

CHARACTERISTICS OF A DISCIPLINE IMPROVEMENT
PROGRAM AT SELECT OKLAHOMA CITY
PUBLIC SCHOOLS

By

LOURETHA LOUISE SALMON

Bachelor of Science
Oklahoma College of Liberal Arts
Chickasha, Oklahoma
1968

Master of Science
Southwestern State College
Weatherford, Oklahoma
1974

Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
DOCTOR OF EDUCATION
December, 1998

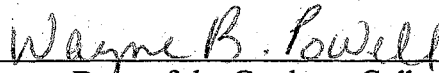
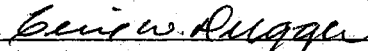
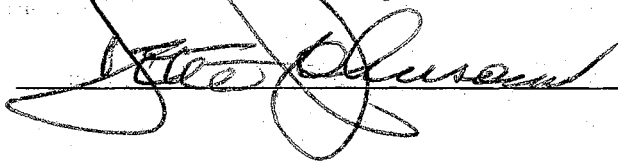
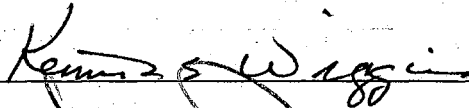
These
1998D
S172c

CHARACTERISTICS OF A DISCIPLINE IMPROVEMENT
PROGRAM AT SELECT OKLAHOMA CITY
PUBLIC SCHOOLS

Thesis Approved:



Thesis Adviser



Dean of the Graduate College

PREFACE

The concern of this study focused on the characteristics of a discipline improvement program at selected schools in Oklahoma City and to analyze the methods used in the discipline programs by educators.

To the following people who have contributed to the completion of this study, I would like to express my sincere appreciation:

To Dr. H. C. (Mac) McClure and Jane McClure, for their enthusiasm, interest, expert advice, and patient counsel which made this task a rewarding, as well as an educational experience;

To Dr. Steve Marks for his help and encouragement in pushing me to go on; to the other committee members, Dr. Kenneth Wiggins, Dr. Deke Johnson and Dr. Cecil Dugger, for their valuable counsel and the direction they provided to the study;

To my son, Terry, and my daughter, Laucresha, whose patience, suggestions, and encouragement were invaluable during my educational experience;

To my sister, Sandra Boyd, who kept reminding me that I could do this, and

In memory of my mother, Elnora Burks-Brown, who at all times lived an example for me to follow.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Nature of the Problem	1
Statement of the Problem	6
Significance of the Study	7
Research Questions	7
Assumptions of the Study	8
Limitations of the Study	9
Definition of Terms	9
II. REVIEW OF SELECTED LITERATURE	11
School Discipline	11
Procedural Protection to Student Discipline	14
Basic Due Process Rights	14
Current Evaluation Methods of Discipline	16
New Evaluation Trends in Discipline	20
Summary of Chapter	22
III. DESIGN AND METHODOLOGY	
Introduction	23
Description of the Sample	23
Collection of Data	24
Preliminary Procedures	24
Interviewing Procedures	25
IV. RESULTS OF THE STUDY	26
Responses to the Questionnaire	26
Participants' Comments	27
Teachers and Administrators Results	29
Results for Table I	29
Results for Table II	29

Chapter	Page
Results for Table III	32
Research Questions	32
Research Question Number One	32
Research Question Number Two	33
Research Question Number Three	33
Research Question Number Four	33
Other General Comments Revealed as the Result of The Interview Responses	34
 V. SUMMARY, FINDINGS, AND RECOMMENDATIONS	 35
Summary	35
Findings	36
Recommendations	38
 REFERENCES	 40
 APPENDIXES	 43
APPENDIX A - PARTICIPANT QUESTIONNAIRE	44
APPENDIX B - COVER LETTER TO PARTICIPANTS	47
APPENDIX C - STANDARD DISCIPLINE PLANS	49
APPENDIX D - INSTITUTIONAL REVIEW BOARD APPROVAL FORM	57

LIST OF TABLES

Table	Page
I. Responses to Employment Questions by Frequency Count	28
II. Responses to Social and Personal Development Questions by Frequency Count	30
III. Responses to Student Assignment Center by Frequency Count	31

CHAPTER I

INTRODUCTION

Nature of the Problem

The Oklahoma City Public Schools are working to improve their discipline program. An effective discipline plan should require gaining the allegiance of teachers and administrators at the school to achieve broad systematic support and reinforcement.

As stated by Leatt (1987), the current methods of discipline need to be evaluated frequently, and educators should continually try to improve them. With the increased emphasis on teacher effectiveness, a thorough understanding of the relationship between learning and discipline is necessary.

