to think clearly and critically, and a feeling of helplessness that is manifested by withdrawal, aggressiveness, or power struggles. We would never say that students should be disobedient, although research has taught us to expect the "terrible two's," "out of bounds four," "moody, ten's," and rebellious teens as times when acting out and testing limits is a sign of growth and independence. We strongly believe that the training for obedience in schools is a personal and societal risk with dire potential consequences for everyone. Obedience, even when it "works," is not philosophically, psychologically, or sociologically defen-

sible. Obedience models are far more interested in keeping students in line rather than maintaining their dignity.

Figure 2.2 shows that the obedience model uses punishment as its main type of intervention. William Chandler Bagley knew in 1907 that punishments were to be reserved for those cases when nothing else seemed to work.

It must be remembered that not every individual needs to be subjected to a penalty in order to ensure the inhibition of his social impulses. The infliction of a penalty is always the last resort, reserved for those cases in which all other means fail. . . . The individual must, if necessary, be sacrificed to the mass; but the sacrifice must not be made unless the necessity is clear, nor in any greater degree than necessity demands.[1]

It's ironic that the current mood of education is in some ways behind the past. The 1980s might someday be remembered as the decade when admiration was reserved for principals, cast as folk heroes, walking around schools with baseball bats, and for teachers and whole schools that systematically embarrassed students by writing their names on the chalkboard. But we do have hope that the pendulum will once again swing to the rational position of treating children as people with needs and feelings that are not that different from adults. Once we begin to understand how obedience is contrary to the goals of our culture and education, the momentum will begin to shift. Our view is that the highest virtue of education is to teach students to be self-responsible and fully functional. In all but extreme cases, obedience contradicts these goals.

Another problem common to many obedience models is the limited opportunity for teacher discretion. Some programs offer only one alternative intervention for teachers when a rule is violated. Others have a lock-step approach that requires a specific intervention for violation number one, another for violation two, and so forth. Either system removes teacher judgment from the process. This cripples the teacher's ability to examine rule violations in their broader context and demeans the teacher's capacity to be a decision maker. Faced with what may be an untenable either/or choice, or no choice at all, teachers often have no alternative but to look the other way. This is the only way they can factor in special circumstances that don't fit "the program." Over time, this creates numerous inconsistencies that ultimately doom the program. With such "teacher proof" programs,

faculty members develop external locuses of control. The average teacher either subverts or redesigns the system—and almost always resents using it.

The Responsibility Model

Teaching students responsibility requires more work than teaching for obedience. We believe students should help develop the discipline plan, so planning can be more cumbersome and require more time. Sometimes progress seems slow because students are in the process of learning. The results are not always immediately apparent because more is desired than an immediate end to disruptions.

In the development process, teachers have the opportunity to see how they contribute to creating discipline problems. When teachers value their students' thoughts, perceptions, and opinions, they may, for example, learn that their students are frustrated. They may learn that failing to motivate students, offering little or no hope for behavioral or academic success, forcing students to back down in front of their peers, providing students with minimal or no choices, or denying students acceptable opportunities to express their feelings are the main ways that teachers contribute to their own discipline problems.

Models based on teaching responsibility can therefore seem more threatening to the teacher at first glance. In the long run, however, these models are more effective because they encourage improved teaching performance as well as improved learning performance. Responsibility models foster critical thinking and promote shared decisionmaking. Kids feel affirmed even though they don't always get their way. They understand that they have some control of the events that happen to them, and they get a chance to learn that teachers also have rights, power, knowledge, and leadership.

Teachers who subscribe to the responsibility model follow the adage, "If you want true power, you must give some of it away." For many years, we gave away too much control to students. Now we must be careful not to overreact and try to take all of it back. Students cannot learn responsibility without choices and without an opportunity to make mistakes and learn from them.

The responsibility model (Figure 2.3) is far more consistent with the current classroom emphasis on critical thinking and decision making. What must students learn when the curriculum says, "

Figure 2.8
The Responsibility Model

Main goal: To teach students to make responsible choices.
Principle: To learn from the outcomes of decisions.

Consequences:
1. *internal* locus of control
2. *done by the student*
3. *logical or natural*

Examples:
1. Developing a plan describing how you will behave without breaking the rule
2. Practicing appropriate behavior in a private meeting with the teacher

Student learns...
1. I cause my own outcomes.
2. I have more than one alternative behavior in any situation.
3. I have the power to choose the best alternative.

decisions based upon critical thinking skills," while they are simultaneously told, "Do what I say or else you'll have your name written on the blackboard for all to see?" The responsibility model is also more consistent with the general makeup of most classrooms.

Principles

The following principles are the structure for our discipline plan. They define the parameters of a healthy classroom that uses discipline as a learning process rather than a system of retribution.

1. Dealing with student behavior is part of the job.
We have already pointed out that teaching is more positive when managing student behavior is perceived as part of the job. After all, no matter how much you love teaching the story of Magellan, factoring binomial equations, the causes of the war of 1812, or the pluperfect tense, the lessons students learn about behavior, communication, and getting along with others make a longer, more lasting impression.

2. Always treat students with dignity.
Educators have acknowledged this need for centuries. Some call it dignity, others call it self-concept or self-esteem. The need to protect and enhance it is by now, unquestionable. Mitchell found that 80 percent of children enter 1st grade with high self-esteem. By the time they reach 5th grade, only 20 percent have high self-esteem. By the time they finish high school, the number having a positive self-esteem has dropped to a staggering 5 percent.

Students will protect their dignity at all costs, even with their lives if pushed hard enough. In the game of chicken, with two cars racing at top speed toward a cliff, the loser is the one who steps on the brake. Nothing explains this bizarre reasoning better than the need for peer approval and dignity. Concentration camp victims and prisoners of war tell of their survival in terms of maintaining their dignity. They did anything possible to hold their heads high by defying their captors. In school, students must know that their dignity will always be maintained.

3. Discipline works best when integrated with effective teaching practices.
We previously used critical thinking as an example of using content in discipline. The processes of planning, making choices, evaluating, and analyzing results are all components of a critical thinking system. These same processes can be used as consequences when a child breaks a rule. In this system, students live what they learn, giving real life experience to both behavior and the mastery of content.

4. Acting out is sometimes an act of sanity.
When children act out they provide feedback to the teacher. The teacher misses the opportunity to improve if he punishes misbehavior without examining how he might have caused it. When kids misbehave because of poor teaching, it is better for all if the teacher can use that information to improve his skills rather than to hide problems.
We do not mean to imply that poor teaching is the sole cause of discipline problems. Drug use and other social problems already discussed no doubt contribute. But when we realize the importance of the relationship between good teaching and good discipline, we can prevent many problems and excite kids about learning. Squires, Huitt, and Segars (1984) found that effective classroom teachers (those whose students consistently demonstrated high levels of achievement) possessed skills in both management ("which has to do with controlling students' behavior") and instruction ("guiding students' learning").[3]

The 80-15-5 Principle

Generally speaking, there are three groups of students in a typical classroom. (While the percentages may vary from classroom to classroom, there seems to be consistency in the group structure.)

1. 80 percent: These students rarely break rules or violate principles. They come to school motivated to learn, prepared to work, and accepting of the restrictions of a classroom setting. By and large, these students have been sufficiently successful by both formal and informal standards so that they expect success in the future. Most discipline plans are either unnecessary or intrusive to these students.

2. 15 percent: These students break rules on a somewhat regular basis. They do not blindly accept the classroom principles, and they fight the restrictions. Their motivation ranges from completely on to completely off, depending on what happened at home that morning or how they perceive the daily classroom activities. Their achievement can range from high to low, depending on the teacher, the class, or their expectations for success. These students' need a clear set of expectations and consequences. If they are not given enough structure, they can disrupt learning for all the other students.

3. 5 percent: These students are chronic rule breakers and generally out of control most of the time. Nothing seems to work for them. They have typically experienced failure in school from an early age and maintain no hope for success in the future. They believe they have no reason to try to behave or to learn. Some have severe learning or emotional problems, and may come from troubled homes.

The trick of a good discipline plan is to control the 15 percent without alienating or overly regulating the 80 percent and without backing the 5 percent into a corner. Plans that are heavily punitive tend to control that 15 percent and thus give the illusion that they are successful. However, the seeds are sown for the out-of-control students to explode, or for some of the 80 percent to lose interest in learning. Teachers often feel trapped between their desire for consistency and the fear of coming down too hard on the rare rule violation of the naturally motivated student. They are also aware of the need to give the out-of-control student hope and some space and to make school as positive an experience for them as possible.

Most teachers believe that instruction must be matched to the ability of the student. We would all be horrified if we were asked to teach all students the same content in the same way at the same speed. It's been said that "there is nothing as unfair as treating unequals as equals." Even our government does not advocate single solutions to

all problems. Judges want the discretionary powers of their office to enforce the best possible sentence for a particular crime.

Teachers need the same ability. Any plan that imposes a system at the cost of teacher judgment is demeaning and ill spirited. It is dangerous to students and teachers alike. The plan that is presented in this book is highly structured yet provides the flexibility for teacher judgment.

Locus of Control

In the last 20 years, locus of control has become a major way of looking at behavior. Simply stated, internal locus of control means that an individual perceives that he causes his own outcomes. External locus of control means that an individual perceives that powerful forces or people cause things to happen to him and he cannot control them. Generally speaking, locus of control is specific to a situation and therefore varies within an individual based on the circumstances. The degree of responsibility we take for our actions is directly related to our locus of control. The more internal we are, the more responsible.

The following examples illustrate the difference:

1. Teacher: Johnny where's your homework?
Johnny: I did it but I left it in my jeans and my mother washed it. Now I don't have it.

Analysis: External locus of control. His mother did it.

2. Teacher: Johnny where is your homework?
Johnny: My dog ate it.

Analysis: External. The dog did it.

3. Teacher: Johnny, where is your homework?
Johnny: You never assigned it.
Teacher: Yes I did. Every other student in class heard me.
Johnny: You must have assigned it when I wasn't paying attention.

Analysis: External. The teacher did it.

4. Teacher: Johnny, where is your homework?
Johnny: I didn't do it.

Analysis: Internal. Johnny did it. (In this case, Johnny *didn't* do it.)

DIGNITY AND RESPONSIBILITY IN THE CLASSROOM

1. What happens to the student 10 minutes after an intervention? Is he angry? Is he back to the lesson? Do you see signs of passive aggressive behavior? Is he fully participating?
2. What happens to the student the next day?
3. What happens to the student a week later?
4. What happens to student motivation? Does energy for learning increase or decrease? (Good discipline plans enhance student motivation, not erode it.)
5. What happens to the student's dignity? Is it attacked? Is it maintained? Is it enhanced?
6. How is the student's locus of control affected? Does the student become more internally focused on his own behavior? Does the student become more externally focused? (An internal orientation, when appropriate, leads to responsibility. An external orientation leads to helplessness.)
7. What happens to the teacher-student relationship? Is communication improved? Is it weakened? Did the teacher win the battle (get the student to do what he wanted) and lose the war (destroy their delicate relationship)?
8. Does the student learn about his behavior in a way that provides increased choices, or does the student learn that he has no choice at all? Choices lead to responsibility.

In Conclusion

Effective discipline does not come from the quick mastery of techniques or the implementation of a packaged method. Effective discipline comes from the heart and soul of the teacher. It comes from the belief that teaching students to take responsibility for their behavior is as much the "job" of the teacher as teaching history or math and more important than simply enforcing rules. It comes from the belief that most students do the best they can, many in what they feel is an adverse environment. It comes from the belief that all students need hope. It comes from the positive energy of the teacher. Only within the framework of the teacher's internal strength and the development of a hopeful and caring classroom environment can a discipline plan be effective.

Endnotes

[1] W.C. Bagley, (1907), *Classroom Management*, (Norwood, Mass.: MacMillan Co.), 105.
[2] D. Squires, W. Huitt, and J. Segars, (1984), *Effective Schools and Classrooms: A Research Based Perspective*, (Alexandria, Va.: Association for Supervision and Curriculum Development), 10.

DISCIPLINE WITH DIGNITY

5. Teacher: How come you did so well on the test?
   Karen: It was easy.

   Analysis: External. The test caused the high score.

6. Teacher: How come you did so well on the test?
   Karen: I studied.

   Analysis: Internal. Karen did it.

The following are principles of locus of control as they relate to discipline:

1. Internal is more closely related to responsibility.
2. Internal produces more guilt when a student fails.
3. Inappropriate external orientation leads to helplessness.
4. Conditions for developing internality include:
   - predictability
   - accurate, consistent, immediate feedback
   - real choices
   - planning
5. We can learn from our mistakes when:
   - Consequences are natural or logical (we learn that something happens as a result of our behavior and that it is closely related to the behavior)
   - The severity of the consequences matches the circumstances of the behavior.
   - We accept our role in creating the outcome.
   - Guilt and blame are emphasized less than planning future behavior change.

Questions to Ask to Determine the Effectiveness of a Discipline Plan

Evaluating the effectiveness of a discipline plan is not simple. As we said earlier, merely counting the number of referrals or the frequency of misbehavior gives a one-dimensional snapshot of a three-dimensional problem. A discipline plan that reduces incidents of misbehavior can be a disaster if it reduces student motivation. When evaluating the effectiveness of any discipline plan, the following questions must be included with any numerical data relating to incidents of misbehavior:

focus of the research was to identify specific factors that promote a positive or negative climate within the school. An exhaustive review of the study is beyond the scope of this book (see *Fifteen Thousand Hours* by Rutter et al.), but some of the findings that appear to relate directly to effective or ineffective discipline are:

1. High levels of corporal punishment and frequent disciplinary interventions led to worse student behavior.

2. Praise for work in the classroom and frequent public praise for good work or behavior at general assemblies or other meetings was associated with better behavior. (The use of praise will be discussed in more depth throughout this book.).

3. Schools and classrooms that were well decorated with plants, posters, and pictures were associated with better student behavior.

4. The willingness to see children about problems at any time was associated with better student behavior.

5. Better behavior was noted in schools where a high proportion of students had opportunities to hold some position of responsibility.

6. An interesting and perhaps unexpected finding was that schools with highest staff turnover often had the best behavior among students.

7. Schools with good outcomes had most decisions made at a senior level (administration) when staff members felt that their views were clearly represented in the decisions.

8. An agreed upon set of standards, consistently maintained, appeared more important in maintaining effective discipline than specific rules or a certain type of teaching approach.

9. Frequent homework and a check on staff members regarding administering homework was associated with better student achievement and behavior.

10. Very little class time (2 to 18 percent) spent in setting up equipment and materials was associated with better student behavior.

11. Starting the class on time, pacing throughout the lesson, and not ending early was associated with better student behavior.

Schools Do Make a Difference

While there is little question that family instability, violence in society, low-quality television, confused values, lack of positive self-concepts, powerlessness, boredom, and unclear limits are significant contributing factors to discipline problems in the school, the fact is that schools vary widely in their ability to maintain and promote effective systems of discipline.

Rutter and associates conducted a longitudinal study of secondary schools in Great Britain and concluded that the school does make a difference in student behavior and achievement even when factors such as socioeconomic status, location of the school, and family background are controlled. (He studied mixed comprehensive schools, the English equivalent of American public schools.[8])

Many of the findings of that study have important implications for teachers and administrators in regard to discipline because the

12. A high proportion of topic time per lesson (65-85 percent) spent in interaction with the whole class rather than with individuals (when using a formal class-based teaching approach) was positively related to good student behavior.

Rutter's findings are cause for optimism in contrast to prior research by Coleman, Jenks, and Plowden. Rutter clearly suggests that despite all of the causes of discipline problems, schools can and do make a difference in affecting student behavior and achievement.

Three-Dimensional Discipline

While Rutter and his associates provide optimism, there is still difficulty in translating principles of successful schooling into tangible and realistic procedures that can be implemented in the classroom. After all, discipline problems have existed for as long as schools. Any time a group of 25 to 30 people are in close proximity to each other for 6 hours every day, 10 months of the year, a variety of interpersonal conflicts occur. Three-Dimensional Discipline offers many ways to help you take charge of such conflict. The three dimensions are:

- prevention—what can be done to prevent problems.
- action—what can be done when misbehavior occurs to solve the problem without making it worse.
- resolution—what can be done for the out-of-control student.

It will help you prevent problems by acknowledging that they will occur and by providing many behavioral, interpersonal, and anxiety-management skills that will reduce the impact of misbehaving students upon the teaching-learning process.

The Need for Planning

Planning is a chance to influence the future. We strongly advocate teaching students how to plan as a way to modify their behavior.

We feel just as strongly that planning is essential for managing something as complex as student behavior. A good plan for discipline includes clear rules and multiple interventions when rules are broken. An effective plan will minimize "the system effect" (see Chapter 2) and maximize personal interaction between teacher and student. Planning also encourages clear expectations for both teachers and students and increases the opportunities for student involvement in developing classroom discipline procedures. Research by Emmer, Everson, and Anderson (1980) and Everson and Emmer (1982) indicates that effective teachers teach classroom rules and procedures, monitor compliance with the rules, follow through with consequences quickly and consistently, establish a system of student responsibility and accountability for work, communicate information clearly, and organize instructional activities. These outcomes are synonymous with planning, which is the best methodology for ensuring these behaviors.

Foundation of the Program

If we allow ourselves to become helpless in the face of the overwhelming causes of misbehavior, it becomes impossible to teach. Three-Dimensional Discipline is designed to help the teacher work effectively with children despite these numerous problems. We have identified 12 processes* that form the foundation of an effective discipline program.

1. *Let students know what you need.* To run the classroom, you must establish clear and specific guidelines that define rules and consequences for both you and your students (Chapters 3 and 4).

2. *Provide instruction at levels that match the student's ability.* If a student is acting out, assume that this is his defense against feeling like a failure because he cannot, or believes he cannot, handle the material. You may want to conduct some brief tests to determine academic level or have the child referred to educational specialists in your building for an assessment. If you are unable or unwilling to adapt your teaching style to lower or higher academic levels based upon the student's needs, then you are offering the student a valid excuse for acting out.

Just as expectations that are too high lead to frustra-

*Our thanks to Barbara Coloroso who conceptualized some of these.

tion, those that are too low lead to boredom and the feeling that success is cheap and not worthy of effort. When we make learning too easy, students find little value in it and little pride in their achievements. It is important to increase the challenge without increasing the tedium. Higher-level thinking skills that require imagination, creativity, synthesis, and analysis are of higher value than increasing the number of boring questions.

Telling students that an assignment or school task is easy does not motivate them to try. In the long run, it discourages them from making a wasted effort.

3. *Listen to what students are thinking and feeling.* There is probably no skill more important than active listening* to defuse potentially troublesome situations. Students misbehave when they feel anxious, fearful, or angry. Teachers who learn how to identify with students who have negative feelings and who can convey understanding and empathy through reflective or active listening are usually able to short-circuit the cycle that leads to disruption.

4. *Use humor:* You are not paid to be a comedian nor should you be expected to come to class prepared with an arsenal of jokes. But many frustrating situations can be lightened by learning how to poke fun at yourself and by avoiding defensiveness.

Make sure students are not the butt of your jokes. Lou, a 7th grade student, obviously intent upon hooking Mr. James into a power struggle, announced one day in class as he looked squarely at his teacher, "You smell like horseshit!" Mr. James responded by promptly lifting up each of his armpits, smelling them, and with a puzzled look saying, "That's strange. I took a shower this morning, put on dry deodorant and a fresh shirt, and came to school. I think I smell rather good!" The class laughed, and a tense moment had abated.

Moscowitz and Hayman found that students who rated their teachers as "best" mentioned the following teacher characteristics: they listened well, they were able to focus upon the current interests of students, they avoided yelling when disciplining, and they used humor.9

*See Thomas Gordon, *Teacher Effectiveness Training.*

5. *Vary your style of presentation.* Research has shown that older children have a maximum attention span of 15 minutes and younger children 10 minutes for any style of presentation. If you lecture for 15 minutes, it helps to have a discussion for the next interval. If you have a large-group discussion, switch to small groups. Continually using the same approach will create inattentiveness and restlessness, which may lead to disruption.

6. *Offer choices.* Students should always be offered a choice and must be helped to see that the consequences are a result of their choices. For example, "You can do your assignment now or during recess." "You can borrow a pencil, buy one from me, or provide collateral." "You chose to fight and so you've chosen to go home for the remainder of the day." Coloroso suggests that the teacher offer the student "good luck" with his decision, recognizing that decisions are not easy to make, but that the student is responsible for the decision after the choices are offered.

7. *Refuse to Accept Excuses.* Once there are sensible rules and consequences established in the classroom, all misbehavior is greeted with a specific consequence. If there is a fight, it makes no difference who started it. If a student is unprepared for class, it makes no difference that his homework was destroyed by the washing machine. In short, when you allow students to explain away their misbehavior, you place yourself in the uncomfortable position of being judge and jury. Students with good excuses learn that a good excuse will avoid trouble. Students with bad excuses learn that they need some practice in improving their excuse-making. Either way, accepting excuses teaches students how to be irresponsible. If you will accept legitimate excuses, they should be included as part of the rules and stated clearly before an incident occurs.

8. *Legitimize misbehavior that you cannot stop.* If you have done everything humanly possible to stop a certain behavior and it continues, think of creative ways to legitimize it. If there are daily paper airplane flights buzzing past your ear, consider spending five minutes a day having paper airplane contests. If abusive language persists, ask the student to publicly define the word to ensure understanding. If your students like to complain chronically about one thing or

another, have a gripe session or a gripe box in which students are encouraged to deposit their complaints. If your school has chronic disruptions in study hall, then offer a game-filled, nonacademic study hall in addition to one that is quiet for those who really want to study. When certain types of misbehavior are legitimized; the fun of acting out fizzles. And if the behavior continues, it will be easier on your nerves because you will no longer have to stop it.

9. *Use hugs and touching in communicating with kids* (even junior high and high school kids). A pat on the back, touch on the shoulder or handshake can go a long way toward establishing bonds with kids. One of the biggest educational fallacies is the prohibition against using touch with older students because of sexual misunderstanding. If you are intentionally attempting to seduce a student, then don't touch! If you want to use touch only to communicate anger and to force compliance, don't touch! If you know of a student who has been physically abused, then exercise caution. If you want to communicate with human warmth, caring, and concern, words will take you only so far. Supplement your words with nonverbal displays of caring and concern.

10. *Be responsible for yourself and allow kids to take responsibility for themselves.* You are responsible to come to class on time, present your subject in as interesting a fashion as you can, return papers with meaningful comments in a reasonable period of time, provide help for students having difficulty, and end class on time. You are *not* responsible to come prepared for the student, to judge the excuses a student gives, or to do his work for him.

11. *Realize and accept that you will not reach every kid.* Some students, after all is said and done, must be allowed to choose failure because they are consistently telling you that they need more than you can give.

12. *Start fresh every day.* What happened yesterday is finished. Today is a new day. Act accordingly.

Rage Reduction Strategies

1. *Remove the Audience*. As often as possible, meet privately with the angry student.