The U.S. Department of Justice recently released a report showing that "one-third of the African-American men between the ages of 20 and 29 are in the criminal-justice system, either in prison, in jail awaiting trial, on probation, or paroled. Unfortunately, American's schools have helped put many of them in this position" (Casserly, 1996, p. 1).

Corbett (1980) believes this process starts as soon as a child enters school and continues subtly throughout his or her academic career.

"School children are tracked, sorted, labeled, and pigeonholed. Some children are detained, expelled, suspended, or removed. Either they are 'pushed out,' or they graduate

knowing only a few basic skills. Either way, they have failed, and the system has failed them" (Casserly, p. 1).

Public schools, in Casserly's opinion, have the "least preferred children holding the short straw and with the career path between schools and prison becoming all too direct" (p. 1). Children are perceived by teachers, administrators and others according to race, class, religion, sex, disability, and demeanor. Arguments are made, in and out of the media, for tougher discipline and peace in the classrooms.

Behavior in the schools is a subject that is very much on the minds of the public because of well-publicized violent events which made the networks' prime time newscasts. School discipline is listed as the number-one educational concern of both teachers and the general public, according to the 1994 report by the nonprofit Public Agenda Foundation in New York, and the annual American Teacher surveys compiled by the Metropolitan Life Insurance Company (Casserly, 1996).

The public is calling anew for a crackdown in discipline, which includes removing disruptive (sometimes disabled) students from the regular classroom. Until two years ago, in the public elementary schools of Oklahoma City, there was not a plan in place to remove disruptive students from the classroom. Teachers who felt it was necessary to remove a disruptive child did so independently, usually placing the child with another teacher for an hour or two. As guidance counselor for three elementary schools, this author believed that a new plan should be established, not only to enable teachers to remove a disruptive child from the classroom quickly and quietly, but also to provide an educational environment for that child while he or she was not in the regular classroom.

The most important thing to remember is that by "throwing out" unruly children, we focus on the problem as if were the child's fault alone. Morgan (1980) stated that children are reared by adults. They learn by example. If we are to remove a child from a classroom for disruptive behavior, then it seems obvious that we must also provide instruction in proper behavior before he can be returned to the classroom.

As Raebeck (1993) argues, it is adults who make the movies and television shows that glorify violence and disruption. Adults encourage sexually frank marketing, geared toward younger and younger children. Adults manufacture and distribute the guns used on city streets. Adults encourage the fighting in our sporting events. Adults grow and harvest the drugs that numb minds, young and old.

Berquar (1992) believes in securing more adult responsibility for the condition of children--those who are disruptive and those who are not. Teachers' disciplinary proposals are not merely to "get them out of here so we can teach," but to give the needs of children, not adults, some primacy in the schooling process.

After problem children are pulled from the classroom, they must go somewhere, and someone must take responsibility for them. They must be prepared to get back into the classroom and they must learn to behave as productive members of society.

Dyer (1973) suggested that school districts, particularly in cities, establish alternative settings for these students. The idea is acceptable, but such settings should be designed in such a way that they do not evolve into the retention center.

To do that, Casserly (1996) says we need the following:

1. School officials need to devise clear policies about the frequency and types of misbehaviors that could land a child in an alternative school setting.
2. Schools need to devise a mechanism for due process, appeals by parents or guardians, and a hearing if necessary.
3. Schools should develop individual plans for each student that articulate what he or she needs and how the new setting will provide it.
4. The settings need to be adequately staffed with well qualified regular teachers, counselors, and mentors who can provide each student with more personal guidance and do it in such a way that the alternative school settings do not become magnets.
5. School leaders should set up clear accountability mechanisms for teachers, school staff members, parents, and the students.
6. Services at the alternative schools need to be well connected with other community services in the area.
7. The districts need to build corridors and incentives for how students get back into the regular settings, so that they do not become marginalized and tracked again (p. 2).

This alternative school setting in the Oklahoma City Public Schools is referred to as a Student Assignment Center. The Student Assignment Center was established in three elementary schools, two representing the larger schools (600 or more students) and one representing the smaller schools. During a child's time in the Student Assignment Center, he or she, in addition to being tutored in the regular classroom subjects, will also be provided with counseling and motivational, self-esteem building activities.

As an additional motivational activity, children in the Student Assignment Center participate in building projects in an aviation and space education curriculum devised by the author.

As part of the in-house suspension program, there is a group activity for the students. This activity takes place after the students have completed their required assignments. It has been found that the field of aviation fascinates students. The author has incorporated this interest into an alternative discipline curriculum. First, a discussion

of gravity and how things fly is presented. Next, the students make paper airplanes and paper rockets. Then students discuss why some designs work and others do not. Not only do students learn, but also their confidence and self-esteem are enhanced. Other activities include the making of the rocket pinwheel. By using the balloon, the powered pin wheel spun because of the action/reaction principle described in the Newton's third law of motion.