2. *Timeout*: The school should provide a "cool down" space for the angry student. He/she should be able to go to the space on his/her own if he/she feels he/she is starting to "lose it." Angry students disrupt classes... they need to be removed so the teacher can teach and the other students can learn.

3. *Ignore*. Yes, ignoring can work sometimes. So often the yelling, screaming kid gets reinforcement for his/her actions. If possible, don't give him/her any attention.

4. *Use Good Timing*. There are good times and bad times to talk to an angry student. A bad time is when you or the student is angry. A good time may be at lunch or while shooting baskets on the playground.

5. *Matter of Fact vs. Passionate*. When dealing with the angry student, it is important to remain calm. The angry student is probably used to hearing parents or others yell and use loud voices. By using a calm, levelheaded approach, it may actually help the student begin to cool down. Teachers who use the passionate approach to discipline may actually be making things worse.

6. *Miss Bailey's Balloons*. Miss Bailey often used balloons in her classroom. She selected Alvin to be her official balloon blower. Whenever she noticed Alvin getting upset, she had him blow-up some balloons.

7. **Escape Passes**. Instead of saying, "Maria, when you get angry, just leave," give her three cards (escape passes) on Monday. Whenever she gets angry, all she has to do is drop a card on your desk and leave. Many students feel more in control when they have something to hold, keep.

8. *Redirection List*. The teacher keeps a list of errands on his/her desk. When he/she notices a student starting to get upset, he/she looks at the list of errands and has the student complete the task. Suggestions include: take articles to the office, take a note to another classroom, check a teacher's mailbox, etc.

9. *Don't Play Volleyball*. Angry students love to argue. Just like volleyball, arguing needs more than one player. Remove yourself if possible. Arguing doesn't work. Thomas Jefferson said, "I never saw an instance of one or two disputants convincing the other by argument."

10. *Taking a Stand*. Don't stand too close to an extremely angry adolescent. Don't confront the student face-to-face. Stand to the side and talk. This means little eye contact – not "in his face."

11. *The Eyes Say Help!* If you ever come upon two students who are starting to fight, remember that usually one of them does not want to do battle. Once you make your presence known, look for the student who looks at you. The one who turns his eyes toward you is usually the one who doesn't want to fight... rescue him/her. If neither combatant looks at you... back off and send for help!

12. *Square Breathing*. Think of a square with four sides. Tell the student that when he/she gets angry, he/she can do his/her square breathing. (1) Breathe in for 4 seconds. (2) Hold your breath for 4 seconds. (3) Slowly let out the air. Take 4 seconds to do it. (4) Relax for 4 more second before taking action.

13. *Sandwich Approach*. A sandwich has two slices of bread and meat in the middle. When you correct a hostile, angry student, use the Sandwich Approach. Here's an example: Josh is pushing another student. (1) Give the first slice by getting his/her attention in a positive way. "Jo, stop pushing. Thank you for stopping when I asked." (2) Now, the meat. "Jo, we've talked about this before; pushing is wrong and someone could get hurt. If you push again, I'll call your dad." (3) Now the last slice of bread. End on a good note. "Thank you for listening and being respectful. Have a good afternoon.

14. *Empathetic Assertion*. This calls for the teacher to make a statement to the angry students in such a way to let the student know that the teacher is aware of the situation and is aware of just exactly what is making the student angry. This lets the student know that it is okay to be angry, but it doesn't give the student the right to disrupt class. For example, "Sally, I don't blame you for getting angry. Erin should not have said that. Now let's get back to work."

15. *The "Don't Bug Me Chair."* Provide a special chair for the angry child to sit. When he/she is in the chair, everyone is to leave him/her alone. Any student is allowed to use the chair. You must set limits on when it can be used and how often.

16. *The Pressure Point.* Help the student identify certain things that cause them to get angry. As soon as they witness or hear something they don't like, they should press their thumb and middle finger firmly together for ten seconds. By delaying ten seconds, the students are able to calm down and not overreact.

17. *The Tow-Minute Warning*. Allow angry students a short period of time to calm down. Don't try to reason with an angry student. If he/she doesn't settle down in two minutes, he/she may need to be removed.

18. *A Call for Help*. If you have an explosive student in your class, you may need to devise a plan of action. Seek the assistance of a trusted student. Let him/her know that when you look at him/her and pull on your right ear, he/she is to calmly leave the room and get help. Potentially violent students need a more comprehensive emergency plan involving at least three people with walkie-talkie access that can be

168

called to help. It is a good idea for confidentiality purposes to create a code name for the child to use for walkie-talkie communication.

19. *Red, Green, Yellow*. On the floor, have a red spot, a yellow spot, and a green spot. When a student starts to get angry, he/she must go to the red spot for three minutes to cool down. Next, he/she moves to the yellow spot to think of better ways to resolve his/her conflicts or issues. After two minutes, he/she goes to the green spot to make his/her plan. Also, you can use colored stickers on the angry child's desk. The student remains in his/her seat and touches the stickers.

20. *Tell Me What Happened*. Give the angry student a chance to tell you what happened. Don't blame or jump to conclusions.

21. *You May Be Right*. When your angry student is expressing his/her anger and telling his/her story, you may be better off saying, "Jo, you may be right," instead of saying, "No, you are wrong!" By agreeing with him/her for just a minute or two, you may have a better chance getting him/her to unwind.

22. *Talk Lower and Lower*. When interacting with an angry student, continue to talk slower and lower or softer. Often thins will help him/her to calm down. If you stay loud, he/she will also.

23. **Be Careful with Consequences**. When giving consequences, remember these three things: (1) Don't shout consequences when you are angry. (2) Only state consequences you can actually administer. (3) Keep you word and follow through.

24. *Modeling*. Obviously, young people need to see us handle disagreements and conflicts in a positive manner. They watch and learn from adults how to act when there is a conflict.

25. *Anger and Alcohol*. Let students know that too much anger and too much alcohol are dangerous. Explain to them that when adults drink too much, their brains don't work properly. The same goes for anger. Too much anger can cause one's brain to malfunction, and he/she may do something wrong or dangerous.

26. *Time for a Trade*. Buddy up with another teacher. Work out a plan that allows the other teacher and you to make an occasional trade of students. One day, you may need to have Mrs. Anderson keep Jarrod just to give you a break.

27. *Parent Volunteers*. Use parent volunteers to give special time and attention to angry, disruptive students.

28. *BARK (Behavioral Anger Reduction Kit.)*. Make a special kit for your angry student. Include in the kit, items such as clay, sponge balls, gum, hard candy, drawing paper, pencils, etc.

169

Carr, Tom (2000). *131 Creative Strategies for Reaching Children wit Anger Problems*. Chapin, SC: YouthLight, Inc.

29. *Give Them Input into Consequences*. If possible, let the angry students select their own negative consequences when writing plans.

30. *Getting in the Last Word*. With some hostile students, it is almost impossible for you, the teacher, to get in the last word. Sometimes you may be better off by letting him/her mumble a few words as he/she walks away, as long as those words are not disrespectful. Don't continue to exchange comments with him/her. Discipline expert Fred Jones says, "It takes one fool to backtalk, but it takes two fools to make a conversation out of it. Back talk is a melodrama written and produced by the student. If you take your speaking part, the show goes on. If yhou keep your mouth shut – the show bombs."

31. *Be Consistent!* If you aren't, the angry student will always question and challenge you.

32. *Why Are You Angry?* Bad question! Most young children really don't know why they are angry. If you keep bugging them, they may tell you about something that has nothing to do with the reason they are angry. They may make up a reason just to get you to leave them alone.

170

Carr, Tom (2000). *131 Creative Strategies for Reaching Children wit Anger Problems*. Chapin, SC: YouthLight, Inc.

The School Safety Survey

Jeffrey Sprague, Geoffrey Colvin, & Larry Irvin

The Institute on Violence and Destructive Behavior
University of Oregon College of Education

For further information contact Jeffrey Sprague, Ph.D. at 541-346-3592
jeff_sprague@ccmail.uoregon.edu

IVDB Institute on Violence and
Destructive Behavior

/7/

Essential Questions for School Safety Planning

Choose a minimum of 5 staff, including 1 administrator, 1 custodial staff member, 1 supervisory/classified member, 1 certified member and 1 office staff member, to complete this survey. Please place a check (**X**) next to the item that best reflects your opinion for each question. Your responses will be valuable in determining training and support needs related to school safety and violence prevention.

School Name: _____   **Date:** ____/____/____

District: _____   **State:** _____

Your Role:

1. Administrator _____
2. Teacher _____
3. Special Education Teacher _____
4. Educational Assistant _____
5. Office Staff _____

6. Custodial Staff _____
7. Related Service Provider _____
8. Student _____
9. Parent _____
10. Community Member _____
11. Other _____

Section One: Assessment of Risk Factors for School Safety and Violence

Indicate the extent to which these factors exist in your school and neighborhood:	Rating				
	not at all	minimally	moderately	extensively	don't know
1. Illegal weapons.					
2. Vandalism.					
3. High student mobility (i.e. frequent changes in school enrollment).					
4. Graffiti.					
5. Gang activity.					
6. Truancy.					
7. Student suspensions and/or expulsions.					
8. Students adjudicated by the court.					
9. Parents withdrawing students from school because of safety concerns.					
10. Child abuse in the home.					
11. Trespassing on school grounds.					
12. Poverty.					
13. Crimes (e.g. theft, extortion, hazing).					
14. Illegal drug and alcohol use.					

IVDB *Institute on Violence and Destructive Behavior*

Community-Based Prevention and Intervention

172

Section One: Assessment of Risk Factors for School Safety and Violence

15. Fights, conflict, and assault.					
16. Incidence of bullying, intimidation, and harassment.					
17. Deteriorating condition of the physical facilities in the school.					

Section Two: Assessment of Response Plans for School Safety and Violence

Indicate the extent to which these factors exist in your school and neighborhood:	Rating				
	not at all	minimally	moderately	extensively	don't know
18. Opportunity for extracurricular programs and sports activities.					
19. Professional development and staff training.					
20. Crisis and emergency response plans.					
21. Consistently implemented school-wide discipline plans.					
22. Student support services in school (e.g. counseling, monitoring, support team systems).					
23. Parent involvement in our school (e.g. efforts to enhance school safety, student support).					
24. Student preparation for crises and emergencies.					
25. Supervision of students across all settings.					
26. Suicide prevention/response plans.					
27. Student participation and involvement in academic activities.					
28. Positive school climate for learning.					
29. Acceptance of diversity.					
30. Response to conflict and problem solving.					
31. Collaboration with community resources.					
32. High expectations for student learning and productivity.					
33. Effective student-teacher relationships.					

IVDB Institute on Violence and Destructive Behavior
Community-Based Prevention and Intervention

173

Section Three: Your Comments on School Safety and Violence

1. What is the most pressing safety need in your school?

2. What school safety activities does your school do best?

3. What topics are most important for training and staff development?

4. What are the biggest barriers to improved school safety measures?

5. What other comments do you have regarding school safety?

6. What other factors not included in this survey do you believe affect school safety?

IVDB Institute on Violence and
Destructive Behavior
Community-Based Prevention and Intervention

174

Mystery & Magic of Adolescent Female- "Mean Girls"

"Guys carry knives, girls carry rumors and there are more rumors than knives in a school and they can cause more damage."

Girls respond to conflict <u>indirectly</u>. Girls are socialized to view direct confrontation or conflict as "bad" and they will be viewed badly. Unlike guys who tend to be very loyal to their peer group, with girls, there is not even safety in their group.

Types of aggressive behavior
1. <u>Direct aggression</u>- directly confronting the conflict face-to-face. Often used by males.
2. <u>Indirect aggression</u>- any form of aggression in which the conflict is indirectly communicated to the target.

The better one is at indirect and social aggression, the more popular she will become. Even popular kids have to watch their backs- can't trust their friends either. If the girls have a larger group of friends, they will have aggression and a peeking order, not as likely to occur if they have 1-2 friends.

What prompts aggressive behavior

Status is threatened   Response to a rumor   Fear of losing friends
Real or perceived slight or insult   Perceived cockiness or over confidence by another
"We want what she has, since we don't have it, we don't want her to have it either."

Kiss of death- the smart, pretty, shy girl. Perceived as cocky. She is waiting for someone to approach her but they think she thinks she's "all that." She needs to be encouraged to walk down the hall with her head up and say "hi".

The Drama-
The players-
<u>The Queen Bee</u> has established a status envied by most which she is committed to protecting. Has a decent reputation and is not overtly aggressive or mean to others.
<u>The Target.</u> Often a close associate with the queen bee. Causes the most damage when the target is someone in the social group, others are afraid they will become the target next if they stick up for the target.
<u>The Gofer.</u> Usually a player that goes in between the target and the queen bee. She befriends the target and encourages her to talk to her, so she can feed this information back to the queen bee.
<u>The Middle Girl.</u> Tries to mediate peace between the target and her aggressor. Just as the conflict is indirect, the reconciliation is indirect and comes through a third party.
<u>The Supporting Cast</u> Parents, adults, teachers, coaches, etc. These individuals allow it to continue, tend to blame the target and critique the drama without ever really "seeing the show."

The Plot-
The queen bee selects a target, often a close friend who has committed some breach of friendship. Often, the queen bee never acknowledges being angry at the target. The target may never know

what she said or did and will likely not receive a direct answer if she asks. The target is often told no one is angry when she asks directly. The target is ignored, frozen out but not asked to leave. ***The longer she stays in this waiting state, the more emotionally damaging it becomes, school phobic, depression, snaps at parents and teachers which hurt her other support system.

*The person is not necessarily targeted because she has a low self-esteem but it can be impacted if she stays in this drama.

Interventions along the developmental continuum.
1. Early childhood. Encourage the language of direct communication and discourage threat of friendship as a means of getting ones way.
2. Throughout childhood. Encourage direct request and direct response to request. Discourage implied request and false agreements.
3. Pre-adolescent years. Explore the myth of popularity. It's ok to have a best friend but can be friends with others as well.

Interventions
- Include information about indirect aggression in all our policies, discussions, and education about aggression, anger management, bullying, and harassment.
- Clearly and openly discuss this with girls, parents, and educators.
- When outlining behavioral expectations be very specific in including what types of indirect aggression will not be tolerated.
- Focus on teaching direct communication skills.
- Discuss fears that prevent direct communication between girls.
- Help girls change perceptions- from "she's stuck up" to "she's shy". Change language from "You think you're better than me" to "I think you are smarter than me, etc."
- Need to have language of moderation- stop all or nothing thinking.
- If a girl is being victimized and there appears to be no solution, get her out of the situation- change lunch hours, classes, etc. She is not running away from her problems, it teaches her she doesn't have to be victimized.
- Encourage girls who are targets to develop relationships outside their normal peer group.
- With girls who bully, require they address this, own responsibility, face the victim and listen to her story then make restitutions. It's important for the queen bee to hear how the target has been affected.
- Do not further victimize the target by assuming she is being picked on because she lacks social skills. Quit asking girl what she did wrong.
- Provide a mediator, girls resolve conflict with the help of a third party.
- Discuss the "roles" with the group. Have them talk about what roles they have played and what could happen if they don't follow the rules.
- Have all parties write down the situation and their roles in it with the understanding that no one else will see it. Then get the issue out in the open. Secrecy and deniability fuel the issue.

Friendship Rules

- It's okay to like some people more than others.
- Just because someone prefers the friendship of another doesn't mean they dislike you.
- The best way to resolve conflict with a friends is to discuss it with that friend directly.
- It is not okay to involve others in that conflict.
- It is not okay to use the conflict between two people to your advantage.
- It is never okay to threaten your relationship to get what you want.
- It is never okay to betray a friend's trust by telling someone what she told you in confidence.
- It is never okay to use a friendship with one person to get back at another person.
- It is never okay to try and involve other people in your conflict with a friend.
- If the relationship is not working out, it is okay to leave it but not okay to pretend to be a friend when you are not.
- It is never okay to be mad but not tell someone what you are mad about if they ask.
- It is never okay to start or spread rumors.

177

Bullies in Cyberspace

by education.com

Everyone remembers the school bully in their lives. Maybe they stole your bike, or bloodied your nose, or spread a nasty rumor that had you hiding out in the bathroom. Whatever they did, they made life miserable. But as bad as they were, you could identify them, predict their behavior and try to steer clear.

Unfortunately for your kids, that may no longer be the case. That's because bullies can still be on the school grounds, but they can also be in cyberspace, lurking where no one can see them.

Cyberbullying is on the rise, and the bad guys are not always who you think. A bully can be a girl spreading rumors about a former friend, or a student trying to get revenge on a teacher who gave them a bad grade, or a group of kids playing a prank on an unsuspecting schoolmate. Cyberbullying is a complex beast. Often it starts with otherwise nice kids from nice families who go online to "have a little fun" at someone else's expense. But it can get out of hand very quickly.

Bullies are resourceful. With all the high-tech tools out there, they can take their pick from cell phones, pagers, websites, blogs, chat rooms, IMs, or emails. They can go on a site and invite other people in to help bully their victim – by asking them to comment on their picture. They can create a webpage that looks like it belongs to the person being bullied, but is malicious. They can enter an email address and have their victim spammed with messages from websites they've never visited. They can put up embarrassing pictures, or even use a tool like Photoshop to adjust a picture and make it look different.

Although cyberbullying is a relatively new phenomenon. There are things that you can do to help:

- You can't help with cyberbullying if you don't know it's going on. Make sure that your children feel comfortable coming to you with a problem. Many kids worry that their parents will blame them and react by taking their web privileges away.
- Don't confront the bully or the bully's parents unless you're 100 percent sure it won't make things worse for your child. Bullies will often become worse when parents intervene.
- Do a Google search for your child's name on the web so you can identify any instances where they've been mentioned, bullied, or publicly embarrassed.
- Don't let your child keep profiles of themselves on websites. They become easy targets for bullies, in addition to being magnets for solicitation.
- Know everyone on your child's buddy list. Learn how to block unwanted interaction.

- Keep printed copies of all bullying messages in their entirety. It's especially important to save the header information, which helps law enforcement track the problem.
- Introduce the idea of a bullying curriculum for your child's school. You can find some good ones at: **www.wiredsafety.org** and **www.isafe.org** .

Tips provided courtesy of the Princeton Review.

CITY

Kay S. Hymowitz

Who Killed School Discipline?

Court decisions and federal laws have turned principals into psychobabbling bureaucrats. How can kids respect them?

Spring 2000

Ask Americans what worries them most about the public schools, and the answer might surprise you: discipline. For several decades now, poll after poll shows it topping the list of parents' concerns. Recent news stories—from the Columbine massacre to Jesse Jackson's protests against the expulsion of six brawling Decatur, Illinois, high school students to the killing of one Flint, Michigan, six-year-old by another—guarantee that the issue won't lose its urgency any time soon.

Though fortunately only a small percentage of schools will ever experience real violence, the public's sense that something has gone drastically wrong with school discipline isn't mistaken. Over the past 30 years or so, the courts and the federal government have hacked away at the power of educators to maintain a safe and civil school environment. Rigid school bureaucracies and psychobabble-spouting "experts" have twisted such authority as remains into alien—and alienating—shapes, so that kids today are more likely than ever to go to disorderly schools, whose only answers to the disorder are ham-fisted rules and therapeutic techniques designed to manipulate students' behavior, rather than to initiate them into a genuine civil and moral order. What's been lost is educators' crucial role of passing on cultural values to the young and instructing them in how to behave through innumerable small daily lessons and examples. If the children become disruptive and disengaged, who can be surprised?

School discipline today would be a tougher problem than ever, even without all these changes, because of the nationwide increase of troubled families and disorderly kids. Some schools, especially those in inner cities, even have students who are literally violent felons. High school principal Nora Rosensweig of Green Acres, Florida, estimates that she has had 20 to 25 such felons in her school over the last three years, several of them sporting the electronic ankle bracelets that keep track of paroled criminals. "The impact that one of those students has on 100 kids is amazing," Rosensweig observes. Some students, she says, find them frightening. Others, intrigued, see them as rebel heroes.

But today principals lack the tools they used to have for dealing even with the unruliest kids. Formerly, they could expel such kids permanently or send them to special schools for the hard-to-discipline. The special schools have largely vanished, and state education laws usually don't allow for permanent expulsion. So at best a school might manage to transfer a student felon elsewhere in the same district. New York City principals sometimes engage in a black-humored game of exchanging these "Fulbright Scholars," as they jokingly call them: "I'll take two of yours, if you take one of mine, and you'll owe me."

Educators today also find their hands tied when dealing with another disruptive—and much larger

—group of pupils, those covered by the 1975 Individuals with Disabilities Education Act (IDEA). This law, which mandates that schools provide a "free and appropriate education" for children regardless of disability—and provide it, moreover, within regular classrooms whenever humanly possible—effectively strips educators of the authority to transfer or to suspend for long periods any student classified as needing special education.

This wouldn't matter if special education included mainly the wheelchair-bound or deaf students whom we ordinarily think of as disabled. But it doesn't. Over the past several decades, the number of children classified under the vaguely defined disability categories of "learning disability" and "emotional disturbance" has exploded. Many of these kids are those once just called "unmanageable" or "antisocial": part of the legal definition of emotional disturbance is "an inability to build or maintain satisfactory interpersonal relationships with peers and teachers"—in other words, to be part of an orderly community. Prosecutors will tell you that disproportionate numbers of the juvenile criminals they now see are special-ed students.

With IDEA restrictions hampering them, school officials can't respond forcefully when these kids get into fights, curse teachers, or even put students and staff at serious risk, as too often happens. One example captures the law's absurdity. School officials in Connecticut caught one student passing a gun to another on school premises. One, a regular student, received a yearlong suspension, as federal law requires. The other, disabled (he stuttered), received just a 45-day suspension and special, individualized services, as IDEA requires. Most times, though, schools can't get even a 45-day respite from the chaos these kids can unleash. "They are free to do things in school that will land them in jail when they graduate," says Bruce Hunter, an official of the American Association of School Administrators. Laments Julie Lewis, staff attorney for the National School Boards Association: "We have examples of kids who have sexually assaulted their teacher and are then returned to the classroom."

Discipline in the schools isn't primarily about expelling sex offenders and kids who pack guns, of course. Most of the time, what's involved is the "get your feet off the table" or "don't whisper in class" kind of discipline that allows teachers to assume that kids will follow the commonplace directions they give hundreds of times daily. Thanks to two Supreme Court decisions of the late 1960s and the 1970s, though, this everyday authority has come under attack, too.

The first decision, *Tinker* v. *Des Moines School District*, came about in 1969, after a principal suspended five high school students for wearing black armbands in protest against the Vietnam War. *Tinker* found that the school had violated students' free-speech rights. "It can hardly be argued," wrote Justice Abe Fortas for the majority, "that students or teachers shed their constitutional rights to free speech or expression at the schoolhouse gate." Schools cannot be "enclaves of totalitarianism" nor can officials have "absolute authority over their students," the court solemnly concluded.

Quite possibly the principal in *Tinker* made an error in judgment. But by making matters of school discipline a constitutional issue, the court has left educators fumbling their way through everyday disciplinary encounters with kids ever since. "At each elementary and middle school door, you have some guy making a constitutional decision every day," observes Jeff Krausman, legal counsel to several Iowa school districts. Suppose, says Krausman by way of example, that a student shows up at school wearing a T-shirt emblazoned WHITE POWER. The principal wants to send the kid home to change, but he's not sure it's within his authority to do so, so he calls the superintendent. The

181

superintendent is also unsure, so he calls the district's lawyer. The lawyer's concern, though, isn't that the child has breached the boundaries of respect and tolerance, and needs an adult to tell him so, but whether disciplining the student would violate the First Amendment. Is this, in other words, literally a federal case?

And that's not easy to answer. "Where do you draw the line?" Krausman asks. "Some lawyers say you should have to prove that something is "significantly disruptive." But in Iowa you might have a hard time proving that a T-shirt saying WHITE POWER or ASIANS ARE GEEKS is significantly disruptive." Meanwhile, educators' power to instill civility and order in school dissolves into tendentious debates over the exact meaning of legal terms like "significantly disruptive."

In 1975, the Supreme Court hampered school officials' authority yet further in *Goss* v. *Lopez*, a decision that expanded the due-process rights of students. *Goss* concerned several students suspended for brawling in the school lunchroom. Though the principal who suspended them actually witnessed the fight himself, the court concluded that he had failed to give the students an adequate hearing before lowering the boom. Students, pronounced the court, are citizens with a property right to their education. To deny that right requires, at the least, an informal hearing with notice, witnesses, and the like; suspensions for longer than ten days might require even more formal procedures.

Following *Tinker*'s lead, *Goss* brought lawyers and judges deeper inside the schoolhouse. You want to suspend a violent troublemaker? Because of *Goss*, you now had to ask: Would a judge find your procedures satisfactory? Would he agree that you have enough witnesses? The appropriate documentation? To suspend a student became a time-consuming and frustrating business.

Students soon learned that, if a school official does something they don't like, they can sue him, or at least threaten to do so. New York City special-ed teacher Jeffrey Gerstel's story is sadly typical. Last year, Gerstel pulled a student out of his classroom as he was threatening to kill the assistant teacher. The boy collided with a bookcase and cut his back, though not badly enough to need medical attention. Even so, Gerstel found himself at a hearing, facing the student's indignant mother, who wanted to sue, and three "emotionally disturbed adolescents"—classmates of the boy—who witnessed the scuffle. The mother soon settled the dispute out of court and sent her son back to Gerstel's classroom. But by then, Gerstel had lost the confidence that he needed to handle a roomful of volatile teenagers, and the kids knew it. For the rest of the year, they taunted him: "I'm going to get my mother up here and bring you up on charges."

In another typical recent case, a Saint Charles, Missouri, high schooler running for student council handed out condoms as a way of drumming up votes. The school suspended him. He promptly sued on free-speech grounds; in previous student council elections, he whined, candidates had handed out candy. Though he lost his case, his ability to stymie adults in such a matter, even if only temporarily, could not but give him an enlarged sense of his power against the school authorities: his adolescent fantasy of rebellion had come true.

These days, school lawyers will tell you, this problem is clearing up: in recent years, they point out, the courts have usually sided with schools in discipline cases, as they did in Missouri. But the damage done by *Tinker*, *Goss*, and their ilk isn't so easily undone. Lawsuits are expensive and time-consuming, even if you win. More important, the mere potential for a lawsuit shrinks the adult

182

in the child's eyes. It transforms the person who should be the teacher and the representative of society's moral and cultural values into a civil servant who may or may not please the young, rights-armed citizen. The natural relationship between adult and child begins to crumble.

The architects of IDEA, *Tinker*, and *Goss*, of course, thought of themselves as progressive reformers, designing fairer, more responsive schools. Introducing the rights of free speech and due process, they imagined, would ensure that school officials would make fewer "arbitrary and capricious" decisions. But lawmakers failed to see how they were radically destabilizing traditional relations between adults and children and thus eroding school discipline.

School bureaucracies have struggled to restore the discipline that the courts and federal laws have taken away, but their efforts have only alienated students and undermined adult authority even more. Their first stratagem has been to bring in the lawyers to help them craft regulations, policies, and procedures. "If you have a law, you'd better have a policy," warns Julie Lewis, staff attorney for the American School Boards Association. These legalistic rules, designed more to avoid future lawsuits than to establish classroom order, are inevitably abstract and inflexible. Understandably, they inspire a certain contempt from students.

Putting them into practice often gives rise to the arbitrary and capricious decisions that lawmakers originally wanted to thwart. Take "zero tolerance" policies mandating automatic suspension of students for the worst offenses. These proliferated in the wake of Congress's 1994 Gun-Free Schools Act, which required school districts to boot out for a full year students caught with firearms. Many state and local boards, fearful that the federal law and the growing public clamor for safe schools could spawn a new generation of future lawsuits, fell into a kind of bureaucratic mania. Why not require suspension for *any* weapon—a nail file, a plastic Nerf gun? Common sense went out the window, and suspensions multiplied.

Other districts wrote up new anti-weapon codes as precise and defensive as any corporate merger agreement. These efforts, however, ended up making educators look more obtuse. When a New York City high school student came to school with a metal-spiked ball whose sole purpose could only be to maim classmates, he wasn't suspended: metal-spiked balls weren't on the superintendent's detailed list of proscribed weapons. Suspend him, and he might sue you for being arbitrary and capricious.

Worse, the influence of lawyers over school discipline means that educators speak to children in an unrecognizable language, far removed from the straight talk about right and wrong that most children crave. A sample policy listed in "Keep Schools Safe," a pamphlet co-published by the National Attorneys General and the National School Boards Association (a partnership that itself says much about the character of American school discipline today), offers characteristically legalistic language: "I acknowledge and understand that 1. Student lockers are the property of the school system. 2. Student lockers remain at all times under the control of the school system. 3. I am expected to assume full responsibility for my school locker." Students correctly sense that what lies behind such desiccated language is not a moral worldview and a concern for their well-being and character but fear of lawsuits.

When educators aren't talking like lawyers, they're sounding like therapists, for they've called in the psychobabblers and psychologists from the nation's ed schools and academic departments of psychology to reinforce the attorneys in helping them reestablish school discipline. School

183

bureaucrats have been falling over one another in their rush to implement trendy-sounding "research-based programs"—emotional literacy training, anti-bullying workshops, violence prevention curriculums, and the like—as "preventive measures" and "early interventions" for various school discipline problems. Of dubious efficacy, these grimly utilitarian nostrums seek to control behavior in the crudest, most mechanical way. Nowhere is there any indication that adults are instilling in the young qualities they believe in and consider integral to a good life and a decent community. Kids find little that their innate sociality and longing for meaning can respond to.

Typical is "Second Step," a widely used safety program from a Seattle-based nonprofit. According to its architects, the goals of "Second Step" are "to reduce impulsive and aggressive behavior in children, teach social and emotional skills, and build self-esteem." Like many such therapeutic programs, it recommends role-playing games, breathing exercises, and learning to "identify feelings," "manage anger," and "solve problems." The universal moral values of self-control, self-respect, and respect for others shrink to mere "skills," as scripted and mechanical as a computer program.

In this leaden spirit, the National Association of School Psychologists newsletter, *Communiqué*, proposes a "Caring Habit of the Month Adventure," a program now in use in Aliquippa Middle School near Pittsburgh. Each month, school officials adorn school hallways with posters and stickers that promote a different caring habit or "skill." The skittish avoidance of moral language is a giveaway: this is a program more in love with behavioral technique than inducting children into moral consciousness. It's not surprising to find that *Communiqué* recommends dedicating a month to each "skill," because "[r]esearchers say a month is about the length of time it takes to make a habit out of consistently repeated action."

The legal, bureaucratic, and therapeutic efforts make up what Senator McCain would call an "iron triangle," each side reinforcing the others. Consider the fallout from last year's Supreme Court decision *Davis* v. *Monroe County School District*, which held that school districts could be liable for damages resulting from student-on-student sexual harassment. Now every school district in the country is preparing an arsenal to protect itself against future lawsuits: talking to lawyers, developing bureaucratic policies, and calling in therapeutic consultants or even full-time "gender specialists" to show a "proactive" effort to stamp out harassment. Experts at universities across the U.S. are contentedly churning out the predictable curriculums, with such names as "Flirting and Hurting" and "Safe Date," as cloying and suspect to any normal adolescent as to a grownup.

The full consequence of these dramatic changes has been to prevent principals and teachers from creating the kind of moral community that is the most powerful and dependable guarantor of good discipline ever devised. When things work as they should—in the traditional manner familiar all over the world and across the ages—principals forge a cohesive society with very clear shared values, whose observance confers a sense of worth on all those who subscribe to them. People behave morally primarily because they assent to the standards of the group, not because they fear punishment. A community of shared values cannot be legalistic or bureaucratic or based on moronic behavior exercises; it must be personal, enforced by the sense that the authority figure is protective, benevolent, and worthy of respect.

That's why good principals have to be a constant, palpable presence, out in the hallways, in the classrooms, in the cafeteria, enforcing and modeling for students and staff the moral ethos of the school. They're there, long before the school day begins and long after it ends; they know students'

184

12/3/2009 2:15 PM

names, joke with them, and encourage them; and they don't let little things go—a nasty put—down between students, a profanity uttered in irritation, even a belt missing from a school uniform. They know which infraction takes only a gentle reminder and which a more forceful response—because they have a clear scale of values and they know their students. They work with their entire staff, from teachers to bus drivers, to enlist them in their efforts.

For such principals, safety is of course a key concern. Frank Mickens, a wonderful principal of a big high school in a tough Brooklyn neighborhood, posts 17 staff members in the blocks near the school during dismissal time, while he sits in his car by the subway station, in order to keep students from fighting and bullies from picking on smaller or less aggressive children. Such measures go beyond reducing injuries. When students believe that the adults around them are not only fair but genuinely concerned with protecting them, the school can become a community that, like a good family, inspires affection, trust—and the longing to please.

But how can you create such a school if you have to make students sit next to felons or a kid transferred to your school because he likes to carry a box cutter in his pocket? June Arnette, Associate Director of the National School Safety Center, reports that, after Columbine, her office received numerous e-mails from students who said they wouldn't bother reporting kids who had made threats or carried weapons because they didn't think teachers or principals would do anything about them. A number of studies show that school officials rarely do anything about bullies.

How can you convince kids that you are interested in their well-being when from day one of the school year you feel bureaucratic pressure to speak to them in legalistic or quasi-therapeutic gobbledygook rather than a simple, moral language that they can understand? How can you inspire students' trust when you're not sure whether you can prevent a kid from wearing a WHITE POWER T-shirt or stop him from cursing at the teacher? It becomes virtually impossible, requiring heroic effort. Even when good principals come along and try to create a vibrant school culture, they are likely to leave for a new job before they have been able to effect any change.

Since heroes are few, most principals tend to become what John Chubb and Terry Moe in *Politics, Markets and American Schools* call "lower level managers," administering decisions made from above. Teachers often grumble that principals, perhaps enervated by their loss of authority, retreat into their offices, where they hold meetings and shuffle papers. It's not that they don't make a show of setting up "clear rules and expectations," as educators commonly call it, but they are understandably in a defensive mood. "Don't touch anyone. Mind your own business," was the way one New York City elementary school principal summed up her profound thinking on the subject.

In tough middle and high schools presided over by such functionaries, this defensive attitude is pervasive among teachers. "Protect yourself," one New York City high school teacher describes the reigning spirit. "If kids are fighting, stand back. Call a supervisor or a security guard. Don't get involved." That teachers are asked to rely for the safety of their students on security guards—figures unknown to schools 30 years ago—says much about the wreckage of both adult-child relations and of the school as a civil community. It also serves as a grim reminder that when adults withdraw from the thousand daily encouragements, reminders, and scoldings required to socialize children, authoritarian measures are all that's left.

The effect of the collapse of adult authority on kids is practically to guarantee their mistrust and

alienation. Schools in this country, particularly high schools, tend to become what sociologist James Coleman called an "adolescent society," dominated by concern with dating, sex, and consumerism. The loss of adult guidance makes it certain that adolescent society—more powerful than ever, if we're to believe TV shows like *Freaks and Geeks* and *Popular*—will continue in its sovereignty. Quaking before the threat of lawsuits and without support from their superiors, educators hesitate to assert the most basic civic and moral values that might pose a challenge to the crude and status-crazed peer culture. When they do talk, it is in a language that doesn't make any sense to kids and cannot possibly compel their respect.

Though under the current system it's easy to lose sight of this truth, there's nothing particularly complex about defining moral expectations for children. At one successful inner-city middle school I visited, a sign on the walls said, WORK HARD, BE KIND; BE KIND, WORK HARD: and if the school can instill just those two values, it will have accomplished about all we could ask. Educators who talk like this grasp that a coherent and meaningful moral environment is what socializes children best. Paul Vallas, CEO of the Chicago public schools, has introduced character education, community service requirements, and a daily recitation of the Pledge of Allegiance. "It's the Greek in me," explains Vallas. "I take Aristotle's approach to education. We are teaching kids to be citizens." Two and a half millennia later, Aristotle's approach remains a surer recipe for disciplined schools than all the belawyered conduct codes and all the trendy life-skills programs that the courts and the bureaucrats have given us.

186

Discipline Article Summary
Kerstin Grey
Classroom Management

25/25

PART 1: FOCUS OF THE ARTICLE

The main focus of *Who Killed School Discipline?* is about the "red tape" and difficulties that teachers and administrators have with disciplining students in their schools. It talks about how they are trying, but legal issues have made it increasingly difficult to pursue some of these issues, but how some school districts are making headway with student behavior. "When students believe that the adults around them are not only fair but genuinely concerned with protecting them, the school can become a community that, like a good family, inspires affection, trust-and the longing to please (Hymowitz).

PART 2: LIST 3-5 MAIN POINTS

The main points in the article included:

- Discussion of current discipline issues
- Discipline issues and the special education student
- Lawsuits involving school discipline
- Student empowerment
- What schools can do to improve student discipline issues

PART 3: CLASSROOM APPLICATION

It is inevitable, no matter how well managed your classroom is, that you will have some sort of discipline problems. Most of the time the discipline issues will be little things like talking, tapping pens or pencils, etc. It is possible that discipline issues can be elevated quickly. It is imperative that teachers know the laws and instill a belief their students that they genuinely care for their students. If a teacher truly believes in and cares for their students, they can help prevent discipline problems in the classroom.

Teachers also need to know educational law. They need to know, with confidence, what their rights are in the classroom.

Risk Management Strategies for Defusing Bullies

Bullying Behavior Is the Root of Many School Issues

By Barbara B. Oliver

School bullies push kids on the playground, block their passage in the halls, lock them in their own lockers, steal kisses and steal lunch money. They may confront, intimidate, and abuse their peers and even teachers. And sometimes the teachers are the bullies.

Bullying is about power, usually by someone who perceives he or she has very little of it. It's also an early form of aggressive, violent behavior. Students bullied by their peers may fake illness or otherwise refuse to attend school, may bring weapons to schools to defend themselves against the bullies, or may turn violent themselves and seek retaliation because they feel the adults can't protect them. The U.S. Secret Service has found the majority of attackers in school shootings it studied have felt "persecuted, bullied, threatened, attacked or injured by others."

Bullying costs schools in time and money. The financial costs are invoiced as legal fees, property repair, low test-scores, loss of grants, or other program funding. Time is measured in lost-hours from classroom teaching, curriculum development, and administrative advancement. The risk can be managed and it's to the administrator's advantage to support strategies to protect his or her students and teachers.

Why be Concerned?

School bullies — when enabled by teachers, school administrators and other students who don't stop bullying behavior — become adult bullies. "Statistics show that one in four children who bully will have criminal records before the age of 30," says the National Crime Prevention Council (www.ncpc.org). The skills tested and honed during their youth work for them. They become invincible in their own minds.

The childlike behavior that is swept under the rug as "flexing his muscles," or "boys will be boys" or "she's asserting herself" reveals itself in the adult as a berating, intimidating, harassing and even violent colleague, co-worker, or boss. It manifests itself as road rage and workplace violence, which can escalate into assault or homicide charges. You get the picture.

Bullies lower a school's morale. Victims become sad, depressed, angry, vengeful, scared, and confused students. These feelings get in the way of thinking, creating, and learning. The bullies themselves can be angry and have low self-esteem, which they express by hitting, kicking, or pushing, which cause physical pain, or calling people names, teasing or scaring them, which cause emotional pain. All these feelings fester and foment a school culture where neither students nor teachers want to be. The students are mostly stuck; the teachers can leave for better climes.

Demographics of a Bully

Bullies may wish to be more like, or are jealous of, the person they target who is smarter, different, or more popular. Anyone *can* be a target—but the targets are *likely* to have similar psychological traits: shy, sensitive, and perhaps anxious or insecure. Others may be chosen for physical attributes: weight, stature, or disability, or because they are a different nationality, race, or religion than the bully.

The more obvious bullies are outgoing, aggressive, active, and expressive. Their usual techniques are brute force or harassment. They need to rebel to feel superior and secure. They flout rules and regulations. The less obvious bullies are more Machiavellian. They're reserved, controlling with a glib tongue, saying the proper thing at the proper time, and out and out lying. These bullies gain their power quietly through guile, trickery and deceit.

No matter which style a bully exhibits, there are characteristics the two types share. They both:

- focus on their own pleasure,
- want to lord it over others,
- will use and abuse other people to get what they want,
- are in pain themselves, and
- have a hard time seeing someone else's viewpoint.

Risk Management Strategies for Defusing Bullies

Ideally the school administrator will support a program to reduce the need for bullying. The task for developing the program might be delegated to a committee headed up by the school safety officer or risk manager. A three-pronged approach that involves all the adults in the school, the parents of the students, and the students

189

Bullying Behavior

(continued from page 4A)

themselves is the most effective. When all concerned are working toward the common goal, the synergy maximizes the efforts. Psychologist Carla Garrity, co-author of *Bully-Proofing Your School,* says, "You can outnumber the bullies if you teach the silent majority to stand up."

Parents

Educate parents. Help them visualize bullying traits. Encourage them to listen to their own children and to ask questions that make their children feel comfortable talking about school, social events, their classmates, and the trip to and from school. A story told with upbeat tone and details indicate all is well. If the answer is a simple yes or no, or the child isn't very forthcoming, something may be amiss and warrants gently delving to find out what.

Instruct parents to take seriously their children's complaints of pushing, shoving, name-calling, and theft. Help parents identify symptoms that their children may be victims. Some common symptoms to watch for are withdrawal, lower grades on papers and tests, torn clothes, and a sudden need for extra money.

Provide a checklist of how to report an incident to the school. Include the name of a person or persons to call, their phone numbers, and what to record and report.

Adults at School

Engage teachers, coaches, counselors, and school employees as partners in reducing bullying behavior by students or faculty and employees. Model nonphysical, consistently enforced measures of discipline as options to ridicule, sarcasm, yelling at students, or ignoring bullying

behavior. Encourage praise of students' kindness toward one another.

Teach the adults how to stop bullying behavior. What levels of intervention are appropriate? What are the signs that there is physical danger to the victim and/or the adult? Who should the adult turn to for assistance?

Instruct them how to report an incident and to whom. Identify the information that needs to be recorded by the administration in order to follow up with questions and counseling for the victim, the bully, and their individual parents or guardians. Explain any district, county, or state rules and regulations that apply. Identify penalties for not complying.

Students

Help students to learn social skills they need to make friends and become confident and resourceful.

Teach students ways to resolve arguments other than violent words and actions. Small children are often told to "Use your words" when they are puffing up with anger or starting to make fists or getting ready to cry. Street smarts can keep students from looking like a target for bullies. Walking confidently, staying alert to their surroundings and standing up for themselves verbally can go a long way to discourage a bully from picking on a person.

Host forums or panels where students can talk about bullying. Television dramas such as "Boston Public," and Saturday morning cartoons certainly can provide fodder for discussion, as can age-appropriate books, videotapes, comic strips, movies (*Bang, Bang You're Dead* to be aired by ShowTime in fall 2002) and headline news. Talk about developing a

healthy appreciation for one's own talents and skills and ideas and a respect for those of others.

Resources

The school district's social workers and counselors or a local child psychologist would be excellent additions to a committee developing strategies for reducing bullying in area schools. You probably want to include at least one parent and one student in the fact-gathering and planning stages of your risk management plan.

Search www.edweek.com for "bully." *Education Week* articles include books, surveys, articles, and Web sites for background. Go to www.stopbullyingnow.com for the article "It takes a whole school to stop bullying," written by Donna Gold for the *Maine Times* and other resources. Print child-level fact sheets from www.childline.org.uk. Authors Gary and Ruth Namie (*The Bully At Work),* www.bullybusters.org, characterize bullies, suggest why people might be targets, and summarize studies.

Find out how other developmental stages affect how kids behave. Knowing what is considered appropriate behaviors for the age group helps teachers, administrators, and risk managers plan strategies to manage students' safety and enhance their development in ways that contributes to the well being of the student, the school and the community. *The Season of Hope: A Risk Management Guide for Youth-Serving Nonprofits,* published by the Nonprofit Risk Management Center with a grant from PERI, segments risks by developmental age range. Bullying is addressed as well as child maltreatment, violence, injuries and accidents. You can preview the book, and order it online, at www.nonprofitrisk.org.

Barbara B. Oliver is Senior Editor at the Nonprofit Risk Management Center. She can be reached at (202) 785-3891, or barbara@nonprofitrisk.org.

Resources for Risk

Anti-Bullying, School Safety Resources on the Web

Compiled by Dennis Kouba
Public Entity Risk Institute

One doesn't have to look too hard on the Web to locate assistance, training resources, and information on combating bullying and school violence. Here are some of the principal sources we found; all of the sites noted here also have extensive print and electronic resource links.

National Resource Center for Safe Schools (NRCSS)
www.safetyzone.org

The National Resource Center for Safe Schools works with schools, communities, state and local education agencies, and other concerned individuals and agencies to create safe learning environments and prevent school violence. The NRCSS is operated by the Northwest Regional Educational Laboratory. The NRCSS Web site has a wealth of information and connections, including databases, recommended readings, facts and figures, and more. Can also be contacted at 101 SW Main, Suite 500, Portland, OR 97204, (503) 275-0131.

In its on-line publications collection (go to www.safetyzone.org/publications.html), it offers *By Request ...Schoolwide Prevention of Bullying*, a free 35-page downloadable booklet. (Look under "NWREL Publications.") The booklet points to research that demonstrates how through training, collaboration, and carefully designed programs, educators, policymakers, parents, and students can work together to ensure that schools are a place where students feel welcome, included, and ready to learn. Case studies from Oregon, Washington, Idaho, Maine, and Virginia are examined for their policies and approaches to preventing bullying throughout the school.