The demonstration and activities work best when the students are asked to predict what will happen, hoping to predict the outcome. Even when the student's prediction is correct, it's very interesting to find out how each student arrived at his or her conclusion. Other activities included: rocket car, space shuttle model, balloon staging, a coffee cup demonstrating weightlessness, and a raw potato demonstrating meteoroid and space debris. The students explore space and the environment as they discuss and investigate the various activities listed above. By using Styrofoam coffee cups, pencils, and balloons that can be found around the house, these projects are all inexpensive, and are easily incorporated into the Student Assignment Center. Without such focused criteria, Student Assignment Centers would become nothing but another device for excluding children, particularly minority students.

Students, of course, need to be held more accountable; they must learn limits. However, cracking down on discipline in schools, without a positive program to improve behavior, will only make the problem worse. People who truly care about children, who see the need to create a level playing field for every child, must truly be committed to every child, even the ones who may be difficult to manage (Bolton, 1973).

It must be stated at the outset that this Student Assignment Center is not intended to relieve the teachers of their responsibility to discipline their classes. Effective discipline is one of the most important criteria by which a teacher is evaluated. By legislation mandated via House Bill 1017, beginning in the fall of 1993, all personnel within the school district were to be observed a minimum of three times the first year of teaching, while probationary teachers were to be observed a minimum of twice a year, and career teachers were to be observed a minimum of once per year. Teacher evaluation and effective discipline were designed to serve a twofold purpose (Boyd, 1989), that is, to measure teacher competency and discipline, and to foster professional development and growth. Accountability of instruction and discipline in the classroom within the school districts has become a major focus over the past few years. The teacher evaluation approved by the Professional Standards Board and adapted by the Oklahoma State Board of Education addresses these goals.

The Student Assignment Centers of the Oklahoma City Public Schools have not been studied to determine if they are an effective alternative discipline improvement program.

Statement of the Problem

There was a need to study the Oklahoma City Public Schools' Student Assignment Centers to determine if this alternative is a more successful method of dealing with students who have been removed from classrooms for disruptive behavior than the traditional retention center.

Significance of the Study

This study is important to the Oklahoma City Public School teachers and administrators to determine the effectiveness to the district's alternative discipline improvement program, the Student Assignment Center. In addition, the study will provide administrators with decision making criteria to decide the future of this discipline improvement alternative.

Purpose of the Study

The Oklahoma City Public Schools' alternative discipline setting, the Student Assignment Center, is implemented in three elementary schools. The Student Assignment Centers have not been studied to determine if this is an effective discipline improvement program. The purpose of this study was to provide information about the characteristics of a discipline improvement program at selected Oklahoma City Public School Assignment Centers and to analyze the perceptions of the methods used in the discipline programs by administrators and teachers who teach in these schools. To accomplish this purpose, the following research questions were to be evaluated.

Research Questions

1. Are there any differences in the way school administrators and teachers perceive the value of the Teacher Discipline Management as a part of the minimum criteria for effective discipline performance?

2. Are there any differences in the way school administrators and teachers perceive the value of the Teacher Discipline Management as a part of the minimum criteria for effective teaching performance?
3. Are there any differences in the way school administrators and teachers perceive the value of the Teacher Products as a part of the minimum criteria for effective teaching performance?
4. Are there any differences in the way school administrators and teachers perceive the value of the Professional Discipline Development as part of the minimum criteria for effective teaching performance?

In summary, the primary purpose of the principal and teacher evaluation process was to promote more time on task for the instruction and professional development. The evaluation must provide for these purposes, as well as differentiate between effective and ineffective discipline. The criteria must be valid, the discipline procedure must be reliable, and the discipline process needs to be objective. Finally, it is hoped that this study of Student Assignment Centers can serve as a basis for future research and quest for increased knowledge about the disciplinary improvement program.

Assumptions of the Study

In this study, the following assumptions were made:

1. The data collection has given an accurate and concise representation of the perceptions of importance regarding the teacher in school discipline evaluation in terms of each group's role, purpose, and function.

2. The standard Discipline Evaluation used in Oklahoma City Schools has been incorporated to fit and meet each particular school's needs.

Limitations of the Study

Certain limitations characterized in the study:

1. The validity of the responses depends upon the willingness of the individuals to cooperate, their honesty in answering, and their interest in the completeness of their answers.

2. The findings of the study are limited to the number of questionnaires completed by the participants.

3. The study sample was limited to two large schools and one small school; from which no attempt to generalize was made.

Definition of Terms

A number of terms have been used in this study. The major source of definitions used in this study is from School Laws of Oklahoma, Section 94.3 (1990, p.101). The following definitions are applicable throughout this study:

Administrator: A duly certified person who devotes a majority of time to service as a superintendent, principal, supervisor, vice principal, or any administrative or supervisory capacity in the school district.

Career Teacher: A teacher who has completed three or more consecutive school years in such capacity in one school district under a written teaching contract.

Dismissal: The discontinuance of the teaching service of an administrator or teacher during the term of a written contract, as provided by the law.

Evaluation: To examine or judge the quality or degree.

Perceptions: Intellectual and sensory elements, conscious and unconscious influences, related to personality variables; a selection process in which a person tends to see things as they fit into their past experiences and situations.

Probationary Teacher: A teacher who has completed fewer than three consecutive complete school years in such capacity; and administrator shall be considered a teacher only with regard to service in an instructional, non-administrative capacity.

CHAPTER II

REVIEW OF SELECTED LITERATURE

The literature reviewed was exclusive on the basis of its relevance to the research questions being tested. The literature has been presented as follows: School discipline, current evaluation methods of discipline, new evaluation trends on discipline, and summary.

School Discipline

School discipline has not been well accepted or understood. It was assumed that teachers teach while students learn (Natriello, 1990), thus focusing the purpose of evaluation on accountability instead of discipline improvement, consequently resulting in a lack of enthusiasm by the students. Robert Thorndike, the "Father of the Educational Testing Movement," successfully convinced educators in the early 1900s that measuring human change would be valuable (Merritt, 1983). Soon, corporal discipline gained a foothold and expanded nationwide.

Teacher discipline plays a major role in our school districts, past and present. Little agreement exists between educators and the public on the description of teacher discipline effectiveness. Early notions concerning teaching were that all teachers needed was a thorough knowledge of their subject, as well as the methods of good discipline

(Barr & Fay, 1995). Both of these views of teaching were oversimplified views of the discipline act (Evans, 1996).

Once hired, a teacher was expected to meet the requirements set forth in the interview. Social psychologists have come to the conclusion that the school environment sets norms for the behavior of teachers, students, and administrators. The work place in a school affected how people act, teach, learn, and evaluate performance. Because of these norms, the behavior dealt with how the school actually functions, rather than how someone thinks it should function (Morgan, 1991). The main criterion of teacher effectiveness is classroom management. Under such a model, the responsibility for learning and discipline is placed on the public, rather than the teacher.

Dyer (1973) presented the absolute minimum requirements for teacher accountability which included physical and mental fitness, low individual profile and low absentee rate. There can be absolutely no discrimination on the basis of religion, sex, or color. Thus, Dyer proposed that teachers should not only meet minimum requirements, but also perform a multitude of "good works" (p. 372). The "good works" are composed of three interrelated categories: (1) knowing the subject, (2) knowing the students, (3) presenting the material to the students in such a way that they can remember it without frustration that causes discipline problems as a result (p. 375).

Sisking (1993) and other educators (Canter & Canter, 1992) developed an illustrative table of valid, reliable, and discriminating items which depict teacher behavior. The five major categories are:

1. Productive teaching techniques,
2. Positive discipline techniques,
3. Organized/structured class management,
4. Intellectual stimulation, and
5. Desirable out-of-class behavior (pp. 23-23).

Sisking (1993) suggested that improvement targets should be identified and set up for the discipline performance appraisal cycle. Special capabilities enhance a teacher's success through their interest in the profession, as well as physical vigor, good health, energy, appearance, quality of voice, and effective discipline. A teacher who has these qualities is indispensable to the school system.

Bolton (1973) suggested that summative discipline evaluations may not be helpful for improving discipline. The summative approach served to confirm the school's teacher employment process, reward superior performance, protect students from incompetent educators, and supply information on reassignments and/or termination of teachers.

Barr (1938) suggested that long historical patterns of teachers' evaluation in schools can be a clue to the improvement of discipline and instruction. Lawrence (1994) presented the need to abandon the comparative rating of teachers. Instead, an administrator's aim should have been to establish an agreement between the teacher and a negotiation for a meeting of the minds. This idea was to focus on teacher discipline improvement instead of teacher shortcomings and weaknesses.

Improvement in discipline and school performance may have been objective in the beginning for school districts but more important was the need for appropriate evaluative criteria for the purpose of educators assessing the total teaching process. Controversy still exists. Thus, school districts have developed more objective and comprehensive discipline

models (Leatt, 1987). In addition, the state of Oklahoma has enacted legislation to protect the student.

Procedural Protection to Student Discipline

Individual rights of students stem from the U.S. Supreme Court decision in *Brown v. Board of Education*, which established the right to equal educational opportunities for all students. The *Brown* decision foreshadowed the principles of due process rights and least restrictive environment, which were adopted by federal district courts nearly 20 years later.