From the NRCSS's home page, link to its "Bullying and Harassment" site guide, an international list of anti-bullying Web sites, and its list of "State School Safety Centers." The School Safety Centers listed include:

California Safe Schools and Violence Prevention Office
www.cde.ca.gov/spbranch/safety/

Connecticut Safe Schools and Communities Coalition
(part of the Governor's Prevention Partnership)
www.drugsdontwork.org

Office of Safe Schools, Florida Dept. of Education
www.firn.edu/doe/besss/safehome.htm

Indiana School Safety Specialist Academy
ideanet.doe.state.in.us/isssa

Kentucky Center for School Safety
www.kysafeschools.org

Office of Safe and Orderly Schools, Mississippi
www.mde.k12.ms.us/lead/osos

Missouri Center for Safe Schools
www.umkc.edu/safe-school

New York State Center for

School Safety
int11.mhrcc.org/scss

North Carolina Center for the Prevention of School Violence
www.ncsu.edu/cpsv

Ohio Safe Schools Center
www.uc.edu/safeschools

Pennsylvania Center for Safe Schools
www.center-school.org/viol_prev/css/css-s-about.html

South Carolina Center for Safe Schools
www.myscschools.com/offices/ssys

Tennessee School Safety Center
www.state.tn.us/education/tssc.htm

Texas School Safety Center
www.txssc.swt.edu

Virginia Center for School Safety
www.virginiaschoolsafety.com

Washington State School Safety Center
www.k12.wa.us/safetycenter

Colorado Anti-Bullying Project
www.no-bully.com

The Colorado Safe Schools Act requires each school district in the state to include a policy in the district's conduct and discipline code concerning bullying prevention and education. The Colorado Anti-Bullying Project Web site provides guidance and tips to teachers, parents, and kids. It also provides a list of resources — recommended books for kids, and a list of books and articles for educators and parents. Resources compiled by the Center for the Study and Prevention of Violence at the University of Colorado-Boulder (www.colorado.edu/cspv).

Resources for Risk

(continued from page 4C)

Committee for Children
www.cfchildren.org

The mission of the Committee for Children is to promote the safety, well-being, and social development of children. This independent, not-for-profit organization offers a whole-school program on bullying prevention, called *Steps to Respect: A Bullying Prevention Program*. It is a school-based social and emotional learning program designed to decrease bullying and help children build more respectful, caring peer relationships. This program is intended for use in elementary schools. *Steps to Respect* can be purchased for $595. Contact the Committee for Children at 568 First Ave. South, Suite 600, Seattle, WA 98104-2804; (206) 343-1223.

Coalition for Children, Safe Child Program
www.safechild.org

The Coalition for Children offers training services and information on prevention of bullying, safety enhancement, and prevention of abuse. On its Web site it offers a primer on Dealing with Bullies, and also has a very useful recommended reading list for teachers, parents, and kids. The Coalition for Children can also be contacted at PO Box 6304, Denver, CO 80206; (303) 320-6321.

Anti-Bullying Network
www.antibullying.net

For an international perspective, visit the Anti-Bullying Network, which is sponsored by the Moray House Institute of Education, University of Edinburgh, Scotland. The Web site offers information for teachers and school managers about whole school anti-bullying policies, and also gives advice, information, and reading lists for parents and families, and young people.

No Bully
www.nobully.org.nz

For another example of an anti-bullying program from overseas, visit No Bully, which is sponsored by Telecom New Zealand and the New Zealand Police. The site offers a school-based program, called Kia Kaha, that aims to create environments where all members of the community feel safe, respected, and valued, and where bullying cannot flourish.

National School Safety Center
www.nssc1.org

The National School Safety Center provides information and resources and identifies strategies and promising programs which support safe schools for children worldwide. The organization provides training, on-site technical assistance, and school safety site assessments. It co-sponsors America's Safe Schools Week (Oct. 20-26, 2002), and founded the International Association of School Safety Professionals (IASSP). The IASSP serves the school safety training

needs of educators and youth-serving professionals. The organization also publishes *School Safety News Service* and the *School Safety Yearbook*. The NSSC can be contacted at 141 Duesenberg Dr., Suite 11, Westlake Village, CA 91362; (805) 373-9977.

National Campaign Against Youth Violence
www.violence.net

The National Campaign Against Youth Violence is a nationwide public awareness campaign that works to reduce youth violence by and against youth. Its Web site offers an extensive collection of links in the areas of Facts and Resources, Resources for Involving Business, Tips and Resources for Adults, Tips and Resources for Young People, Community Support and Model Programs, Media and Violence, and School Safety. The campaign was launched in April 2000.

American Academy of Child & Adolescent Psychiatry
www.aacap.org

On its Web site, the American Academy of Child & Adolescent Psychiatry provides as a public service more than 80 brief fact sheets called Facts for Families. These brief papers offer concise and up-to-date information on issues that affect children, teenagers, and their families. Facts for Families #80 is Bullying; there are related papers on understanding violent behavior, threats, and stress in teenagers. The group's address is 3615 Wisconsin Ave., NW, Washington, DC 20016-3007; (202) 966-7300.

192

WINNEBAGO COMMUNITY UNIT DISTRICT #323   **704.00**

704.00 - APPENDIX A - DISCIPLINE CODE

Prohibited gross disobedience or misconduct shall include any behavior which is of such flagrant nature as to constitute, but is not limited to, the following types of conduct and such other conduct as may be designated from time to time by policy of the Board of Education:

1.   Insubordination to school personnel, including failure to follow directions or to produce student identification or passes.

2.   Intimidation of, or any attempt to intimidate, school personnel or other students. Using any form or type of aggressive behavior that does physical or psychological harm to someone else and/or urging other students to engage in such conduct. Prohibited aggressive behavior includes, without limitation, the use of violence, force, noise, coercion, threats, intimidation, fear, bullying, or other comparable conduct.

3.   Fighting with, or any assault of, school personnel or other students.

4.   Intentional damage to, destruction of, or any attempt to damage or destroy school property or property of school personnel or other students.

5.   Verbal abuse of school personnel or other students, or use of profane or obscene words or gestures.

6.   Any endangering of the physical or psychological well-being of school personnel or other students by conduct or actions including:

   a.   Improper release of a fire alarm or tampering with fire extinguishers;

   b.   Starting or any attempt to start, a fire on school property;

   c.   Setting off, or any attempt to set off, explosive devices on school property; or

   d.   Possession, use or display of a dangerous weapon or any reasonable facsimile. Dangerous weapon shall be defined as any object which can be used to bodily harm to or intimidate school personnel or other students. This would include but not be limited to such items as: firearms, knives, guns, rifles, shotguns, brass knuckles, billy clubs, baseball bats, pipes, bottles, etc. The board will not distinguish between real and facsimile weapons.

   Any item is considered to be a weapon if used or attempted to be used to cause bodily harm. The Superintendent or designee may grant an exception to this policy, upon the prior request of an adult supervisor, for students in theatre, cooking, ROTC, martial arts, and similar programs, whether or not school-sponsored, provided the item is not equipped, nor intended, to do bodily harm.

7.   Repeated incidents of misbehavior, including repeated refusal to comply with school rules.

§ 105 ILCS 5/10-20.14. Student discipline policies; Parent-teacher advisory committee

Sec. 10-20.14. Student discipline policies; Parent-teacher advisory committee. (a) To establish and maintain a parent-teacher advisory committee to develop with the school board policy guidelines on pupil discipline, including school searches, to furnish a copy of the policy to the parents or guardian of each pupil within 15 days after the beginning of the school year, or within 15 days after starting classes for a pupil who transfers into the district during the school year, and to require that each school informs its pupils of the contents of its policy. School boards, along with the parent-teacher advisory committee, are encouraged to annually review their pupil discipline policies, the implementation of those policies, and any other factors related to the safety of their schools, pupils, and staff.

(b) The parent-teacher advisory committee in cooperation with local law enforcement agencies shall develop, with the school board, policy guideline procedures to establish and maintain a reciprocal reporting system between the school district and local law enforcement agencies regarding criminal offenses committed by students.

(c) The parent-teacher advisory committee, in cooperation with school bus personnel, shall develop, with the school board, policy guideline procedures to establish and maintain school bus safety procedures. These procedures shall be incorporated into the district's pupil discipline policy.

(d) The school board, in consultation with the parent-teacher advisory committee and other community-based organizations, must include provisions in the student discipline policy to address students who have demonstrated behaviors that put them at risk for aggressive behavior, including without limitation bullying, as defined in the policy. These provisions must include procedures for notifying parents or legal guardians and early intervention procedures based upon available community-based and district resources.

(Source: P.A. 84-126; 88-376, § 5; 89-610, § 5; 91-272, § 5; 92-260, § 5.)

194

Clinical & Research News

Bullying Need Not Be Physical to Have Dire Consequences

Joan Arehart-Treichel

Relational bullying—socially manipulative nonphysical behavior intended to harm another person—appears to be one reason why male students bring weapons to school.

Youth throughout the world have been found to bully their peers, with a negative impact on the mental and physical health of the victims (*Psychiatric News*, December 3, 2004).

Most of the attention, however, has been focused on verbal or physical bullying, not on relational bullying. Relational bullying is socially manipulative behavior intended to hurt others, such as spreading rumors about them, dropping them as a friend, or excluding them from the group.

This kind of bullying can also cause considerable psychological pain. One study found that girls are more hurt by it than boys are. Other studies have suggested that it can lead to social anxiety, loneliness, depression, and substance use. And a new study has discovered that relational bullying diminishes youngsters' social enjoyment at school, makes them feel less safe there, and encourages some even to bring a weapon to school.

This study was headed by Sara Gold-stein, Ph.D., an assistant professor of family and child studies at Montclair State University in New Jersey. Results were published online on May 16 in the *Journal of Youth and Adolescence*.

The study included 1,335 students in grades 7 through 12 in public schools in Detroit; 706 were female, and 629 were male. To participate in the study, they were excused from one class period to go to the school's computer lab and fill out a survey on the Internet. The students logged on using an assigned PIN number without having to provide any personal identifying information.

Besides requesting demographic information, the survey asked the students questions about their experiences with verbal bullying, physical bullying, and relational bullying in their school; their perceptions of safety in their school; their views on the social climate of their school; and whether they carried a weapon to school.

Goldstein and her colleagues then evaluated the results to see how many and what types of students experienced the various types of bullying. They also looked at whether there was a link between relational bullying and three factors—the social climate of the school, school safety, and bringing a weapon to school.

Out of the 706 girls in the study sample, 61 percent had experienced relational bullying, and 62 percent verbal or physical bullying. Out of the 629 boys, 52 percent had experienced relational bullying, and 69 percent verbal or physical bullying.

Significantly more of the middle-school girls incurred verbal, physical, and relational bullying than did girls in high school. In contrast, boys in middle school were significantly more likely to experience verbal and physical aggression than high-school boys were, but not significantly more relational aggression.

Even after exposure to verbal and physical bullying were taken into consideration, having been relationally bullied was significantly linked with feeling less positive about social experiences at school. This was true for students of both genders.

In addition, relational bullying was significantly linked with the students' lower perception of school safety on the part of both boys and girls.

And having been relationally bullied was significantly linked in boys, but not in girls, with carrying a weapon to school. "Thus, for males at least, and [if] the present results [are] replicated in additional research, relational aggression should be added to the list of risk factors for weapon carrying in schools," Goldstein and her colleagues asserted.

"This is an important study, demonstrating that adolescents' perception of a safe school is in part dependent on the degree to which they see and experience relational aggression—that is, aggression through interpersonal contact," Stuart Twemlow, M.D., told *Psychiatric News*. He is a professor of psychiatry at Baylor College of Medicine and an authority on school bullying. "Since unsafe children don't learn well, it behooves educators to create a safe school environment."

The study was funded by the National Institutes of Health.

196

School Safety Survey

Grade: _____th grade. Age_____ Location of school_____

Use this rating scale for the following questions:
1:Nil..........2:Low..........3:Average..........4:High..........5:Very high

1._____How do you rate the overall violence where you live?

2.Rate the following concerning how you feel these subjects relate/lead to school violence.
_____Parental negligence (abuse, neglect, divorce, conflicting relationships, etc.)
_____Peer pressure (treatment, fashion, reputations, etc.)
_____Entertainment (video games, movies, music, books, art)
_____Religion / Beliefs (conflicting ideas, treatment, extremism, prejudice)
_____Finances (poverty, middle-class, upper-class/wealthy, cost of living, goods, etc.)
_____Weapons (availability of guns/etc., availability of bomb recipes on the net, etc.)
_____Treatment of students by teachers or school administrators.

3. How does the administration tend to treat violence in your school?

A.Doesn□t need to worry about it because it rarely happens.
B.Feels as though □everything is under control□.
C.Is very aware of the problem and is doing their best to treat it.
D.Is often ignored or even covered up.

4.How is discipline handled in your school? *(Check more than one if they apply.)*

_____A.Students are arrested or severely disciplined for violent acts or behavior.
_____B.Students who commit violent acts are often ignored.
_____C.Students often receive a □slap on the wrist□ and are sent back to class.
_____D.Students are disciplined unfairly for minor things or things they didn't do.

6.What are your feelings concerning school violence in your area?

A.Can't happen
B.Can happen, but little chance of major violence occurring.
C.Bad stuff has happened, but nothing serious.
D.Seriously bad stuff has happened.

7.What measures has/is your school taking to prevent violence?*(Mark all that apply.)*

_____A.They've done nothing. Our school is perfectly fine.
_____B.School security patrols the halls.
C.Cameras have been installed.

_____D.A police officer occasionally checks on the school.
_____E.An armed police officer is stationed at the school.
_____F.Armed security guards patrol the halls.
_____G.Teachers are required to take self-defense training.
_____H.Metal detectors at the entrance of buildings.
_____I.Occasional random weapon and drug searches.

8.Have you committed any acts of violence, small or serious? _____YES _____NO

9.Has any of your friends or relatives been victims of school violence?
_____YES _____NO

Use these ratings for the following questions.
1:Never........2:Rare........3:Uncommon........4:Occasional........5: Common........6:Everyday

10.Rate the activities of the student body in your school.

_____Distribution of illegal drugs (distributing/using drugs on campus).
_____Fights on campus
_____Shootings/stabbings
_____Vandalism (Destruction of school property, spray-painting on walls, arson, etc.)
_____Illicit sex.
_____Harassment or battery of teachers by students.
_____Student threats against other students or faculty.
_____Carrying weapons (knives, guns) on campus for use or self-defense.
_____Presence of threatening gangs on campus.

Kids Bullying Kids

Subjects

- Health
- Math

Grade

- 3-5
- 6-8

Brief Description

Students anonymously complete a survey about their experiences with bullying, evaluate the results, and discuss solutions to the problem.

Objectives

Students will share their experiences with bullying in an anonymous survey. Students will determine percentages based on the results of the survey.

Keywords

bullying, survey, percentages

Materials Needed

Bullying Survey, printed and distributed to each student, pencils or pens

Lesson Plan

- Explain to students that you want to learn more about kids who bully other kids, and ask them to complete the survey without signing their names.
- After you have had a chance to read the surveys, invite students to guess the results.
- Read some samples from the students' responses.
- Ask a volunteer to help tally the survey results on the chalkboard; then ask students to add the responses to each question. Help students determine the fractions or percentages for each answer.
- Discuss the survey results, and brainstorm with students about what they can do to reduce bullying at school.

Assessment

Students will be evaluated based on their participation in the class discussion.

Lesson Plan Source

The National Crime Prevention Council (This activity is not available online.)

Submitted By

Linda Starr

National Standards

Physical Education and Health :
NPH-H.K-4.5

Math:
NM.K-4.13

202

Bullying Survey

DIRECTIONS: *Please circle or underline the best answers to the following questions. You may have more than one best answer for some questions. You do not have to put your name on the paper.*

Name (optional)_____

1. Have you ever been bullied?
Yes   No

- If you answered yes, how often did someone bully you?
Occasionally   Often   Every day

- Where did it happen?
School   Park   Home   Neighborhood   Somewhere else

- If it happened at school, where?
Hallway   Classroom   Playground   Cafeteria   Bathroom   Somewhere else

2. Have you seen other students being bullied at school?
Yes   No

- If you answered yes, how often did it happen?
Occasionally   Often   Every day

- Where have you seen other students bullied?
Hallway   Classroom   Playground   Cafeteria   Bathroom   Somewhere else

3. What kinds of things have bullies done to you or to someone you know?
Called names   Threatened   Stole or damaged something   Shoved, kicked, or hit   Ignored

4. How much of a problem is bullying for you?
Very much   Not much   None

5. On the back of this paper, list some of the actions you think parents, teachers, and other adults could perform to stop bullying.

Adapted from a survey by The National Crime Prevention Council.

201

262

Level 1	
Physical Bullying Verbal • Expressing physical superiority • Blaming the victim for starting the conflict	**Physical Bullying NonVerbal** • Making threatening gestures • Defacing property • Pushing/shoving • Taking small items from others
Emotional Bullying Verbal • Insulting remarks • Calling names • Teasing about possessions, clothes, physical appearance	**Emotional Bullying NonVerbal** • Giving dirty looks • Holding nose or other insulting gestures
Social Bullying Verbal • Starting or spreading rumors • Teasing publicly about clothes, looks, relationship with boys/girls, etc.	**Social Bullying NonVerbal** • Ignoring someone and excluding them from a group
Level 2	

202

Level 2

Physical Bullying Verbal	Physical Bullying NonVerbal
• Threatening physical harm	• Damaging property • Stealing • Starting fights • Scratching or biting • Pushing, tripping or causing a fall • Assaulting
Emotional Bullying Verbal	**Emotional Bullying NonVerbal**
• Insulting family • Harassing with phone calls • Insulting size, intelligence, athletic ability, race, color, religion, ethnicity, gender, disability or sexual orientation	• Defacing school work or other personal property such as clothing, locker or books.
Social Bullying Verbal	**Social Bullying NonVerbal**
• Ostracizing using notes, instant messaging, e-mail • Posting slander in public places	• Playing mean tricks to embarrass someone

203

Level 3

Physical Bullying Verbal	**Physical Bullying NonVerbal**
• Making repeated or graphic threats • Practicing extortion such as taking lunch money • Threatening to keep someone silent: "If you tell, it will be a lot worse!"	• Destroying property • Setting Fires • Exhibiting physical cruelty • Repeatedly acting in a violent, threatening manner • Assaulting with a weapon
Emotional Bullying Verbal	**Emotional Bullying NonVerbal**
• Harassing based on bias against race, color, religion, ethnicity, gender, disability or sexual orientation	• Destroying personal property such as clothing, books, jewelry • Writing graffiti with bias against race, color, religion, ethnicity, gender, disability or sexual orientation
Social Bullying Verbal	**Social Bullying NonVerbal**
• Enforcing total group exclusion against someone by threatening others if they don't comply	• Arranging public humiliation

204

School Bullying

Grade	1999	2001
6th	10.5	14.3
7th	9	13
8th	5.5	9.2
9th	5	8.6
10th	3.2	4.6
11th	2.6	4.3
12th	1.2	2.4
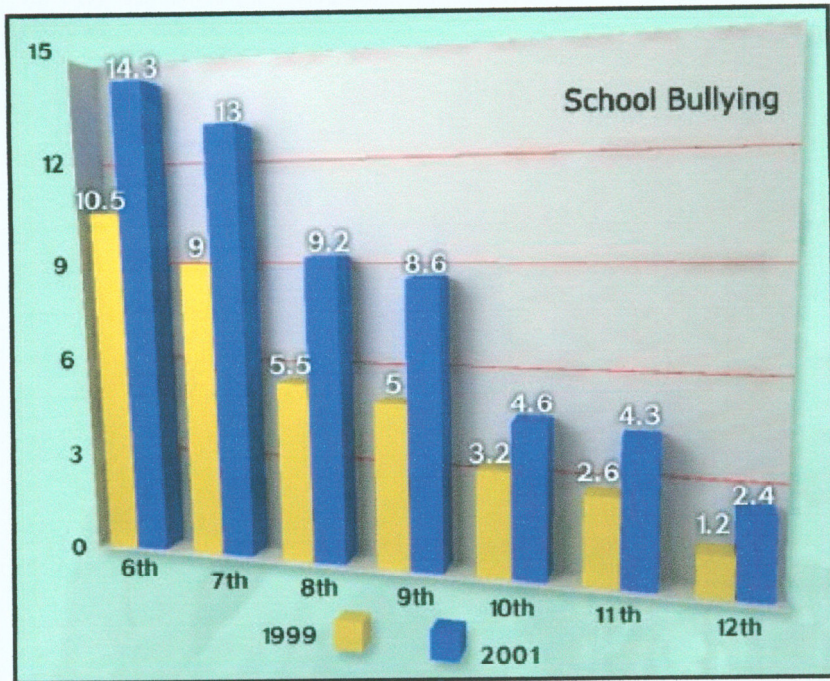
Trends

Incidents of bullying have increased significantly since 1999.

Bully behavior peaks during the middle school years.

205

◀ 2 of 2 ▶   **Result List** | **Refine Search**   🖨 **Print** ✉ **E-mail** 💾 **Save** ⊞ **Export** 📑 **Add to folder**

View: 🗐 **Citation** 📄 **HTML Full Text**

Title: *Researchers Target Impact of Television Violence.*, By: Hurst, Marianne D., Education Week, 02774232, 11/17/2004, Vol. 24, Issue 12
Database: *Academic Search Premier*

Researchers Target Impact of Television Violence   Find More Like This

Section: IN THE NEWS

FOCUS ON: RESEARCH

Helping children divide TV fantasy from reality becomes a top priority

To help children distinguish between real and imaginary violence, the National PTA has for years promoted a school-based workshop called "Taking Charge of Your TV." Among other goals, the program aims to help parents and educators talk with children about what they see on television.

In the wake of several violent incidents at schools in the late 1990s, interest in the program began to take off. Then, last year, when singer Justin Timberlake ripped off part of Janet Jackson's top in a simulated assault during a Super Bowl halftime show, the initiative attracted even more interest.

"If parents and children are sitting and watching a television program together [with some violent content], and the parent says nothing, it's an implicit endorsement — whereas if a parent says something, it makes their values clear to the child," said Frank Gallagher, the assistant director of education for Cable in the Classroom, the cable television industry's education foundation and a co-sponsor of the program. "Kids today live in a media world. If you open up a channel of communication, they're often happy to talk about it."

No Laughing Matter
Researchers, in particular, say it is paramount that parents get involved in what their children are watching on television, because decades of research, including several recent studies, indicate that heavy exposure to television violence can lead children to think it is appropriate to act in the ways that violent TV characters do.

"One problem with cartoon violence is that it has the same effect [on the brain] as realistic violence," said John P. Murray, a professor of developmental psychology in the school of family studies at Kansas State University, in Manhattan, Kan, He is a co-author of a book to be released in February that documents 50 years of research on the effect of television on children.

"But there are no consequences to [cartoon] violence," Mr. Murray said. "Characters get shot with double-barreled shotguns and they get back up. It sets it in a humorous context with a laugh track, and communicates to preschoolers that violence is funny and it's OK to do."

"We can safely say that viewing violence does lead to more aggressive behavior," he added, noting some estimates that nearly 10 percent of all violence can be explained by the viewing of televised violence.

***Douglas Gentile**, an assistant professor of psychology at Iowa State University and the director of research for the National Institute on Media and the Family, based in Minneapolis, says that while hundreds of risk factors contribute to aggression, television violence is certainly a major one.