Basic Due Process Rights

Courts have given students basic procedural protection prior to being disciplined or deprived of the right of education for a significant length of time. All students, whether disabled or not, are entitled to certain due process rights prior to being disciplined or deprived of their right to education. These certain procedural and substantive protections include:

1. Students have rights to **FREE SPEECH** if it is not disruptive to the school environment.
2. Students have rights to **SAFEGUARDS** before implementation of corporal punishment.
 - a. Student must be warned about conduct being inappropriate.
 - b. Any and all means of correction need to have been taken into account.

- c. Someone needs to observe the punishment and must be informed of the reason for the punishment.
 - d. The individual who administers the punishment must provide proof of parental consent and explanation of the reasons for the punishment and the name of the person who observed the punishment.
3. Rights when suspended less than 10 days.
- a. There must be an explanation of the evidence being given to the student.
 - b. Student should be given written notice of charges against them.
 - c. One must provide an opportunity for the student to present an explanation of the incident either written or orally.
4. Rights when suspended for 10 or more days.
- a. Students must be given written notice of the charges against them.
 - b. An explanation of the evidence must be given to the student.
 - c. An opportunity for the students to present an explanation of the incident must be provided.
 - d. The student has the right to a hearing before an impartial body.
 - e. The student has the right to legal counsel.
 - f. The student has the right to present, confront and cross-examine witnesses presented by school officials (School Laws of Oklahoma, 1990).

Current Evaluation Methods of Discipline

During the 1930s two evaluation practices began to be emphasized: (a) attitude, and (b) behavior. The results from these evaluation practices were reviewed and published by Worthen and Sanders (1973). Suggestions for discipline improvements in the evaluation process were made by to enhance this ever-changing process. These gentlemen performed an eight-year study which took place in 30 high schools, and was highly regarded by educators of that period. This study made use of a variety of ways to test the effectiveness of discipline in schools using tests, scales, inventories, questionnaires, checklists, and other measures. From this study the observation-instrument-idea first emerged.

The practice of evaluation evolved from the accreditation process. According to Merritt (1983), public school discipline was viewed as camouflage schemes for getting rid of nonconformist teachers, for budget cutting, or for enforcing authority within the school district.

Yet many evaluations failed to measure professional discipline competence, which resulted in broader conflict between administrators and teachers (Barr, 1938; Bolton, 1973). Various problems arose, such as lack of attention to evaluative guidelines, faulty instruments, legal questions, poorly stated discipline criteria, and lack of interest. The public's opinion was one of holding the schools accountable. Accountability came into focus in the 1960s. While the government did not mandate accountability, society did. The demand for evaluation increased and few educators doubted the need. Levin (1979)

stated that discipline evaluation had suffered due to lack of informative research and an overabundance of individualistic opinions.

With the high demand for evaluation techniques at the local, state, and national level in the 1970s, an extensive study was conducted to improve ways of evaluating discipline and instructors. With results published by the Phi Delta Kappa Commission on Evaluation in 1973, conclusions were drawn stating that problems with the evaluation of discipline included:

1. Lack of adequate evaluation theory;
2. Lack of consistency in the discipline process;
3. Lack of adequate instruments and designs;
4. Lack of good systems for organizing, processing, and reporting discipline information, and
5. Lack of sufficient numbers of well-trained evaluation personnel (Merritt, 1983, p. 3).

Evaluation about discipline in the public schools has been attacked by society due to the dissatisfaction and disappointment in the evaluation process (Lawrence, 1994).

Information at the very least was a political and social requirement and, at best, a tool for improvement of instruction. An evaluation system must be objective (Palmer & Hidlebaugh, 1976). Commonly, narratives and checklist reports are used to evaluate teachers. Fortunately for educators, continuing education and research has resulted in a blueprint for review and re-examination of the process of effective discipline, teaching, and learning.

The evaluation process has been implemented in the school systems within the United States for quite some time. Yet, the process was in continual need of improvement (Barr, 1938; Merritt, 1983). In the ever-changing world, new and creative discipline ideas and concepts must be continually implemented. What was once an important objective

may now be on the back burner. Use of the program by school districts and continuation of funding by the legislature depends upon review of the components of the program and implementation of new ideas. These new ideas can make the discipline process a positive experience and give a more accurate account of daily classroom situations. This study can serve as a basis for new views on the criteria currently available for future Board regulations and standards. This research has attempted to give some insight into qualities and characteristics through the observation process, including discipline techniques, hands-on experience, discipline effectiveness, and performance. It is hoped the results will have significance for the identification of students' needs and for revisions of the standard discipline observation.

The information may also be beneficial for the validation, clarification, and further establishment of discipline effectiveness and performance.

Methods currently used include student achievement and progress along with various types of evaluations. School districts have developed a two-tier evaluation process consisting of a summative evaluation based on minimum criteria established by the State Department of Education, and a formative process which provides for self-improvement through peer and/or administrative interaction. The summative procedure is used to determine strength and weaknesses, effective discipline, plus prospective employment decisions (Partridge, 1994).

School districts in Oklahoma require a minimum of 175 days of school taught per year. The School Laws of Oklahoma (1990) state:

Each board of education shall maintain and annually review, following consultation with or involvement of representatives selected by local teachers, a written policy of evaluation for all teachers and administrators. Every policy so adopted shall: (1) Be based upon a set of minimum criteria developed by the State Board of Education; (2) Provide that all evaluations be made in writing and that evaluation documents and response thereto be maintained in a personnel file for each evaluated person; (3) Provide that every probationary teacher be evaluated at least two times per school year; once prior to November 15, and once prior to February 10 of each year; and, (4) Provide that every teacher be evaluated once every year, except otherwise provided by law (p. 107).

Manatt, Palmer & Hidlebaugh (1976) presented the process of procedural due process to educators. The suggested stages of the discipline evaluation process are:

1. Self-appraisal for familiarization and preparation for the post conference;
2. Pre-observation conference used to discuss classroom discipline situations, instructional objectives, methods, and learning;
3. Classroom observations, two or three different classes;
4. Post-observation conference used to discuss critical classroom incidents, progress, and exchange;
5. Agreement on a plan of action;
6. Time to improve, help to improve, and mutual monitoring of change; and
7. Report of the summary evaluation to administrators (p.24).

Most school districts followed the format listed above as stages within the evaluation process.

Evaluations are designed to rank instructors on a continuum. In adopting a workable evaluation system, discipline objectives must be precise and measurable. Moreover, an administrator needs to go over not only constructive criticism, but also an inventory of strengths and weaknesses topped off by a formal rating, according to McCarty (1986).

Many districts have attempted to meet multiple goals with an all-purpose evaluation system. A school system can no longer depend upon one technique to satisfy the disciplinary evaluation process; similarly, a teacher cannot depend upon one technique

to satisfy all situations in a classroom. The most effective discipline evaluation plan was one that contributed to higher teacher morale and improved learning conditions to avoid student discipline problems, according to Bolton (1973). Recommendations reflected the need for teacher and student participation in both the development and implementation of teacher disciplinary evaluations.

Berquaer (1991) stated when teachers participated in decision domains, they felt influential, thus resulting in greater discipline effectiveness measured by evaluation attributes, quality and impact of the process. School districts committed to teacher growth set forth teachers' perceptions of evaluations as meaningful and supportive, thus, the outcome being a positive impact of discipline effectiveness. On the whole, school districts, society, and parents have not adequately thought through the idea mentioned above.

New Evaluation Trends in Discipline

The discipline process has evolved into a more positive experience and a more accurate account of everyday situations. Sord (1973), in an article entitled, "Discipline Effectiveness," stated the objective of evaluations was to provide feedback to the individual instructor in order to assess the results and improve discipline. Each faculty member must be measured, with strengths and weaknesses observed, and a plan of action developed. Sord also emphasized that the evaluation of discipline was a difficult process because of the various types of learning. An effective learning experience was dependent upon the following variables:

1. The ability to communicate effectively;
2. Well developed disciplinary plans;
3. Student participation in class discussions of discipline and exchange of ideas and opinions, and
4. The individual is responsible for improving his/her discipline and strengthening the overall academic performance (p.61).

Boyd (1989) added the process should give teachers useful feedback on the classroom discipline, the opportunity to learn new techniques, and counsel from evaluators and peers on changes to be implemented in the discipline plan. If evaluators used several sources of information about discipline effectiveness, then they could make a more accurate judgment. The administrator needs to understand that teachers generally want to improve and are eager to know how others view them. Interaction between administrators and teachers needs to be constant and on a daily basis. McCarty (1986) suggested evaluations are affected by the time of day the observation has taken place, the subject taught, and the calendar of holidays; special events affected the effectiveness of discipline. Evaluations must be supplemented by other sources of information.

Kelinger (1973) and Lewis (1973) suggested the whole procedure is based on the assumption that teacher discipline will improve if given encouragement and the help needed to improve classroom discipline. The following three elements must be present for this process to occur: skill on the job, innovation, and personal development.

Spivey (1976) stated that a teacher needs to be recognized as a professional who is his or her own best critic for self-improvement. He suggests educators write two or three general objectives for a period of one school year. They must in turn implement their own discipline objectives and evaluate themselves with their supervisor's help. The

premise is that all teachers can improve their performance on a continuing basis, thus making a formal commitment, which in turn increases the probability of improvement.