People are violent without media violence, and most who watch it are not violent, but that doesn't negate the fact that it does have a causal role," he said.

Most researchers, Mr. *Gentile* said, are more cautious about establishing a full casual relationship, because not all children exposed to media violence will act aggressively. That is due, in large part, to parental and societal interventions, he said, but he pointed out that children who lack those critical interventions are likely to act more aggressively.

A study Mr. *Gentile* conducted in Minnesota between 2000 and 2003 of 430 children in grades 3-5 illustrates an apparent connection. The study surveyed not only the students, but also their peers and teachers. It found that children who watched heavy amounts of television with some violent content — what some researchers define as roughly four hours a day — were more violent by the end of the school year than they were at the beginning, and that they had a greater likelihood than children who viewed less TV of spreading rumors and of performing worse academically.

But many in the television industry dispute such research findings. They say there is a dearth of studies that examine the long-term effects of television violence. The industry also says that parents need to take the primary role in determining what their children watch.

Several media organizations contacted for this story were unavailable for comment.

'Ray of Hope'
Despite the industry's arguments, many experts contend that more needs to be done to curb violent content on TV.

A report released in 1998 by the Santa Barbara, Calif.-based Center for Communication and Social Policy — titled the "National Television Violence Study" — reviewed the body of research available and concluded that while the industry has made some attempts to manage televised violence, it still contributes to aggressive behavior in children, desensitizes them to violence, and increases their fear of being victimized.

The study also found that most violence on television is trivialized, that few programs emphasize anti-violence themes, and that many programs fail to show the real consequences of violent acts.

A more recent study — released last year by the Parents Television Council, a Los Angeles-based advocacy group for improved programming on TV — came to similar conclusions. The study reviewed 400 hours of prime-time programming on all major broadcast networks from 1998 to 2002. It found that overall violence seen during the 8 p.m. family hour increased 41 percent during those years, and that the per-hour rate of deaths depicted doubled, with many violent scenes becoming more graphic and detailed.

Melissa Caldwell, the PTC'S director of research and publications, says the research linking television violence and childhood aggression is unquestionably strong. "This is something the medical community has been researching for 50 years now, and there are over 1,000 studies documenting the causal relationship between media violence and aggression," she said.

But Jennings Bryant, the director of the Institute for Communication Research at the University of Alabama in Tuscaloosa, cautioned that "TV is not the sole factor" in the development of aggression. Not all children who view televised violence will act out in a violent way, he pointed out, especially those whose parents intervene when they see their children watching violent programming.

Moreover, most experts agree that the problem cannot be solved by the television industry alone. In fact, most of the researchers interviewed for this article emphasized that parents can be one of the most effective deterrents of violence and aggression by simply watching programs with their children and commenting on what they see.

"It's like an inoculation when parents and teachers tell kids that cartoon and media violence is not real, and it's not the way one is supposed to act," said Mr. Murray of Kansas State University. "The ray of hope is that parents do matter. What they do sticks with kids, particularly the younger you start."

Impressionable Minds
Studies estimate that the average child watches 23 to 28 hours of television a week, and that by the age of 18, a child will have witnessed 200,000 acts of TV violence, including 40,000 murders.

Researchers specifically cite some popular programs as contributing to the problem, such as the cartoon shows "Rug Rats," "The Simpsons," Tokemon," and other youth shows such as "Power Rangers." They said emphasis on coverage of violent incidents by nightly news shows is also a problem.

207 168

oncerns about the effects of television violence on children have also attracted the attention of character education organizations, such as The Polite Child Inc., a Seattle-based company that aims to improve social skills among K-12 students.

Started in 2001, the program is taught in 16 schools in Seattle and five schools in Palm Springs, Calif. It wraps a social-skills curriculum into existing school curricula to help teachers show students how to be more compassionate, loyal, honest, and respectful.

"The sad thing about most television [programs] is what you are teaching these young, impressionable kids is that it's OK to be disrespectful, to tease, to taunt, and hurt other people — and it just gets worse from there," said Corinne Gregory, the founder and president of the group. "Kids will learn and repeat what they are exposed to, and it strongly affects their behavior."

INTERESTING IDEAS?

Send suggestions for possible Research section stories to Debra Viadero at Education Week, 6935 Arlington Road, Bethesda, MD 20814; e-mail: dviadero@epe.org.