Berquaer (1992) discusses "Outcome-Based Education," otherwise referred to as "OBE." The basis for this type of model is "children can learn if given the time to learn," regardless of the type of discipline plan implemented, if it is used effectively. Paradigms are used to illustrate, depicting the goals and objectives, which need to be accomplished, thus yielding the students' desirable exit outcomes. The instructor is characterized as the employer and the student becomes the employee, thus detailing a portrait of the global discipline marketplace.

This review of the summary literature presented various attempts by researchers to provide an exclusive set of comprehensive instruments to approach the very difficult task of evaluating the discipline performance of teachers and administrators. Determining discipline criteria from a historical perspective was difficult. Yet, educators have continued to reconstruct the evaluative criteria to reflect standards, which need to be assessed to teach discipline performance. In essence, continued scrutiny is inescapable due to the complexity of discipline evaluation.

Summary of Chapter

This chapter reviewed the general trends in school discipline from the early 1900s through the present, current methods of evaluating discipline, Oklahoma school laws that govern school discipline, and new trends in discipline.

CHAPTER III

DESIGN AND METHODOLOGY

Introduction

The purpose of this study was to provide information about the characteristics of a discipline improvement program at selected schools in Oklahoma City, and to analyze the perceptions of the methods used in the discipline programs by administrators and teachers in the Oklahoma City public schools. These administrators and teachers were asked to complete a questionnaire and participate in a personal interview (See appendix A). The purpose of this chapter is to describe the methodology, the selection of the population, the collection of data, and take action on the data. A questionnaire/interview instrument was developed to collect data concerning a discipline program. A letter of introduction to the research was sent to each participant (See appendix B).

Description of the Sample

The researcher is employed as a guidance counselor at three elementary schools in the Oklahoma City Public School district; thus these were the three schools selected for this study. Two of these schools represent the larger schools (600 or more students) and one represents the smaller schools (250 students). These three schools were represented

by one administrator and five teachers, all of whom are directly involved in the area of student behavior and in the Student Assignment Centers at these schools. A questionnaire was hand-carried to each participant.

The teachers and administrator of the Student Assignment Center programs were asked by the questionnaire and during the personal interviews to describe the characteristics and outcomes of the center.

Collection of Data

Preliminary Procedures

The questionnaire and personal interview were the source of the data. The questionnaire was administered to the selected administrator and teachers, followed by a personal interview.

In answering research questions 1 through 4, descriptive data were used to report the administrator's and teachers' perceptions and differences that reflected a comparison between the groups. This procedure was to examine notable differences and to determine if differences existed among the groups for each statement on the survey. Data for each of the groups (of teachers and administrator) was determined by assigning a frequency count to the questionnaire. The questionnaire was developed from the input from educators who work at the Student Assignment Center. Each question was reviewed and determined to have construct validity.

The questionnaire was given to the participants, and each respondent was urged to return the completed questionnaire as soon as possible. A three-month waiting period at

the beginning of school was used so teachers and administrators could adequately plan and implement their discipline program. Each questionnaire was then hand carried to each of the participants in the survey for the purpose of an easy return of the completed instrument. A copy of the letter of explanation is found in Appendix B. Data were collected from the survey in frequency counts.

Interviewing Procedures

The Student Assignment Center survey was answered directly on the questionnaire. The counts were tabulated for each question and all questionnaires were returned.

Face-to-face personal interviews were conducted before and after the survey to determine the views of the teachers and administrator, and to elicit their input concerning the Student Assignment Centers. The researcher was able to compare viewpoints written on the response survey. Follow-up questions were asked to clarify written responses.

The purpose of this chapter is to describe the sample population, collection of data, and how the data was tabulated. The Institutional Review Board (IRB) approval form is found in Appendix D.

CHAPTER IV

RESULTS OF THE STUDY

The concern expressed in the first three chapters has been a general introduction to the study, a review of related literature, and a discussion of the design of the study.

This chapter presents the findings from the needs assessment follow-up survey. Data obtained from the questionnaire will be discussed and analyzed.

Responses to the Questionnaire

A list of names and addresses of administrators and teachers from three Oklahoma City public schools was obtained in the fall of 1995 through the personnel directory, which is public information. A questionnaire was hand-carried to each participant. A total of 6 questionnaires were released; all were returned. This represented a 100% return. The Assessment survey and frequencies are concerned with:

1. The discipline plans of the public schools (see Appendix C)
2. Career development for students
3. Social and personal development for students
4. Student assignment center

The data was gathered concerning the Career Development for Students and Social and Personal Development for students in Table I, Table II, and Table III.

To obtain additional supporting data about the participant characteristics, questions were asked about the discipline center. Considered in these items were: effectiveness of the present student assignment center, behavior improvement after being in the discipline center, and last years student assignment center verses this years student assignment center.