PHOTO (COLOR): Some popular television programs, such as "Rug Rats," were cited by researchers as encouraging children to behave aggressively. Cartoons such as "The, Simpsons" and "Pokemon" and the show "Power Rangers" were also cited, as were evening news broadcasts, which tend to emphasize violent Incidents.

~~~~~~~~

By Marianne D. Hurst

View: 📰 Citation   📄 HTML Full Text

◀ 2 of 2 ▶   **Result List** | **Refine Search**   🖨 **Print** 📧 **E-mail** 💾 **Save** 🗗 **Export** 🗂 **Add to folder**

Top of Page

Classroom Assessment Techniques - Overview

What is classroom assessment?

Classroom assessment is both a teaching approach and a set of techniques. The approach is that the more you know about what and how students are learning, the better you can plan learning activities to structure your teaching. The techniques are mostly simple, non-graded, anonymous, in-class activities that give both you and your students useful feedback on the teaching-learning process.

How is classroom assessment different?

Classroom assessment differs from tests and other forms of student assessment in that it is aimed at course improvement, rather than at assigning grades. The primary goal is to better understand your students' learning and so to improve your teaching.

How do I use Classroom Assessment Techniques?

- Decide what you want to learn from a classroom assessment.
- Choose a Classroom Assessment Technique (CAT) that provides this feedback, is consistent with your teaching style, and can be easily implemented in your class.
- Explain the purpose of the activity to students, then conduct it.
- After class, review the results and decide what changes, if any, to make.
- Let your students know what you learned from the CAT and how you will use this information.

Why should I use CATs?

For faculty, more frequent use of CATs can:

- Provide short-term feedback about the day-to-day learning and teaching process at a time when it is still possible to make mid-course corrections.
- Provide useful information about student learning with a much lower investment of time compared to tests, papers, and other traditional means of learning assessment.
- Help to foster good rapport with students and increase the efficacy of teaching and learning.
- Encourage the view that teaching is a formative process that evolves over time with feedback.

For students, more frequent use of CATs can:

- Help them become better monitors of their own learning.
- Help break down feelings of anonymity, especially in larger courses.
- Point out the need to alter study skills.
- Provide concrete evidence that the instructor cares about learning.

Selected CATs
For Getting Feedback on Student Learning and Response to Teaching [1]

Name:	Description:	What to do with the data:	Time required:
Minute paper[2]	During the last few minutes of the class period, ask students to answer on a half-sheet of paper: "What is the most important point you learned today?"; and, "What point remains least clear to you?". The purpose is to elicit data about students' comprehension of a particular class session.	Review responses and note any useful comments. During the next class periods emphasize the issues illuminated by your students' comments.	Prep: Low In class: Low Analysis: Low
Chain notes	Students pass around an envelope on which the teacher has written one question about the class. When the envelope reaches a student he/she spends a moment to respond to the question and then places the response in the envelope.	Go through the student responses and determine the best criteria for categorizing the data with the goal of detecting response patterns. Discussing the patterns of responses with students can lead to better teaching and learning.	Prep: Low In class: Low Analysis: Low
Memory matrix	Students fill in cells of a two-dimensional diagram for which instructor has provided labels. For example, in a music course, labels might consist of periods (Baroque, Classical) by countries (Germany, France, Britain); students enter composers in cells to demonstrate their ability to remember and classify key concepts.	Tally the numbers of correct and incorrect responses in each cell. Analyze differences both between and among the cells. Look for patterns among the incorrect responses and decide what might be the cause(s).	Prep: Med In class: Med Analysis: Med
Directed paraphrasing	Ask students to write a layman's "translation" of something they have just learned -- geared to a specified individual or audience -- to assess their ability to comprehend and transfer concepts.	Categorize student responses according to characteristics you feel are important. Analyze the responses both within and across categories, noting ways you could address student needs.	Prep: Low In class: Med Analysis: Med
One-sentence summary	Students summarize knowledge of a topic by constructing a single sentence that answers the questions "Who does what to whom,	Evaluate the quality of each summary quickly and holistically. Note whether students have identified the essential concepts of the class	Prep: Low In class: Med Analysis: Med

Name:	Description:	What to do with the data:	Time required:
	when, where, how, and why?" The purpose is to require students to select only the defining features of an idea.	topic and their interrelationships. Share your observations with your students.	
Exam evaluations	Select a type of test that you are likely to give more than once or that has a significant impact on student performance. Create a few questions that evaluate the quality of the test. Add these questions to the exam or administer a separate, follow-up evaluation.	Try to distinguish student comments that address the fairness of your grading from those that address the fairness of the test as an assessment instrument. Respond to the general ideas represented by student comments.	Prep: Low In class: Low Analysis: Med
Application cards	After teaching about an important theory, principle, or procedure, ask students to write down at least one real-world application for what they have just learned to determine how well they can transfer their learning.	Quickly read once through the applications and categorize them according to their quality. Pick out a broad range of examples and present them to the class.	Prep: Low In class: Low Analysis: Med
Student-generated test questions	Allow students to write test questions and model answers for specified topics, in a format consistent with course exams. This will give students the opportunity to evaluate the course topics, reflect on what they understand, and what are good test items.	Make a rough tally of the questions your students propose and the topics that they cover. Evaluate the questions and use the goods ones as prompts for discussion. You may also want to revise the questions and use them on the upcoming exam.	Prep: Med In class: High Analysis: High (may be homework)
Assessing group effectiveness	This assessment technique focuses on the group task, not on its members. It asks group members individually and anonymously to identify their sense of the task(s) before them, explain the organization they see as necessary to accomplishing the task, and reflect on the diversity of talents and effectiveness of teamwork required to conclude the task successfully.	Ideally, the completed assessment forms circulate within the group, become the focus of constructive discussion.	Prep: Med In class: High Analysis: Med (may be homework)
Background knowledge probe	A "pretest" to assess what the student already knows before coming to class.	Used to assess the mindset and language of students' private worlds. This allows the	Prep: High In Class: High

Name:	Description:	What to do with the data:	Time required:
		instructor to prepare a learning environment where the new knowledge is more likely to stick.	Analysis: High (may be used to assess student outcomes)
Characteristic features	This assessment technique asks students to fill in blanks with plus and minus signs pertaining to traits that do or do not apply to a topic.	This assessment technique is particularly useful for seeing whether students are separating items or ideas that are easily confused	Prep: Med In class: High Analysis: Low
Goal ranking and matching	A survey of students' goals, ranked, for the course.	Is designed to help make goals and expectations visible to yourself and to assist you in discussing them with others, including the instructor. If you do this exercise as an instructor yourself, it also reveals the match between your goals and those of your audience.	Prep: Med In class: High Analysis: Med
RSQC2 - recall, summarize, question, comment, and connect	Students take two minutes to *recall* and list in rank order the most important ideas from a previous day's class. Then they take another two minutes to *summarize* those points in a single sentence in order to "chunk" the information. Next, students are asked to write one major *question* that they want answered. Finally, students identify a thread or theme to *connect* this material to the course's major goal. As an option, students may add a *comment* regarding their confidence in or wariness of the specific course content.	RSQC2 is an assessment device that encourages students to recall and review class information comprehensively. In so doing, it allows the professor to compare students' perspectives against his or her own. Student feedback through RSQC2 may be crucial for aiding a professor to identify where students really need help the most but get it the least.	Prep: Low In class: Med Analysis: Med
Self-assessment	The instructor presents students with alternative ways of looking at a controversial issue and asks them to indicate, by writing on a 3x5 card, which viewpoint applies	When using this technique, an instructor's first challenge is to recognize potential obstacles to learning ahead of time, compose 2-4 fair paradigm statements, and offer 2-4	Prep: Med In class: High Analysis: Med

Name:	Description:	What to do with the data:	Time required:
	to them. The responses are then swapped 3-4 times face down, thus allowing the overall results to be read publicly and surveyed by a show of hands, this without compromising confidentiality	reasonable and revealing choices. A second challenge is to capture what is revealed and employ it as feedback so that students effectively surmount their personal obstacles. The technique is most successful when the level of trust is high.	
Guided essay	Students answer a series of questions in an integrated essay.	It yields feedback to students on the approaches they take when they deal with matters of real controversy and provides information to their instructors on the level of sophistication present as students define and defend their positions.	Prep: High In class: High Analysis: High (may be homework)
Muddiest point	Students are asked to write down what is *least* clear to them.	An interesting and potentially powerful integrative exercise because it requires students, first, to rate their own understanding across several topics and, second, to ponder, if even momentarily, *why* one particular topic should be selected as *least* understood.	Prep: Low In class: Med Analysis: High
Transfer and apply	Students are asked to recall ideas, techniques, strategies, and tactics from class and list ways they can be applied	Used to assess students' recognition of ideas they have learned and their ability to *transfer* them to applications in their own environment.	Prep: Med In class: Med Analysis: High (may be homework)

[1] Details on these and others available from Angelo & Cross, Classroom Assessment techniques, 1993.
[2] The Bureau of Evaluative Studies and Testing (BEST) can administer the Minute Paper electronically.
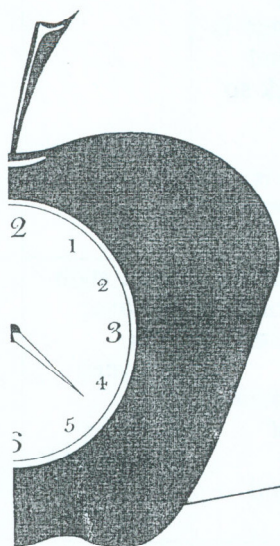
Published Resources:

Angelo, T.A. & Cross, P.K. (1993). *Classroom Assessment Techniques* (2nd ed.). San Francisco: Jossey-Bass.

Davis, B.G. (1993). *Tools for Teaching*. San Francisco: Jossey-Bass.

CHAPTER 9
OPEN-ENDED ASSESSMENT AND EVALUATION

In the absence of criteria, assessment remains an isolated and episodic activity.
Herman, Ashbacher, & Winters

NOTES

Assessment and evaluation, while used interchangeably by some educators, differ in definition, intent, and application. Assessment is the continuous gathering of data to determine students' needs and accomplishments. It is intended to inform teachers and students; it is used to drive instruction and enable students to continue progressing in learning. Evaluation is the interpretation and judgment of students' accomplishments. Its function is to reach decisions of quality; it is used to grade the degree of students' learning and their level of performance.

Assessment Applications	Evaluation Applications
Diagnose strengths and needs	Establish grades
Determine the pace of instruction	Determine accountability
Provide instructional feedback	Evaluate standards
Gauge progress	Grade progress
Monitor curriculum effectiveness	Measure program effectiveness
Motivate excellence	Formulate education policies
Make grouping decisions	Determine placements in special programs

Kingore, B. (1999). *Assessment.* 2nd ed. Austin, TX: Professional Associates.

Winnebago High School 2002/2003

SECTION I - INTRODUCTION

Welcome to Winnebago High School, the home of the INDIANS. This handbook has been prepared to make this year at WHS more enjoyable for you by allowing you to become more informed. Please take this handbook home and ask your parents to read it. As you continue school life at WHS, or if you are just beginning, this handbook will serve as an important guide. Pay particular attention to the sections on discipline, attendance and extracurricular activities. Our hope is that all students will become more involved with their school this year and in all future years. We believe that the more involved you are, the better prepared you are for the years following graduation.

MISSION STATEMENT

Winnebago High School, through shared commitment by students, staff, parents, and community, will provide opportunities and encouragement for students to acquire skills, knowledge, and a sense of responsibility that will help prepare them for their roles in society.

SECTION II - GENERAL INFORMATION

School Colors - Orange and Black   School Nickname - Indians

School Song: Here's to our dear old Winnebago High. Here's to the colors they proudly fly. They are orange and they are black. We will defend them, ne'r turn back. Here's to the coaches, the girls, and the boys; they have deserved all pleasures and joys. And our boosters will ally in defending our dear old high. GO WINNEBAGO! Fight, team, fight. GO WINNEBAGO! Fight, team fight. GO INDIANS! Fight, team, win. GO-FIGHT-WIN-HEY! Here's to the coaches, the girls, and the boys. They have deserved all pleasures and joys. And our boosters will ally in defending our dear old high. W-I-N-N-E-B-A-G-O   WINNEBAGO!!!

SECTION III - ACADEMICS

Class Rank

Class rank is calculated using the following point systems:

        A=4   B=3   C=2   D=1   F=0

Class rank is calculated by dividing the sum of the grade points earned by the total number of classes. Class rank is calculated every semester. Students wishing to know their class rank and grade point average should fill out a request form available in the guidance office.

Grades

Written or oral evaluation is a continuing process in each class. Your final grade is a combination of homework assignments, quizzes, chapter or unit exams, a semester exam and individual effort. Students found guilty of cheating (whether giving or receiving information) will receive a zero "0" score. Further abuse of this rule may result in failure of the course.

Graduation Requirements

The Board of Education of Winnebago Community District #323 has established certain requirements that must be met to graduate from Winnebago High School. The following requirements must be successfully completed before a student will be permitted to participate in the graduation ceremony and awarded his/her diploma. Students will be permitted to earn 1/2 credit per successful semester in academic courses.

Requirements: 20 academic credits plus 4 years of physical education to include specific courses listed:

- 4 credits English
- 2 credits Science
- 2 credits Math
- 2 credits Social Studies to include:
  - 1 credit U.S. History
  - ½ credit American Government
  - ½ credit Political Issues
- ½ credit Health
- ½ credit Career Education
- ½ credit Resource Management
- 2 credits Music, Art, F. Language or Vocational Ed
- Successful completion of Illinois and United States Constitution Tests

(Health replaces 1 semester of PE during freshman year. Driver Education replaces 1 semester of PE during sophomore year)

Classification determines a student's right to participate in class activities. (i.e. Homecoming, Prom, etc.)

78

Grade Book/Grades

Grades are part of the permanent records. They are to be turned into the office at the end of the school term. Each teacher must supply the administration with a hard copy of student grades, including all midterm progress grades as well as semester grades. The grading scale used for all classes at the high school is as follows: 90-100 A, 80-89 B, 70-79 C, 60-69 D. Less than or equal to 59 would be an F.

Grades A, B, C, & D are passing. "A" indicates exceptionally fine work. "B" represents better than average work, "C" represents average work, and "D" indicates poor work. A grade of "F" indicates failure. The grade given at the end of the semester is a cumulative grade for the semester and is the one that is recorded on the transcript. It represents a cumulative grade that starts the first day of the semester and continues on through the end of the semester. Progress grades are issued at the approximately the 4, 9, 13 weeks with the final grade being issued at the 18 week point.

Teachers should be as objective as humanly possible when issuing grades and consider the student's effort in class in relation to ability, attitude, participation and cooperation. When issuing student grades where participation is included due process must be followed and documentation is required. (see following pages for instructions)

Incomplete grades revert to failing grades if not rectified within two weeks: Doctor certified illness being the only acceptable excuse for an additional extension.

20 question tests or assessments:

18, 19, or 20 correct = A
16 or 17 = B
14 or 15 = C
12 or 13 = D
11 or less correct = F

10 question tests or assessments

9 or 10 correct = A
8 = B
7 = C
6 = D
5 or less correct = F

5 question tests or assessments

5 correct = A
4 = B
3 = D
2 or less correct = F

By using the 90. 80. 70. 60 grading scale students are not penalized as quickly for missing one or two questions on a 20 or more question test. However, you will notice that the scale is less forgiving (yet consistent) when there are only five questions.

If our goal of learning is truly learning then let's reward students for the correct responses. Penalties for 1 or 2 mistakes on 20 item tests should be minimal.

Staff are encouraged to develop and administer daily 5 and 10 question quizzes versus only using lengthy tests at the end of the chapter, unit, semester or quarter progress point.

Graduation

All faculty members are expected to attend the graduation ceremony and sit as a group.

Advising Office

The purpose of the advising office is to assist students, parents and teachers in obtaining the best possible education for the students of our school and offer guidance for post high school education. To reach this goal requires a cooperative effort between the personnel and advising office.

Hazing

Any student at WHS is forbidden to participate in any activity that could be defined as hazing. Any staff member that is aware of any such activity should report it to the principal immediately (Appendix "H")

Homework-Student Suspension

Whenever a student is assigned an in-school suspension, class work is to be provided and completed with no grade reduction. Whenever a student is out of school suspended all daily work missed is to be counted as a zero. Cumulative work missed must be counted for full credit and students allowed to make up any cumulative work.

it will show a 18 week progress grade, the semester final test grade as well as the semester final grade. However, these are CUMULATIVE progress reports.

As discussed in earlier faculty meetings, the expectation is that there will be a minimum of two assessments given per week/per class. These can be subjective/objective or a combination of both. It you are doing a long project then a progress grade is to be given.

Participation/Attitude/Cooperation Points

These are a most appropriate means of gathering data for student grades and can be used IF the following guidelines are followed. These are addressed in the faculty handbook on page 5 and this is a portion of what is stated:

> *"Teachers should be as objective as humanly possible when issuing grades and consider the student's effort in relation to ability, attitude, participation and cooperation."*

> *"If a student's grade is to lowered, based on attitude, participation or cooperation in class due process must be followed and documentation is required."*

The following steps must be taken to ensure due process:

1. Students informed weekly/quarterly on the criteria that   will be used to assign these subjective grades (no surprises)
2. Inform students of how many points can be earned or lost on these kind of points
3. Consistency needs to be followed: one day you can't have 5 points and then the next day 50 points
4. Students should be be informed of the characteristics of attitude that you are looking for, the characteristics of cooperation that you are looking for, the characteristics of participation that you are looking for. Give a list to the students so that they are informed as to how to earn points (due process) **Note: The ideal format here would be for the staff to work together to form these lists such as we did for respect that would give consistency to our expectations in all areas. After the first of the year we will devote some time to this activity.** Prepare a log sheet (sample attached) and keep this sheet the same as you would any other assessment tools. Enter these in the gradequick program as you would any other grade so a currrent progress grade is available on an ongoing basis not just at the end of the grading period.

Note: The following is just an example of how you can document the behaviors that you want to occur in the classroom. You could do a wide variety of behaviors from bringing all materials to class to respectful behavior, etc. For example: Let students know at the beginning of a week what the behavior(s) you are targeting for the week and then pick a day yourself and do the assessment. Students don't need to know which day you will complete the log and so therefore will be prepared for the assessment all week.

LOG SHEET

PARTICIPATION/ATTITUDE/COOPERATION ASSESSMENT

Teacher: *Ms./Mr. Over-Achiever*

Behavior to be Graded: *Participation*

Criteria*: Students will raise their hand in order to volunteer answers/input during discussion*

Possible Points: *10*

Date: *December 8, 2003*

Class: *Beginning Interior Design*   Hour*: 4th Hour*

Class Roster	Behavior Observed
Bert Do-Gooder	*check mark or yes/no*
Bertha Bad	*check mark or yes/no*
	or
	points given

23 The Purpose of a Test

KEY IDEA

The purpose of a test is to determine if a student has mastered the objectives.

The major reason for giving a test is to find out if the students have accomplished the objectives of the assignment.

Telling the students to read a chapter, story, or book involves no accomplishment. Nor does telling the students to read pages 222 to 235, complete a worksheet, or do a report on weather. (Refer to Chapter 22 for the difference between teaching for accomplishment and just telling students what to do.)

◆ The students must have been given a list of criteria or objectives at the beginning of their assignment telling them what they are responsible for accomplishing.

This chapter discusses the tests that are given at the end of an assignment to test for accomplishment of the objectives.

When you have measurements, you have performance.

When you have no measurements, you have excuses.

—Peter Drucker

When You Assess, You Help

The purpose of a test is to assess a student's performance against learning criteria,
NOT to provide the teacher with the basis for a grade.

Schools must change from a testing culture to an assessment culture.

When you test for grading purposes, you are labeling a student. When you assess for accomplishment, you are helping the student achieve success.

Need for Points on a Curve. It is a mistake to state arbitrarily, "I want each test to be worth 50 points so that I will have a sufficient point spread to grade the class on a curve." The purpose of a test is not to compare one student to another. Tests are used to help the teacher determine what an individual student needs to learn, not to see who is smarter or dumber than someone else.

Period to Kill. The number of questions on a test is not to be determined by the length of the class period. The length of a test is determined by the number and complexity of the objectives you are testing.

What We Know About Grades

Here are some things research has revealed about grades:

- *Grading and reporting aren't essential to instruction. Grades are not related to teaching or learning well. Checking with regular and specific feedback on learning progress is essential.*

- *Grades have some value as rewards but no value as punishments. Teachers should never use grades as a weapon as this has no educational value and, in the long run, adversely affects student-teacher relationships.*

- *Grading and reporting should always be done in reference to learning criteria, never on the curve. Grading on the curve pits students against one another and converts learning into a game of winners and losers—with most students falling into the latter category.*

—Thomas R. Guskey (ed.)
*Communicating Student Learning:
1996 Yearbook of the Association for
Supervision and Curriculum Development.*
Alexandria, Va.: Association for Supervision
and Curriculum Development.

Caution!

Regardless of the method used, grading and reporting remain inherently subjective. Teachers' perceptions of students' behavior can significantly influence their judgments of scholastic performance.

231

84

Understanding Rubrics
by Heidi Goodrich
Authentic assessments tend to use Rubics
to describe student achievement.

What is a Rubric?

A Rubric is a scoring tool that lists the criteria for a piece of work, or "what counts" (for example, purpose, organization, details, voice, and mechanics are often what count in a piece of writing); it also articulates gradations of quality for each criterion, from excellent to poor.

The example in Figure 1 (adapted from Perkins et al. 1994) lists the criteria and gradations of quality for verbal, written, or graphic reports on student inventions (inventions designed to ease the West-ward journey for the 19th century pioneers/ solve a local environmental problem/ represent an imaginary culture and its inhabitants/ or anything else students might invent.)

Figure 1 - Rubric for an Invention Report

Quality				
Criteria	**Excellent**	**Good**	**Fair**	**Poor**
Purposes	The report explains the key purposes of the inventions and points out less obvious ones as well.	The report explains all the key purposes of the invention.	The report explains some of the purposes of the invention but misses key purposes.	The report does not refer to the purposes of the invention.
Features	The report details both key and hidden features of the invention and explains how they serve several purposes.	The reports details the key features of the invention and explains the purposes they serve.	The report neglects some features of the invention or the purposes they serve.	The report does not detail the features of the invention or the purposes they serve.
Critique	The report discusses the strengths and weaknesses of the invention and suggests ways in which it can be improved.	The report discusses the strengths and weaknesses of the invention.	The report discusses either the strengths or the weaknesses of the invention but not both.	The report does not mention the strengths or weaknesses of the invention.
Connections	The report makes appropriate connections between the purposes and features of the invention and many different kinds of phenomena.	The report makes appropriate connections between the purposes and features of the inventions and one or two phenomena.	The report makes unclear or inappropriate connections between the inventions and other phenomena.	The report makes no connections between the invention and other things.

The four columns to the right of the criteria describe varying degrees of quality, from excellent to poor. As concisely as possible, these columns explain what makes a good piece of work good and a bad one bad.

Why use Rubrics?
Rubrics appeal to teachers and students for many reasons.

1. The are powerful tools for both teaching and assessment. Rubrics can improve students performance, as well as monitor it, by making teachers' expectations clear and by showing how to meet these expectations.
2. They help students become more thoughtful judges of the quality of their own and others' work. When rubrics are used to guide self- and peer assessment, students become increasingly able to spot and solve problems in their own and one another's work.
3. Rubrics reduces the amount of time teachers spend evaluating students work.
4. Teachers appreciate rubrics because their "accordion" nature allows them to accommodate heterogenous classes. The examples here have three or four gradations of quality, but there is no reason they can't be "stretched" to reflect the work of both gifted students and those with learning disabilities.
5. Rubrics are easy to use and explain. Christine Hall, a 4th grade teacher, reflected on how both students and parents responded to her use of rubrics:

> Students were able to articulate what they had learned, and by the end of the year could be accurate with their evaluations. Parents were excited about the use of rubrics. During parent conferences, I used sample rubrics to explain to parents their purpose, and how they were used in class. The reaction of parents was very encouraging. They knew exactly what their child needed to do to be successful.

How Do You Create Rubrics?
Rubrics are becoming increasingly popular with educators moving toward more authentic, performance-based assessments. Chances are, you will have to develop a few to reflect you own curriculum and teaching style. The rubric design process should engage students in the following steps:

1. **Models**: Show students examples of good and not-so-good work. Identify the characteristics that make the good one good and the bad one bad.
2. List **Criteria**: Use the discussion of models to begin a list of what counts in quality work.
3. Articulate **Gradation of Quality**: Describe the best and worst levels of quality, then fill in the middle levels based on your knowledge of common problems and the discussion of not-so-good work.
4. **Practice** on Models: Have students use the rubrics to evaluate the models you gave them in Step 1.
5. **Use Self- and Peer-assessment**: Give students their task. As they work, stop them occasionally for self- and peer-assessment.
6. **Revise**: Always give students time to revise their work based on the feedback they get in Step 5.
7. Use **Teacher Assessment**: Use the same rubric students used to assess their work yourself.

Step 1 may be necessary only when you are asking students to engage in a task with which they are unfamiliar. Steps 3 and 4 are useful but time-consuming; you can do these on your own, especially when you've been using rubrics for a while. A class experienced in rubric-based assessment can streamline the process so that it begins with listing criteria, after which the teacher writes out the gradations of quality, checks them with the students, makes revisions, then uses the rubrics for self-, peer-, and teacher assessment.

Ann Tanona, a 2nd grade teacher, went through the seven-step process with her students. The result was a rubrics for assessing videotaped Reading Rainbow-style "book talks."

Figure 2 - Book Talk Rubric

Criteria	Quality		
Did I get my audience's attention?	Creative beginning	Boring beginning	No beginning
Did I tell what kind of book?	Tells exactly what type of book it is	Not sure, not clear	Didn't mention it
Did I tell something about the main character?	Included facts about character	Slid over character	Did not tell anything about the character
Did I mention the setting?	Tells where and when the story takes place	Not sure, not clear	Didn't mention setting
Did I tell one interesting part?	Made it sound interesting - I want to buy it!	Told part and skipped on to something else	Forgot to do it
How did I look?	Hair combed, neat, clean clothes, smiled, looked up, happy	Lazy look	Just-got-out-of-bed look, head down
How did I sound?	Clear, strong, cheerful voice	No expression in voice	Difficult to understand- 6-inch voice or screeching

Tips on Designing Rubrics

Ann's rubric is powerful because it articulates the characteristics of a good "book talk" in students' own words. It also demonstrates some of the difficulties of designing a good rubric.

The most common challenge is avoiding unclear language, such as "creative beginning." If a rubric is to teach as well as evaluate, terms like these must be defined for students. Admittedly, creative is a difficult word to define. Ann handled this problem by having a discussion of what the term "creative beginning" meant in book talks.

A second challenge is avoiding unnecessarily negative language. Avoid words like boring by describing what was done during a so-so beginning of a talk and implicitly comparing it with the highest level of quality. Thus, students know exactly what they did wrong and how they can do better next time, not just that the opening to their talk was boring.

Articulating gradation of quality is often a challenge. It helps if you spend a lot of time thinking about criteria and how best to chunk them before going on to define the levels of quality. You might also try a clever technique borrowed from a 5th grade teacher in Gloucester, Massachusetts. She describes gradation of quality as "Yes," "Yes but," "No but," and "No." The figure below shows part of a rubric for evaluating a scrapbook that documents a story. This approach tends to work well, as long as you are not too rigid about it.

Rubric for Evaluating a Scrapbook

Criterion	Quality			
Gives enough details.	Yes, I put in enough details to give the reader a sense of time, place, and events.	Yes, I put in some details, but some key details are missing.	No, I didn't put in enough details, but I did include a few.	No, I had almost no details.

What to Do Once You Have Created Rubrics
Creating rubrics is the hard part— using them is relatively easy. Once you've created a rubric, give copies to students and ask them to assess their own progress on a task or project. Their assessments should not count toward a grade. The point is for the rubric to help the students learn more and produce better final products, so including self-assessments in grades is unnecessary and can compromise students' honesty.

Always give students time to revise their work after assessing themselves, and then have them assess one another's work. Emphasize the fact that peer assessment, like self-assessment, is intended to help everyone to do better work. You may need to hold students accountable for their assessment of a classmate's work by having them sign off on the rubrics they use. You can see how fair and accurate their feedback is, and you can ask for evidence that supports their opinions when their assessments don't match yours.

Parents can use rubrics to help their children with their homework. Finally, when you assess students work, use the same rubric that was used for self- and peer assessment. When you hand the marked rubric back with the students' work, they will know what they did well and what they need to work on in the future.

Grading is relatively easy with rubrics. A piece of work that reflects the highest level of quality for each criterion obviously deserves an A, one that consistently falls in the lowest deserves a D or F, and so on. Because one piece of work rarely falls in only one level of quality, many teachers average out the levels of quality, either formally or informally.

Rubrics can also be included in portfolios. However you use them, the idea is to support and evaluate students learning. Students, as well as teachers, should respond to the use of rubrics by thinking, "Yes, this is what I need!"

GRADING RUBRIC FOR POWERPOINT PRESENTATIONS

NAME:_____

KNOWLEDGE: 4 3 2 1 0
 Shows an understanding of the material
 Able to answer questions

PARTICIPATION: 4 3 2 1 0
 Does their "fair share" in presenting the material
 Participates in each part of the presentation

LENGTH: 4 3 2 1 0
 Long enough to adequately cover assigned material

CONTENT: 4 3 2 1 0
 Topic covered thoroughly
 Enough information given to understand topic
 Did not exclude any important information or include
 any unnecessary information

DESIGN: 4 3 2 1 0
 Very creative
 Easy to see and follow
 Did not include any unncessary graphics

HANDS-ON ACTIVITY: 4 3 2 1 0
 Included class in the learning process
 Did more than lecture to the class

TOTAL _____

23-24 A

21-22 B

18-20 C

16-17 D

0-15   F

89

✂ Figure 3.7
HOW TO DESIGN A LESSON WITH STANDARDS

Standard: Begin your planning with the "end" (the standard) in mind. Break the learning into chunks; that is, meaningful bits of information that can be developed in 10–15 minutes.

Input: Plan how students will acquire the information or skill. Use the quarter system as a guide. "Teacher talk" for direct instruction includes movies and guest speakers. If the lesson is to be accomplished through inquiry, try small group, independent work, and Socratic style (whole group questioning).

Processing: Students need time to process the information. Can students do this alone or in their small group?

Time: How much time will you spend on each chunk? Do you have 48 minutes (the traditional secondary class period) or 90 minutes to devote to the overall lesson?

LESSON DESIGN FORMAT

	Standard	Input	Processing	Time
1				
2				
3				
4				

90

State Goal 17 - The Learning Standards
Early Elementary

Learning Standard A:
As a result of their schooling, students will be able to locate,
describe and explain places, regions and features on the Earth.

17.A.1a. Identify physical characteristics of places, both local and
global (e.g., locations, roads, regions, bodies of water).

17.A.1b. Identify the characteristics and purposes of geographic
representations including maps, globes, graphs, photographs,
software, digital images and be able to locate specific places using
each.

Learning Standard B:
As a result of their schooling, students will be able to analyze and
explain characteristics and interactions of the Earth's physical
systems.

17. B. 1a. Identify components of Earth's physical systems.

17. B. 1b. Describe physical components of ecosystems.

Learning Standard C:
As a result of their schooling, students will be able to understand
relationships between geographic factors and society.

17. C. 1a. Identify ways people depend on and interact with the
physical environment (e.g., farming, fishing, hydroelectric power)

17. C. 1b. Identify opportunities and constraints of the physical
environment.

17. C. 1c. Explain the difference between renewable and
nonrenewable resources.

91

State Goal 17 - The Learning Standards
Middle/Jr. High School

Learning Standard A:
As a result of their schooling, students will be able to locate, describe and explain places, regions and features on the Earth.

17. A. 3a. Explain how people use geographic markers and boundaries to analyze and navigate Earth (e.g., hemispheres, meridians, continents, bodies of water).

17. A. 3b. Explain how to make and use geographic representations to provide and enhance spatial information including maps, graphs, charts, models, aerial photographs, satellite images.

Learning Standard B:
As a result of their schooling, students will be able to analyze and explain characteristics and interactions of the Earth's physical systems.

17. B. 3a. Explain how physical processes including climate, plate tectonics, erosion, soil formation, water cycle, and circulation patterns in the ocean shape patterns in the environment and influence availability and quality of natural resources.

17. B. 3b. Explain how changes in components of an ecosystem affect the system overall.

Learning Standard C:
As a result of their schooling, students will be able to understand relationships between geographic factors and society.

17. C. 3a. Explain how human activity is affected by geographic factors.

17. C. 3b. Explain how patterns of resources are used throughout the world.

17. C. 3c. Analyze how human processes influence settlement patterns including migration and population growth.

92

State Goal 17 - The Learning Standards
Late High School

Learning Standard A:
As a result of their schooling, students will be able to locate, describe and explain places, regions and features on the Earth.

17. A. 5. Demonstrate how maps, other geographic instruments and technologies are used to solve spatial problems (e.g., land use, ecological concerns).

Learning Standard B:
As a result of their schooling, students will be able to analyze and explain characteristics and interactions of the Earth's physical systems.

17. B. 5. Analyze international issues and problems using ecosystems and physical geography concepts.

Learning Standard C:
As a result of their schooling, students will be able to understand relationships between geographic factors and society.

17. C. 5a. Compare resource management methods and policies in different regions of the world.

17. C. 5b. Describe the impact of human migrations and increased urbanization on ecosystems.

17. C. 5c. Describe geographic factors that affect cooperation and conflict among societies.

Learning Standard D:
As a result of their schooling, students will be able to understand the historical significance of geography.

17. D. 5. Analyze the historical development of a current issue

93

GOAL EXAMPLES

ACADEMIC SKILL GOALS

- ❑ To master basic math facts (addition, subtraction, multiplication, division)
- ❑ To understand and apply mathematical concepts (time, fractions, ratio, etc.)
- ❑ To effectively use the problem solving process in math and science.
- ❑ To create and solve story problems
- ❑ To effectively apply letter and sound relationships in reading and writing
- ❑ To increase reading and oral language vocabulary
- ❑ To develop independent reading habits
- ❑ To write neatly and with correct letter formation
- ❑ To write complete sentences
- ❑ To complete a piece using the writing process
- ❑ To use more appropriate details, description, and elaboration in writing
- ❑ To transfer spelling skills in written work across the curriculum
- ❑ To develop a story with a beginning, middle, and ending
- ❑ To incorporate unique analogies and symbols in writing

STUDY OR RESEARCH SKILL GOALS

- ❑ To maintain a well organized portfolio
- ❑ To manage time well during independent work assignments and finish on time
- ❑ To improve the quality of work
- ❑ To improve organizational skills
- ❑ To manage materials more effectively
- ❑ To accept responsibility for learning
- ❑ To effectively use a variety of resources to extend learning
- ❑ To use correct bibliographic references
- ❑ To develop critical thinking skills
- ❑ To improve application of problem-solving skills

BEHAVIOR OR SOCIAL SKILL GOALS

- ❑ To assume more leadership responsibilities in groups
- ❑ To encourage others
- ❑ To be an active listener
- ❑ To foster respect and the positive image of self and others
- ❑ To interact more effectively with peers and adults
- ❑ To improve self-esteem and confidence
- ❑ To be persistent in learning tasks
- ❑ To improve self-control
- ❑ To increase intrinsic motivation
- ❑ To understand and accept behavioral consequences
- ❑ To participate more comfortably in large group discussions

94

Oral Presentation Rubric

Oral Presentation Rubric	Possible Points	Self-Assessment	Teacher Assessment
Provided depth in coverage of topic.	10		
Presentation was well planned and coherent.	10		
Presenters were models of thoughtfulness. Personal experience integrated where relevant and appropriate. **Explanations and reasons given for conclusions.**	10		
Communication aids were clear and useful.	10		
Bibliographic information for others was complete.	10		
Total Possible Points	**50**		

Rate each category according to the following scale: 9-10 = excellent, 7-8 = very good, 5-6 = good, 3-4 = satisfactory, 1-2 = poor, and 0 = unsatisfactory.

PEER EVALUATION RUBRIC FOR ORAL PRESENTATION			
	Very Good 3	Satisfactory 2	Poor 1
Gave an interesting introduction			
Presented clear explanation of topic			
Presented information in acceptable order			
Used complete sentences			
Offered a concluding summary			
Spoke clearly, correctly, distinctly, and confidently			
Maintained eye contact			
Maintained acceptable posture			
Presentation was interesting			
Used visual/audio aids well			
Handled questions and comments from the class very well			

95

ORAL PRESENTATION RUBRIC
Chapter 5
Total Possible Points-—50

Name of Presenter: _____

Evaluator:_____

Each category will be rated according to the following scale: 5-excellent, 4-very good, 3-good, 2-satisfactory, 1-poor, 0-unsatisfactory

The main points were covered: _____

Answered: "How does this apply to me?"   _____

Answered: "What can I do to incorporate these concepts into my classroom?" _____

Gave an interesting introduction   _____

Presented clear explanation of topic   _____

Spoke clearly, correctly, distinctly, and confidently   _____

Maintained eye contact   _____

Maintained acceptable posture   _____

Presentation was interesting   _____

Handled questions and comments from the class very well   _____

96

Teacher Resource Manual, Senior High Social Studies 10/20/30, Alberta , 1990

GROUP PERFORMANCE RATING SCALE

Directions: Use this form to give feedback about the performance in your group. Circle the appropriate number after each statement.

0 = Major Difficulty 1 = Needs Improvement 2 = Okay 3 = Very Good 4 = Excellent

1. All members participated in the group activities.	0	1	2	3	4
2. Members listened to others in the group.	0	1	2	3	4
3. Members helped and encouraged others in the group.	0	1	2	3	4
4. Group members stayed on the task assigned.	0	1	2	3	4
5. Group members worked well together.	0	1	2	3	4
6. No one dominated the group discussions.	0	1	2	3	4
7. Group members practiced the cooperative skills.	0	1	2	3	4
8. Group members did not use put-downs.	0	1	2	3	4
9. Group members were able to accept criticism.	0	1	2	3	4
10. Trust developed among group members.	0	1	2	3	4

Add all circled numbers for Total Score_____(out of 40)

A. What I really liked about our group

systems used in general education classes are usually ill-equipped for individualization to meet the needs of a particular student, and research has documented that special education students in general education classes are at risk of receiving low or failing grades (Donohoe & Zigmond, 1990). General and special educators often fail to collaborate effectively to coordinate the general grading system with the accommodations and modifications required

Many students with disabilities receive inaccurate and unfair grades that provide little meaningful information about their achievement.

under a student's Individualized Education Program (IEP). Even when a classroom teacher wants to individualize a grading system for a student with a disability, the teacher often lacks knowledge of how to do it. Thus, many students with disabilities receive inaccurate and unfair grades that provide little meaningful information about their achievement.

For the past several years, we have conducted research on strategies for improving the accuracy, fairness, and meaningfulness of grading for students with disabilities—without adding excessive responsibilities for teachers. At present, we are conducting grant-funded research on personalized grading systems for students with disabilities within general education classes. This work has taught us several important lessons about grading issues and their solutions.

Start with a Purpose in Mind

To establish a grading system that students, parents, and teachers find acceptable and helpful, school leaders must first realize that people have different ideas about the purposes of grades. Figure 1 shows the parent version of a survey that we developed to help schools assess the perceptions of students, parents, and teachers. The process of completing the survey and discussing similarities and differences in perceptions yields important information for developing grading policies, designing systems for entire schools, or making adaptations for individual students. Because no ideal purpose for grading exists, this process does not usually produce consensus, but it often does lead to an agreement to respect and consider one another's views.

In one case from our research, a team consisting of a 6th grade student, his parents, a special educator, and a general educator completed the survey. The ensuing discussion revealed that

the student's mother thought that his grades should reflect how hard he tried, whereas his father thought that they should reflect only mastery of the curriculum. Both parents realized that they had never talked about the purpose of their son's grades before, and each found it helpful to hear the other's views. Together with the special and general educators, they identified grading adaptations that would acknowledge their son's effort but maintain high expectations for his learning.

We surveyed parents of high-achieving, average-achieving, and low-achieving students without disabilities and parents of students with disabilities to find out whether these groups differed in their perceptions of the purposes for grades (Munk & Bursuck, 2001b). We also asked parents to indicate how effectively report cards met each purpose. Although results indicated few significant differences between the groups, a few predictable differences cropped up. Parents of students without disabilities assigned more importance to the purpose of conveying achievement to postsecondary schools or employers. Parents of students with disabilities were more likely to indicate that grades should communicate their children's strengths and needs and provide feedback on how to improve, and they desired grades that were sensitive to individual progress.

Parents expressed skepticism about how effectively grades currently met any of these purposes, with just two exceptions. Perhaps not surprisingly, parents of high-achieving students perceived grades to be effective at communicating students' abilities to postsecondary schools and employers. In addition, parents of both high- and low-achieving students perceived grades to be effective at communicating effort and work habits. We cannot explain this last finding. Perhaps parents of high-

98

and low-achieving students are attuned to the grading systems for their children and therefore notice when a grade seems to reflect effort. Or perhaps parents of low-achieving students are more aware of the informal adaptations that teachers make for struggling students.

Clearly, schools need to build awareness of the multiple purposes for grades, particularly when developing and communicating a grading policy or when collaborating with parents to support a student with low or failing grades.

Implement Grading Adaptations That Work

During our research on grading adaptations, we have received valuable feedback from students, parents, teachers, and administrators about the potential benefits and limitations of specific grading adaptations (Munk, 2003; Munk & Bursuck, 2001a). The professional literature and our own research have identified the following menu of effective grading adaptations from which teachers, working with parents and students, can choose.

■ *Prioritize content and related assignments* (Drucker & Hansen, 1982; Guskey & Bailey, 2001; Zobroski, 1981).

Example: If you believe that the three experiments in your science class will cover the most important content, then the student will spend more time and receive more support on these assignments, and these assignments will count more toward his or her grade.

■ *Base part of grade on the processes that the student uses to complete work or the effort that the student puts forth* (Carpenter, 1985; Friedman & Truog, 1999; Frierson, 1975; Gersten, Vaughn, & Brengelman, 1996; Guskey & Bailey, 2001; Hendrickson & Gable, 1997; Horowitz, 1982; Munk & Bursuck, 2001a).

Example 1: Base part of the grade for an essay on how well the student completed the planning organizer and edited the first draft.

Example 2: Base 15 of the 100 points for a research paper on how proficiently the student used the editing functions in the word processing program, such as the spelling and grammar checker, thesaurus, and tools for making tables or graphics.

Example 3: Assign 10 of the 100 points for a math word problem worksheet to the number of problems that the student attempted, with a criterion of 10 problems completed to earn 10 points.

■ *Incorporate progress on IEP objectives into the student's grade* (Cohen, 1983; Frierson, 1975).

Example: If one of the student's IEP objectives is to use a specific strategy to solve word problems 85 percent of the

---

FIGURE 1 — Survey of Parents' Perceptions of Purposes for Grades

Instructions: Rank the 13 purposes in order of importance by writing a number 1–13 next to each purpose (1 = most important, 13 = least important). Use each number only once.

1. Tell me whether my child has improved in his/her classes.   Rank___

2. Tell me how to help my child plan for his/her future.   Rank___

3. Tell me how hard my child is trying.   Rank___

4. Help me plan for what my child will do after high school.   Rank___

5. Tell me what my child needs to improve on to keep a good grade.   Rank___

6. Tell me how well my child works with classmates.   Rank___

7. Tell me what my child is good at and not so good at.   Rank___

8. Tell colleges and employers what my child is good at.   Rank___

9. Tell me how much my child can do on his/her own.   Rank___

10. Tell me how my child's performance compares to other children's.   Rank___

11. Tell me how to help my child improve.   Rank___

12. Tell me what classes my child should take in high school.   Rank___

13. Motivate my child to try harder.   Rank___

Source: Adapted from Munk, D. D. (2003). *Solving the grading puzzle for students with disabilities*. Whitefish Bay, WI: Knowledge by Design. Used with permission.

---

time, assign an *A* for a worksheet if the student uses the strategy to complete 17 of 20 problems (85 percent).

■ *Incorporate improvement measures into the student's grade* (Bradley & Calvin, 1998; Frierson, 1975; Munk & Bursuck, 2001a; Slavin, 1980).

Example 1: Base 20 percent of the student's grade in social studies on the following objective: "Tom will improve his reading comprehension by summarizing and retelling what he has read after each paragraph or section of his textbook." Each time the teachers have Tom summarize and retell, they assign a score of 1 to 3 based on his accuracy. Then these points are added up to compute 20 percent of his report card grade.

Example 2: Make an agreement that if Mary can raise her average quiz score from 60 percent to 75 percent, you will add 5 percent to allow her to earn a *B*.
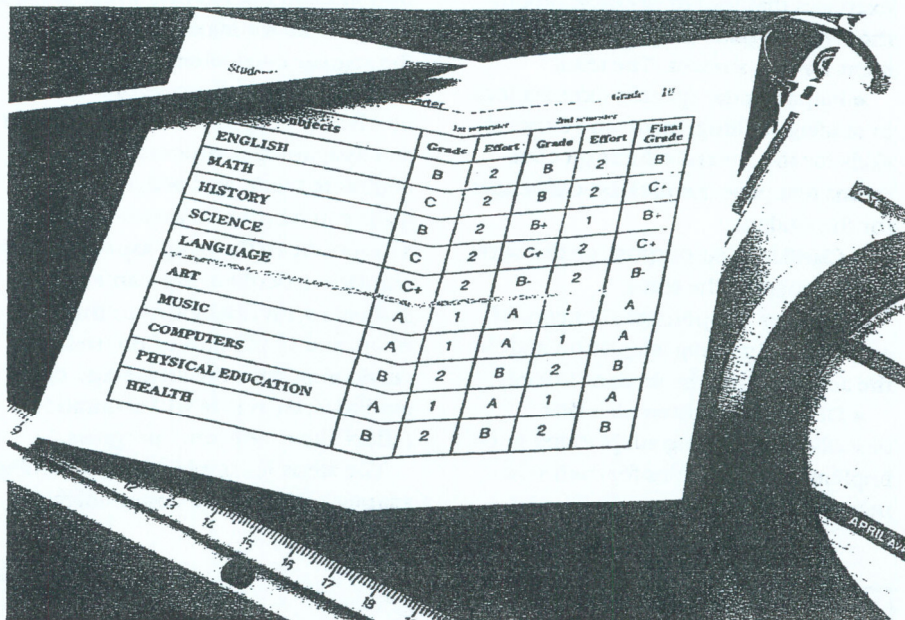
Example 3: Give 5 bonus points for each correct paragraph that the student writes beyond the three paragraphs required as part of the modified assignment. For example, if the student earned 75 points on the assignment but wrote a fourth paragraph, add 5 points to raise the score to 80 points.

■ *Change scales or weights* (Drucker & Hansen, 1982; Munk & Bursuck, 2001a).

Example 1: Change the grading scale so that a student must earn 90 out of 100 points to earn an *A*, rather than the 93 points indicated in the schoolwide grading policy.

Example 2: Change the weights assigned to tests and homework to reduce the penalty for a student who struggles with tests but performs well on homework. For example, reduce the weight of tests from 60 percent to 40 percent of the grade, and increase the weight of homework from 10 percent to 30 percent.

This menu reflects a growing interest in grading adaptations that promote

Subjects	1st semester		2nd semester		Final Grade
	Grade	Effort	Grade	Effort	
ENGLISH	B	2	B	2	B
MATH	C	2	B	2	C+
HISTORY	B	2	B+	1	B-
SCIENCE	C	2	C+	2	C+
LANGUAGE	C+	2	B-	2	B-
ART	A	1	A	1	A
MUSIC	A	1	A	1	A
COMPUTERS	B	2	B	2	B
PHYSICAL EDUCATION	A	1	A	1	A
HEALTH	B	2	B	2	B

> Grading systems used in general education classes are usually ill-equipped for individualization.

access to and success with the general curriculum. The list does not include several strategies cited in some literature that our research has identified as having limitations—for example, those that involve changes or alternatives to letter and number grades, such as adding written comments or work products from a portfolio or using pass-fail grades or competency checklists. Supplementing letter or number grades with additional information may be helpful for students and parents, but doing so does not necessarily mean that a grading system has been individualized for a student. Regarding such alternatives as pass-fail grades or checklists, students, parents, and teachers have sent a clear message that they are wary

of such systems because they do not provide information that would help the student gain access to postsecondary education or training (Chandler, 1983). As a result, we caution school teams to consider the long-term impact of alternatives to letter or number grades.

Streamline the Process for Individualizing Grading

Many teachers do not view grading as a useful or enjoyable aspect of teaching. Before we ask them to put in the extra effort needed to individualize a grading system, we need to convince them that the potential benefits of grades that stakeholders perceive as more accurate, fair, and meaningful warrant the time spent. In addition, we must give teachers an efficient process to develop individualization strategies.

Since 2000, we have conducted research on a model for developing Personalized Grading Plans (PGPs) for students with disabilities (Munk, 2003; Munk & Bursuck, 2001a).[1] The PGP model guides teams composed of a student, parents, special educator, and general educator through a series of

exercises that lead to decisions about the types of grade adaptation to implement for that student. The team

- Pinpoints the specific expectations in reading, writing, math, and survival skills for the general education classrooms that pose the greatest challenges for the student;
- Clarifies what purpose grades serve for members of the team;
- Reviews the potential benefits of each type of grading adaptation and fits the adaptation to the student's needs;
- Develops a written plan that describes the grading adaptations to be implemented and roles for each team member; and

tion Act and the No Child Left Behind Act that call for maximum access to the regular curriculum for students with disabilities. Adaptations that involve grading of prioritized content and assignments, processes used to complete work, and progress on IEP goals can help focus instruction and support on challenging aspects of the regular curriculum. We can expose students with disabilities to the rigors and challenges of the regular curriculum with the advantage of a grading system that will accurately reflect their individual progress.

The steps for implementing grading adaptations improve communication

student's grades have stayed the same or fallen. Parents and teachers clearly view grading adaptations not as a gimmick for raising grades, but rather as an efficient practice that meets the needs of individual students. We hope that future research will continue to streamline the process for making grading adaptations and will identify schoolwide grading policies that support all students. ■

[1]Some materials for each step in the Personal Grading Plan model, including worksheets, can be accessed at the Project PGP Web site (www.cedu.niu.edu/projectpgp). For details regarding the procedures and outcomes of research on the PGP model, see Munk (2003) and Munk & Bursuck (2001a).

> One student's mother thought that his grades should reflect how hard he tried, whereas his father thought that they should reflect only mastery of the curriculum.

- Develops a procedure for monitoring the student's achievement with the grading plan.

Feedback from participating teachers has indicated a streamlined and efficient process that fits into the system for reviewing a student's Individualized Education Program.

The Future of Grading Adaptations

Grading is a complex, historically difficult issue because it intertwines with the larger questions of the purpose of education and the content that students should learn in school. Our research and that of others suggest that grading adaptations have a place in the supports for students with disabilities who attend general education classes.

Effective grading adaptations help schools implement those provisions of the Individuals with Disabilities Educa-

and trust among the student, parents, special educators, and classroom teachers who participate in developing student Personalized Grading Plans. Pursuing answers to grading-related issues in a systematic fashion allows team members to get past their emotional and philosophical responses to grading and begin to work together toward a more effective grading system.

The purpose of grading adaptations is not to make it easier for students to get higher grades, but to produce accurate, meaningful, and fair grades. To date, approximately 70 percent of the students in our research projects have received higher report card grades when their teachers implemented a Personalized Grading Plan. However, teachers and parents have indicated increased satisfaction with grades and the grading system even when a

References

Azwell, T., & Schmar, E. (1995). *Report card on report cards: Alternatives to consider*. Portsmouth, NH: Heinemann.

Bradley, D. F., & Calvin, M. P. (1998). Grading modified assignments: Equity or compromise. *Teaching Exceptional Children, 21*, 24–29.

Carpenter, D. C. (1985). Grading handicapped pupils: Review and position statement. *Remedial and Special Education, 6*, 54–59.

Chandler, H. N. (1983). Making the grade. *Journal of Learning Disabilities, 16*, 241–242.

Cohen, S. B. (1983). Assigning report card grades to the mainstreamed child. *Teaching Exceptional Children, 15*, 86–89.

Donohoe, K., & Zigmond, N. (1990). Academic grades of ninth-grade urban learning disabled students and low-achieving peers. *Exceptionality, 1*, 17–27.

Drucker, H., & Hansen, B. C. (1982). Grading the mainstreamed handicapped: Issues and suggestions for the regular social studies classroom teacher. *The Social Studies, 73*, 250–251.

Durm, M. W. (1993). An *A* is not an *A* is not an *A*: A history of grading. *The Educational Forum, 57*, 294–297.

Friedman, S. J., & Truog, A. L. (1999, Summer). Evaluation of high school teachers' written grading policies. *ERS*

23

The Purpose of a Test

KEY
IDEA

The purpose of
a test is to
determine if a
student has
mastered the
objectives.

The major reason for giving a test is to find out
if the students have accomplished
the objectives of the assignment.

Telling the students to read a chapter, story, or book involves no
accomplishment. Nor does telling the students to read pages 222 to 235,
complete a worksheet, or do a report on weather. (Refer to Chapter 22 for the
difference between teaching for accomplishment and just telling students what to do.)

The students must have been given a list of criteria or
objectives at the beginning of their assignment telling
them what they are responsible for accomplishing.

This chapter discusses the tests that are given at the end of an assignment to
test for accomplishment of the objectives.

When you have measurements, you
have performance.

When you have no measurements,
you have excuses.

—Peter Drucker

When You Assess, You Help

The purpose of a test is to assess a
student's performance against
learning criteria,
NOT to provide the teacher with
the basis for a grade.

**Schools must change from a testing
culture to an assessment culture.**

When you test for grading purposes, you
are labeling a student. When you assess
for accomplishment, you are helping the
student achieve success.

Need for Points on a Curve. It is a mistake to state arbitrarily, "I want each test to be worth 50 points so that I will have a sufficient point spread to grade the class on a curve." The purpose of a test is not to compare one student to another. Tests are used to help the teacher determine what an individual student needs to learn, not to see who is smarter or dumber than someone else.

Period to Kill. The number of questions on a test is not to be determined by the length of the class period. The length of a test is determined by the number and complexity of the objectives you are testing.

What We Know About Grades

Here are some things research has revealed about grades:

- *Grading and reporting aren't essential to instruction. Grades are not related to teaching or learning well. Checking with regular and specific feedback on learning progress is essential.*

- *Grades have some value as rewards but no value as punishments. Teachers should never use grades as a weapon as this has no educational value and, in the long run, adversely affects student-teacher relationships.*

- *Grading and reporting should always be done in reference to learning criteria, never on the curve. Grading on the curve pits students against one another and converts learning into a game of winners and losers—with most students falling into the latter category.*

— Thomas R. Guskey (ed.)
*Communicating Student Learning:
1996 Yearbook of the Association for
Supervision and Curriculum Development.*
Alexandria, Va.: Association for Supervision
and Curriculum Development.

Caution!

Regardless of the method used, grading and reporting remain inherently subjective. Teachers' perceptions of students' behavior can significantly influence their judgments of scholastic performance.

231

A Teacher's Guide to Alternative Assessment
Taking the First Steps

CAROL A. CORCORAN, ELIZABETH L. DERSHIMER, and MERCEDES S. TICHENOR

In a fifth grade classroom, students are bent over their graphic calculators rapidly writing observations while the teacher watches. The task is to hypothesize at what point and why the graph flattens as they grasp the calculator's probe with their hand. These children are learning by experimenting with the material to be learned. When it is time to assess these and other skills learned during the unit, the teacher could assess using traditional paper and pencil tests. Instead, ıe teacher chooses an alternative technique. The students are called individually to eight different stations where they meet with junior interns who have worked with the students throughout the semester. The interns then assess the students in an alternative fashion. For example, three small cars are set on incline planes covered by different surface materials. The student predicts which car will complete the run first and why. Then the student releases the cars down the incline planes to confirm the prediction. The student relates the law of motion that applies to the car demonstration. The intern (which also could be a parent helper, teaching assistant, or even the teacher) uses a rubric with prepared questions to discuss each concept with the student. This type of assessment allows the assessor to determine the depth of student understanding. It also allows students who do know the concept but perhaps struggle with reading or writing to demonstrate their science knowledge.

Classroom-based assessment is the collection and evaluation of evidence of student learning, focusing on indicators of meaningful and valuable student progress (Shepard 1989; Valencia 1990; Farr 1992). This type of assessment includes alternative forms of testing, such as performance tasks, which allow students to communicate or display mastery in different forms. According to Herman, Aschbacher, and Winters (1992), common characteristics for such assessments include (1) asking students to perform, create, produce, or do something; (2) tapping higher-level thinking and problem-solving skills; (3) using tasks that represent meaningful instructional activities; (4) involving real world applications; and (5) using human judgment to do the scoring.

Herman (1992) contends that effective student assessment is grounded in theories of learning and cognition and builds on the skills students need to be successful in the future. Moreover, a quality assessment program uses classroom-based data to inform teaching and to help students become more self-monitoring and self-regulating (Daniels and Bizar 1998). Both students and teachers must continuously take risks and evaluate themselves, and teachers must always develop new instructional assessment roles (Routman 1991; Herman, Aschbacher, and Winters 1992).

Although many educators agree on the importance of using a variety of authentic assessment techniques in the classroom, implementing them is difficult. In other words, many teachers may be unsure of how to combine quality assessment with daily practice. In this article, we describe an assessment ladder that provides a framework for classroom teachers to reflect on their use of traditional versus alternative, or authentic, assessment techniques. Furthermore, we provide suggestions on how teachers can progress up the assessment ladder to incorporate more authentic ways of assessing student learning in their classrooms.

Carol A. Corcoran, Elizabeth L. Dershimer, and Mercedes S. Tichenor are all associate professors in the Department of Teacher Education at Stetson University in DeLand, Florida.

The Assessment Ladder

Developing willingness and the ability to use alternative assessment is a step-by-step process. We compare this process to climbing up a ladder. Teachers take hold of the ladder when, although they currently are not using alternative assessments, they express a desire to explore their uses. As teachers climb toward full implementation of alternative assessment practices, they pass through three levels on this ladder. Table 1 provides sample strategies for each level of the assessment ladder as described in the following sections.

First Steps: Level I

The teacher who uses one or two alternative assessment strategies as a summative measure (grade book) at least once each grading period is on Level I. At this level, the most commonly used assessments are rubrics, portfolios, and checklists. These types of assessment are often used in kindergarten or early primary grades. Their use decreases proportionally as students move to the middle grades (Trepanier-Street, McNair, and Donegan 2001). In other words, as students become more competent readers and writers, the assessment strategies often reflect only paper and pencil tasks. However, authentic assessment techniques are effective with all students, even those with weaker writing skills. For example, teachers can use checklists during observations to determine if students complete certain processes or display particular behaviors. Teachers can also use rubrics to evaluate student writing samples or math problems (Kuhs et al. 2001).

Moving Up: Level II

At this level, the teacher uses Level I measures more than once during a grading period. The teacher begins to try a variety of alternative assessments during the grading period and is willing to allow several of the formative assessment strategies to serve as summative measures. Journal entries, especially if the entry information is tied to teaching and learning objectives, give the teacher insight into students' cognitive progress and reveal their attitudes toward content. Journal entries are especially helpful in assessing disjunctive concepts, such as rights and responsibilities.

For example, an open-ended journal response to the following hypothetical situation can help a teacher assess the student's grasp of these concepts: "We have been studying our free speech rights in class. James is running for 7th grade class president and you are helping him write a campaign speech. Give him some advice about his rights and responsibilities as he prepares his speech."

Another formative assessment tool that can be used as a summative measure is the "I learned . . ." statements that students write at the end of a lesson. The teacher can ask students to list five things they learned from the lesson. As a formative assessment, the teacher can evaluate the major concepts the students learned during the lesson, as well as identify any gaps or alternative understanding in students' learning. "I learned . . ." statements can also be used as a summative evaluation and entered into the grade book as a quiz grade.

Many other alternative or authentic assessment techniques can be used with students who struggle with language. Labeling a map, conducting a science experiment, or illustrating supporting details of a story are but a few crosscurriculum ways middle school students can show what they have learned with minimal writing. Furthermore, illustrated learning is especially helpful for teachers of English for Speakers of Other Languages (ESOL) students. It allows teachers to evaluate these students' content knowledge without relying solely on their ability to use the target language.

Although interviews are a time consuming alternative assessment strategy, they are well worth considering. Again, this is a strategy that can be used both as a formative or summative assessment. Individual interviews or conferences with a student allow teachers to evaluate the depth of a student's knowledge. Students can be required to assemble supporting documentation in preparation for the conference. This activity increases both critical and creative thinking strategies.

Other formative assessment strategies—such as self-reporting, record keeping, or spot check techniques—are common ways to assess student progress (Ellis 2002). For example, in a mathematics class, the teacher

TABLE 1. Sample Strategies for Various Levels		
Level I	Level II	Level III
Rubrics	Journals entries	Self-choice of medium
Portfolios	"I learned" statements	"I can teach"
Checklists	Learning illustrations	
	Self-assessments	

105

might ask students to critique their progress while working on a measurement project. Self-reporting would give the students the opportunity to analyze the strengths and weaknesses of their own work. Such reports might also point out ideas that are unclear. Then the teacher, or possibly other students, can provide additional information and support to refocus the learning. Record keeping, another metacognitive strategy, requires that students keep detailed notes about completed assignments. Each record includes the date, assignment, grade, summary notes, and so on. Both of these strategies assess learning during instruction and help students progress in their understanding of their own thinking. Students may also participate in self-evaluation through activity checklists. Checklists help develop student ownership of and responsibility for assignments. The teachers can then turn the checklists into grade sheets. Grade sheets may be weighted differently, and the final grades depend on a total number of points earned by the student. These techniques can provide a much more accurate picture of the knowledge and skills students have learned than traditional paper and pencil formats.

Nearing the Top: Level III

Educators at this level use Levels I and II strategies on a regular basis in their classrooms and allow flexibility in their standard assessments. For example, the teacher might give students the option of crossing out five of the twenty-five short answer questions on a test and inserting five similar questions about material they learned while studying for the test but was not included on the exam. A willingness to substitute what a student perceives as important in a unit of study is an important indicator that a teacher has progressed to Level III.

One of the most difficult assessment changes for teachers to implement is a willingness to encourage students to choose any medium through which to demonstrate their knowledge and understanding of concepts or objectives. For example, if the student learning objective is to describe the process of how a bill becomes a law, the teacher allows the students to choose how they will demonstrate they know this material. In responding to such an assignment, for example, students can develop a rap song and perform it for the class. The rap must touch on all the points the teacher included on a rubric established for alternative assessment presentations. In another example, the learning goal is to demonstrate knowledge of facts, findings, theories, important events, and/or noted scientists studied in life science during this reporting period. Students might decide to develop a game using a Trivial Pursuit format including four categories in the life sciences. Alternative demonstrations of content mastery can result in Jeopardy-like games, vocabulary

and concepts incorporated in a video play, a collage, or book reports.

The "I can teach" strategy also is an excellent alternative assessment strategy for middle school students. Using this strategy, the teacher assigns an individual student or a small group of students a topic or teaching objective. They must research and organize the information in preparation to teach the class (Ellis 2002). The teacher offers guidance and a rubric throughout the process.

Teachers who include alternative assessments in their teaching are rewarded with creative student projects that honor a range of intelligences. In addition, students are more enthusiastic about course content and more willing to actively participate in assessing their own learning. Middle school students, in particular, are at the developmental age where they can think both critically and creatively. These students like to work in groups and want to be considered in control of their lives. Encouraging Level III assessments gives these students opportunities to make choices and demonstrate that control.

Teachers who are at Level III continue to experiment with ways to assess what their students know and are able to do. They continue to expand their knowledge of alternative assessment strategies and are willing to help other teachers climb the alternative assessment ladder to make their classroom environments places where students succeed.

Conclusion

Where are you on the assessment ladder? Are you taking your first steps, beginning the climb, or nearing the top? Where do you want to be? As you begin thinking about climbing the ladder, it is important to remember that authentic assessment is integral to the teaching process. It must be continually incorporated into lesson planning. Although many teachers are creative in planning learning activities, they forget to be creative in their assessment of learning. Through integrating teaching and assessment, teachers give children opportunities to demonstrate their learning in more authentic and realistic ways. For example, when one student asks another student to more forward on the teeter-totter—shouting, "Move up, you're heavier and I need to be further from the fulcrum than you. Remember in science when we—" at that point, the teacher has proof that the student fully understands the simple mechanics studied in class.

Table 2 provides a self-check guide for teachers. Educators can use this guide to monitor their progress and focus on opportunities to enrich the repertoire of tools and skills they use to assess student learning. Although taking the first step on the ladder may be overwhelming, uncomfortable, or even scary, it is definitely a step worth taking.

TABLE 2. Self-Check Guide

Putting up the ladder—Ground floor	• I plan interesting hands-on activities for students but still use traditional paper and pencil tasks to assess learning. • I do not use alternative assessments in my classroom. • I am interested in learning about alternative assessment techniques.
First steps—Level I	• I use one or more alternative assessment strategies as a summative measure at least once each grading period.
Moving up—Level II	• I use Level I measures in my classroom. • I use a variety of formative assessments at least four times during a grading period. • I use some formative assessment strategies in a summative format.
Nearing the top—Level III	• I use the measures listed in Levels I and II. • I encourage students to choose any medium to demonstrate their understanding of concepts and objectives. • I am open to increasing my knowledge of alternative assessment techniques.

Key words: alternative or authentic assessment, evaluation, performance tasks

REFERENCES

Daniels, H., and M. Bizar. 1998. *Methods that matter: Six structures for best practice classrooms.* York, ME: Stenhouse Publishers.

Ellis, A. 2002. *Teaching and learning elementary social studies.* Boston: Allyn and Bacon.

Farr, R. 1992. Putting it all together: Solving the reading assessment puzzle. *The Reading Teacher* 46 (1): 26–37.

Herman, J. L. 1992. What research tells us about good assessment. *Educational Leadership* 49 (8): 74–78.

Herman, J. L., P. R. Aschbacher, and L. Winters. 1992. *A practical guide to alternative assessment.* Alexandria, VA: Association for Supervision and Curriculum Development.

Kuhs, T., R. Johnson, S. Agruso, and D. Monrad. 2001. *Put to the te- Tools and techniques for classroom assessment.* Portsmouth, N Heinemann.

Routman, R. 1991. *Invitations: Changing as teachers and learners K–12.* Portsmouth, NH: Heinemann.

Shepard, L. A. 1989. Why we need better assessments. *Educational Leadership* 46 (7): 4–9.

Trepanier-Street, M., S. McNair, and M. Donegan. 2001. The views of teachers on assessment: A comparison of lower and upper elementary teachers. *Journal of Research in Childhood Education* 15 (2): 234–41.

Valencia, S.W. 1990. Alternative assessment: Separating the wheat from the chaff. *The Reading Teacher* 44 (1): 60–61.

This article discusses how alternative assessment can work in a classroom. A teacher needs to think about how to assess the students' progress and abilities other than with the typical paper and pencil assessment. The article describes there are different steps of alterative assessment. The steps resemble a ladder, these steps or level will finally reach a full alternative assessment plan.

Level I is where teachers work alternative assessment into their classroom only once in a grade period. These strategies include rubrics, portfolios or checklists. These strategies are used minimally and are described as "First Steps".

Level II is described as using the same supplements as Level I, however they are used more often in the grading period. Journal entries, "I learned…" statements, learning illustrations and self assessment are also added at this level. This level is called "Moving Up".

The final level is called "Nearing the Top" and is Level III. This level uses Level I and Level II assessments on a regular basis. This biggest part of this level is the students' ability to choose how they wish to be assessed. For example they can pick 5 questions off an exam and replace them with 5 questions of equal value from what they studied. This would be a test with twenty-five questions. Another example would be for a student to choose the way they would like to demonstrate their knowledge of how a bill becomes a law, it could be a rap or a poem or an explanation on a poster board or comic book drawings. This level adds the "I can teach" supplement is added as well.

This was a very interesting article. It shows that everyone can be part of the ladder and has the ability to move up the ladder and use alternative assessment fully in their classroom. I also liked the fact that the article gave some ideas of how to incorporate alternative assessment into the classroom.

Corcoran, Carol A., Elizabeth L. Dershimer, and Mercedes S. Tichenor. "A Teacher'S Guide to Alternative Assessment: Taking the First Steps." The Clearing House (2004): 213-216.

108

ASSESSMENT

MAIN QUESTIONS:

Today there is so much to teach—what are the essential questions students should be able to answer after the lesson?

What do students need to know?

What should students be able to do?

Design your curriculum "backward" from the answers to these questions . . .

WHAT ARE ALTERNATIVE ASSESSMENTS?

**They are non-traditional methods of determining studetns' understanding of material

EXAMPLES OF ALTERNATIVE ASSESSMENTS

- Powerpoint presentations
- News Broadcasts
- Debates
- Newspapers
- Sales Proposals
- Oral Presentations
- Brochures
- Storybooks
- Ad Campaigns
- Notebooks

WHY SHOULD I USE ALTERNATIVE ASSESSMENTS?

**Traditional testing helps answer the question, "Do you know it?" and performance (alternative) assessment helps answer the question, "How well can you use what you know?"

IS IT AN "EITHER/OR SITUATION?

NO!!!, "These two ways of looking at literacy do not compete; the challenbe is to find the right balance between them."

BRAIN RESEARCH AND STUDENT LEARNING

Retention Rates:

109

- Lecture—5%
- Lecture & Reading Along—10%
- \AV Presentation –30%
- Discussion Groups –50%
- Learning By Doing –75%
- Learning by Teaching –90%

BRAIN RESEARCH AND STUDENT LEARNING

- 49% of our students are visually preferred learners
- 34% of our students are kinesthetic/tactile preferred learners
- 17% of our students are auditory preferred learners

I'M NOT CREATIVE—HOW DO I DEVELOP ALTERNATIVE ASSESSMENTS?

- First—look at what you are doing
- Begin small
- Try thinking "outside the box"
- Brainstorm with other teachers
- Form teams for creating assessments
- Create a binder and save lessons
- Websites

HOW DO I BEGIN?

Basic Questions:

What key concepts do I want the students to know?

How can the students creatively demonstrate their understanding?

HOW CAN I COVER ALL MY MATERIAL AND STILL DO THIS?

- Curriculum Maps—What are the key concepts each month?
- Let the state standards "drive" the curriculum not the textbook
- How will you use the text (and other materials) to help the students cover the state standards
- Develop assessments to allow students to demonstrate they understand and can apply the information
- Use a rubric (which is distributed at the beginning of the assignment) to determine students' competency.

110

HELPFUL HINTS

- Distribute a detailed direction sheet with a copy of the rubric. Take the time to go over both items.
- Set expectations for the students
- Give them a timeline in which to work.

WHY BOTHER?

- Teacher Assumptions: If it's been taught, then it's been learned.
- Gaps between what is taught and learned can lead to appropriate interventions.
- Information regarding student performance gathered from tests, quizzes, etc. if often too late to improve student learning.
- Assessments improve understanding before testing occurs, increasing student motivation.

111

Supporting Change in

*Adopting formative assessment practices
can be a stretch for teachers. Here's how
one group of science teachers found its way.*

Mistilina Sato and J Myron Atkin

ormative assessment—ongoing assessment used to guide students as they learn as opposed to assessment used to evaluate learning at the end of a teaching cycle—has been receiving much attention in education. The key characteristic of formative assessment (also called *assessment for learning, everyday assessment,* and *embedded assessment*) is that a teacher regularly gathers information about students' skills and understandings and uses that information not only to give each student feedback about key next steps in learning, but also to decide on the next steps in teaching (Sadler, 1989).

Formative assessment practices help science teachers guide students in developing scientific habits of mind and also gauge students' conceptions or misconceptions—about scientific ideas. Research indicates that formative assessment is a key factor in raising student achievement (Black, Harrison, Lee, Marshall, & Wiliam, 2003; Black & Wiliam, 1998). And more and more schools and districts are beginning to initiate formative assessment practices in science classrooms.
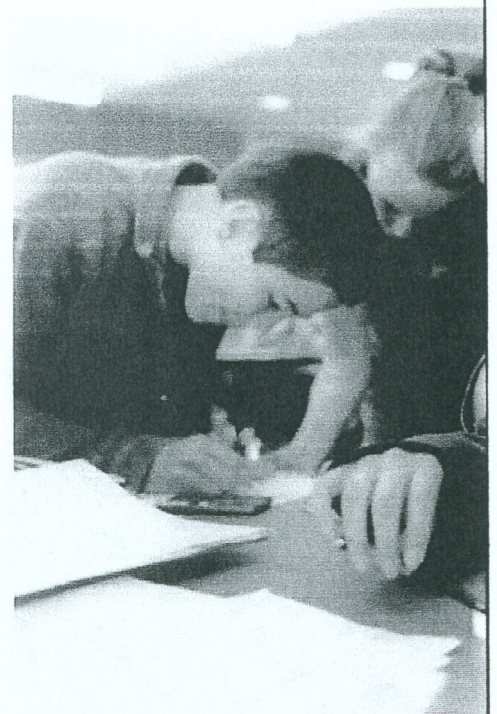
From a teacher's perspective, changing assessment practices within the classroom is neither as straightforward nor as easy as it is sometimes portrayed to be. Any change in classroom practice requires a reexamination of well-established routines and tech-

niques, and possibly of the teacher's self-image. Negotiating change can be difficult, even in pursuit of an unquestionably attractive goal. And there is no uniform approach to modifying assessment practices that works for every science teacher.

We became more aware of how such issues play out for thoughtful science teachers while working with CAPITAL (Classroom Assessment Project to Improve Teaching and Learning), a research project launched at Stanford University in 1999 and supported by the National Science Foundation. Project researchers worked with 25 teachers over three years to learn how experienced science teachers develop their teaching practice while trying to improve assessment in their classrooms. Participating teachers met in small groups to exchange ideas about what they were learning and what they were trying out in their classrooms (Atkin, Coffey, Moorthy, Sato, & Thibeault, 2005). When appropriate, the research team facilitated meetings, provided information about assessment practices, and shared stories about how other teachers involved in CAPITAL were integrating new assessment practices.

A closer look at the experiences of one of these teacher groups illustrates how integrating formative assessment into teaching is a dynamic, nonlinear process that leads to different outcomes for different teachers.

The Teachers' Process

Several middle school science teachers from Union City, California, began meeting in fall 2000. Each had several years experience teaching 7th and 8th grade science, primarily life science and physical science. For two years, the group met monthly, with their meetings facilitated by a researcher from CAPITAL. Discussion focused on the teachers' common purpose of reflecting on and improving their classroom assessment practices. The group also attended two three-day summer institutes at Stanford University in 2001 and 2002.

Strengthening Students' Self-Assessment

A hallmark of formative assessment is that it involves students in their own learning through self-assessment and peer-assessment. One way to

eagerly described her experience using the rubric with her class. While going over the rubric with students, she had realized that her initial emphasis on neatness and creativity would not help her see whether students grasped the essential structure and functions of an animal cell and did not focus students' attention on discovering and clarifying these ideas. So Joni redesigned the rubric, placing more emphasis on student explanations of the cell organelles' structures and functions. She then planned a day when students

One way to strengthen self-assessment is to create rubrics with students that clarify expectations for their work.

could bring their completed models to class and use the rubric to help them revise the models. As Joni circulated among students that day, she heard lively conversations about the parts of the cell. Students were using technical vocabulary to explain to one another how their models showed the working processes of cell organelles.

Joni reported to the group how satisfying it was to interact with students about their projects and to see how they used her on-the-spot feedback (which she normally would have written on the finished project) to make appropriate improvements. She felt more focused in her feedback to

students and realized she was helping students deepen their understandings by prompting revisions. She reveled in the satisfied expression of a boy who typically did not complete his work on time as he handed his completed model to her at the end of class. Joni was pleased that the project had evolved from one that favored students who had access to additional resources at home to one that enabled all students to successfully construct a model in class. Listening to students' conversations as they worked also gave her a window into how students' understanding of cell processes was developing.

Learning from Other Teachers

The other teachers were impressed with Joni's process. Having students check their work against a rubric and exchange ideas as they worked had led to both higher student engagement and better projects. Vicki Baker, Tracey Liebig, and Elaine Fong—who all taught at the same middle school—decided to use a similar self-assessment process to help evaluate students' booklets about chemical elements. In previous years, the teachers had used traditional letter grades to evaluate this booklet; they now realized that students might need more feedback to construct a high-quality booklet that incorporated crucial science concepts.

Vicki Baker showed the group the rubric she was planning to use for her students' element booklets. As the group looked at the project requirements and the scale of 1 to 10 that students would use to assess their projects, the CAPITAL facilitator asked, How do the students know what quality of work a 10 or a 7 or a 4 repre-

strengthen self-assessment is to create rubrics with students that clarify expectations for their work. During one of the group's first meetings, Joni Gilbertson shared a new rubric she had created to assess the models of an animal cell that each of her 7th graders was building. The rubric listed everything that had to be present in each model, including a category for content (such as the variety of organelles and their functions, neatly labeled) and a category for creativity. Drawing on an earlier group conversation about self-assessment, Joni had provided a space on the rubric for the students to assess their own work in addition to a space for her comments and scores. Allowing students to assess their own projects before turning them in was a new experience for her, and she did not know what to expect.

At the next group meeting, Joni

113

sents?" The group discussed a variety of ways Vicki might help the students understand the expectations of quality for this project.

Vicki chose to show her students exemplary booklets from previous years and have them use her rubric to score these booklets. The class then talked about the example booklets and agreed on project expectations and what level of quality each point on the rubric scale would represent. Before Vicki's students submitted their booklets for grading, they engaged in peer discussion and had time afterward to revise their individual booklets on the basis of the feedback they received. Vicki found that, through clarifying expectations with her students by developing the rubric and facilitating the feedback sessions, she gained clarity on the learning goals of this project. She better connected her instruction and assessment to the core scientific ideas and skills involved. And the element booklets she received after this process were of higher quality and completed by a higher percentage of the class than in previous years.

Tracey Liebig chose a different strategy for clarifying quality expectations. She used warm-up questions at the beginning of class that often reviewed the previous day's work or previewed that day's lesson. Tracey asked students to comment on one another's responses, clarify their peers' comments, and offer alternative ideas. The class discussed what high-quality responses to these questions would sound like. Through this formative assessment practice, Tracey better understood how students were processing the content and ideas she was teaching.
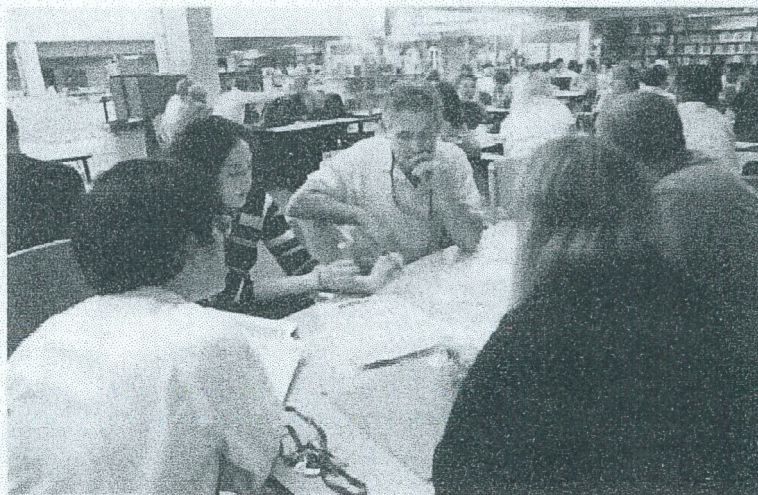
Varying Approaches to Formative Assessment

As the group continued meeting and learning, the teachers began to approach formative assessment differently, depending on their personal beliefs about learning and evaluation. At a summer institute the group attended at Stanford, a middle school science teacher described how he requires students to improve their work until it reaches a point that he judges to be acceptable, which is a kind of formative assessment. The teacher believed that revising work gives students the opportunity to master key concepts and skills, regardless of how long the process takes.

Vicki was intrigued with this idea of revision. The next school year, she began using a strategy she called "Acceptable/Not Acceptable" to assess student work. A grade of *Acceptable* meant that the work had reached the standards established for the project. *Not Acceptable* meant that the assignment needed to be revised until it was judged *Acceptable*. There was no middle ground. In Vicki's view, "If something is worth learning during my class, I should make sure that everyone has been given a chance to learn it, and revisit it if they didn't learn it." Other teachers also adopted this strategy,

finding that it helped them provide clearer expectations and more consistent feedback to students than did traditional letter grading.

Elaine Fong, however, was reluctant to use the Acceptable/Not Acceptable scheme. She believed it would be unfair to students who completed work accurately and on time if she allowed other students who initially turned in substandard work to eventually earn the same high grade. She also knew that some of her high-achieving students were capable of completing polished, high-quality work and feared that they would lose their incentive to do so if their grades were based solely on mastery of scientific concepts and skills and did not take into account the quality of presentation. Elaine wanted her assessments to reflect the effort students put into their work and to reward those who demonstrated care and precision. Others in the group wanted their assessments to focus more on whether students showed a good grasp of science concepts and skills. The group's exploration of this issue helped Elaine adopt formative assessment practices in a way that fit her teaching values. She eventually used the Acceptable/Not Acceptable approach but modified her rubric so that it also measured aesthetic components of student work.

Guidelines for Supporting Deep Change

Watching this group of teachers wrestle with assessment practices during two years gave us insight into what it takes to bring about lasting change in professional practice. Those of us who provide professional development and

114

hope to facilitate change must remember the risky and even personal nature of such change. It can be painful for teachers to admit the need for change and distressing to give up the comforts of familiarity. At one of the last group meetings, Vicki reflected,

> Because of what we've been doing, I know my students in ways that I never did before. It's almost scary how you can teach this many years and then suddenly feel like you're jumping off a cliff. . . . It's exhilarating, but it's scary too.

Vicki's words reveal that the change process often involves more than just introducing new classroom practices. Vicki's thinking about her professional work changed, her interactions with students changed, and she changed as a person.

We offer the following three guidelines for educators supporting science teachers as they work to transform long-standing assessment practices:

Find a Focus
Encourage teachers to identify a few assessment-related practices that interest them and to examine their teaching and plan changes with these specific practices in mind. Areas of focus might include creating questions that reveal students' conceptions of a phenomenon, encouraging students to assess one another's scientific reasoning, or examining the role that grading plays in the overall culture of the classroom. Enabling teachers to choose which aspects of practice they want to work on allows for the natural variation among teachers' beliefs, values, interests, and comfort levels with change.

Start with Current Teacher Practice
Start the change process by examining teachers' current views and practices, rather than by looking to an abstract vision of "best practice." Help teachers identify specifically what is working in their classrooms and what they hope to change. Encourage teachers you're

Any change in classroom practice requires a reexamination of routines.

working with to share samples of student work and videotapes of their classes to help focus discussion about student learning and work. It is important, of course, that you and others respect each teacher's work and teaching philosophy. Teachers' decisions about their practices are guided and shaped by their personalities, their values, and their vision of what kind of teacher they hope to become.

Build Trust for Collaboration
When teachers collaborate with one another, they have the opportunity to share expertise, exchange practices, and raise questions that help them see new possibilities. But collaboration does not just happen. Teachers need to spend time together to build trust so they can be candid about false starts and doubts, as well as about occasions for genuine pride and even exaltation. Professional development providers can model for teacher groups how to closely examine teaching practice and how to exchange questions with other teachers that prompt reflective thinking.

Seeing the "Development" in PD
The teachers described here are still actively using and developing practices that include students in assessment that supports their learning. Some group members have facilitated professional development with preservice teacher groups and in other settings. The teachers report that, because of the ways they have shared their own assessment development, more teachers in their schools have adopted peer and self-assessment. Their science colleagues at school regularly talk about *how* they know students are learning, not just about grading students' work.

Through our work in CAPITAL, we

realized that the kind of deliberate change in practice we saw cannot necessarily be accomplished "efficiently" and must be based on more than superficial knowledge of a strategy or innovation. Those of us involved with professional development must focus on *development* and accept that it takes time to make an idea or practice one's own. Propagating a new and promising idea like formative assessment has its place in improving education; such propagation can whet teachers' appetites for change by showing them what is possible. But for such a practice to truly improve science teaching, teachers must internalize the idea and integrate it into everyday practice. **EL**

References
Atkin, J. M., Coffey, J. E., Moorthy, S., Sato, M., & Thibeault, M. (2005). *Designing everyday assessment in the science classroom*. New York: Teachers College Press.
Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2003). *Assessment for learning: Putting it into practice*. Buckingham, UK: Open University.
Black, P. J., & Wiliam, D. (1998). Assessment and classroom learning. *Assessment in Education*, 5(1), 7–74.
Sadler, D. R. (1989). Formative assessment: Revisiting the territory. *Assessment in Education*, 5(1), 77–84

Author's note: The teachers who participated in the CAPITAL group profiled here were Vicki Baker, Elaine Fong, Joni Gilbertson, Tracey Liebig, and Neil Schwartzfarb.

Mistilina Sato is an Assistant Professor at the University of Minnesota–Twin Cities; msato@umn.edu. **J Myron Atkin** is Professor of Education Emeritus at Stanford University; atkin@stanford.edu. Both are among the coauthors of *Designing Everyday Assessment in the Science Classroom* (NSTA Press, 2005).

RESPONSE SHEET FOR ASSESSMENT
50 Points

Note: Because of the length of this assignment it will be counted for points under the assignment section of the class rubric.

1.   Assessment is both a _____ and a _____

_____ .

2.   After reading what assessment is, describe the difference between assessment and evaluation(assigning grades.)

3.   What is a CAT?

4.   Read pgs. 2-5 (selected CATS). Pick three of the cats and tell how you would utilize them in your classes.

5.   On pg. 77 it describes the difference between assessment and evaluation. In your own words basically describe the difference between the two and secondly why is it important for you to know the difference.

6.   Read pgs. 78-80. Be ready to discuss in class. Take note of the grading scales for quizzes etc. and think about how these differ from some of the grading scales you might have seen.

7.   Pgs. 81-82 describe the process and requirements for using participation in the evaluation process. Be ready to discuss.

8.   On pg. 83 The Wongs state the purpose of a test. What is the purpose according to them.

9.   On pg. 84 the Wongs also discuss "What We Know About Grades." Tell briefly how this differs from the beliefs of most schools.

10.   Read pages 85-89 and answer the following questions.
    a.   What is a rubric?
    b.   Briefly state 5 reasons for utilizing rubrics.
    c.   Check out some websites that produce rubrics and list the ones that you found.

11.   Read Pg. 98-101. State 5 main points of the article.

12.   Read the article "A Teacher's Guide to Alternative Assessment." (Pg. 104-107) Briefly state the levels in the assessment ladder.

13.   After Pg. 108 there are 3 pages on assessment topics. Be prepared to discuss in class.

14. Read the article, "Supporting Change . . . . . " State 5 main ideas that you took from this article.