Participants' Comments

According to the survey section entitled career development for students, the needs of the students were being met as the students understood:

1. why people work
2. why licenses are required for various jobs
3. what jobs are available
4. how homework will help them in future jobs
5. why training is needed for a specific career
6. how interest and abilities relate to future careers
7. what people do in different jobs
8. what makes them happy

Frequency counts are provided in Table I.

According to the survey section entitled social and personal development for students, the majority of participants felt development was being adequately addressed

TABLE I
 RESPONSES TO EMPLOYMENT QUESTIONS BY
 FREQUENCY COUNT

Career Development for Students	Yes	No	Unsure
1. Is it important for students to understand why people work?	6	0	0
2. Is it important for students to find out the kind of degree or license required for various jobs?	6	0	0
3. Is it important for students to learn what jobs are available?	6	0	0
4. Is it important for students to learn how their schoolwork will help them in future jobs?	6	0	0
5. Is it important for students to learn what training is needed for a specific career?	6	0	0
6. Is it important for students to understand how interests and abilities relate to future careers?	6	0	0
7. Is it important for students to learn what people do in different jobs?	6	0	0
8. Is it important for students to know about jobs that make them happy?	6	0	0

(see Table II). Students were learning how to make friends, how to get along better with adults, and to get along better with their peers.

The student assignment center comments by the participants include:

1. The effectiveness of the present student assignment center. The improved behavior after being in the student assignment center Previous year student assignment centers versus current year student assignment center. Table III reflects the frequency count for this section.

Teachers and Administrator Results

Results for Table I

Both the teachers and administrator perceive the value of career development for students. They are in agreement that it is important for students to understand why people work, why people have various jobs, what jobs are available, and how schoolwork helps future jobs. There was also agreement on the importance of specific careers, interests, abilities, and jobs that make people happy.

Results for Table II

The social and personal development for students as perceived by the administrator and teachers received an overall rating of "YES." Six out of nine participants agreed that it is important for students to learn how to make friends, get along better with adults, get along better with their peers, learn how to speak up for themselves, be more aware of the feelings of others, be more responsible for their actions, understand and deal with their

TABLE II
 RESPONSES TO SOCIAL AND PERSONAL DEVELOPMENT QUESTIONS
 BY FREQUENCY COUNT

Social and Personal Development for Students	Yes	No	Unsure
1. Is it important for students to learn how to make friends?	5	1	0
2. Is it important for students to learn how to get along better with adults?	5	1	0
3. Is it important for students to learn how to get along with their peers?	6	0	0
4. It is important for students to learn how to speak up for themselves.	4	2	0
5. Is it important to teach students to be more aware of the feelings of others?	6	0	0
6. Is it important to teach students to be more responsible for their actions?	6	0	0
7. Is it important to teach students to understand and deal with their feelings?	6	0	0
8. Is it important to teach students to understand how their feelings affect their behavior?	6	0	0
9. Is it important to teach students how to improve their self image?	6	0	0

TABLE III
 RESPONSES TO STUDENT ASSIGNMENT CENTER BY
 FREQUENCY COUNT

Student Assignment Center	1	2	3	4	5	Excellent
1. Rate the effectiveness of our present student assignment center	0	1	0	4	1	--
2. Rate the behavioral improvement after being i the student assignment center	1	0	1	4	0	--
3. Rate last years students assignment center	0	0	0	1	5	--
4. Rate this years student assignment center	0	0	0	4	2	--
5. Rate the effectiveness of our present counseling program	0	0	0	1	5	--

feelings, understand how their feelings affect their behavior, and understand how to improve their self-image. Three participants felt that students will learn these behaviors at home and teachers and counselors do not need to teach these skills.

Results for Table III

Teachers and administrator perceived the student assignment center was effective. Previous year center ratings and current year center ratings were very high. Behavior improvements after being in the student center varied. Four participants felt a vast improvement. One participant stated that the current center was the best ever. One participant saw no change in students after being in the assignment center. Most participants rated the current counseling program as excellent. To address the four research questions, interviews were conducted.

Research Questions

Research Question Number One

Are there any differences in the way school administrator and teachers perceive the value of the Teacher Discipline Management as a part of the minimum criteria for effective discipline performance?

Generalized Interview Conclusion: No, most felt that children who misbehave in the classroom should be removed from the classroom and placed in an alternative setting.

Research Question Number Two

Is there any difference in the way school administrators and teachers perceive the value of the Teacher Discipline management as a part of the minimum criteria for effective teaching performance?

Generalized Interview Conclusion: No, most felt that students have a right to learn and teachers have the right to teach without interruptions.

Research Question Number Three

Are there any differences in the way school administrators and teachers perceive the value of the teacher products as a part of the minimum criteria for effective teaching performances?

Generalized Interview Conclusion: Yes, many teachers felt that some evaluations are biased and failed to measure professional teaching performance which resulted in broader conflict between administrator and teachers.

Research Question Number Four

Are there any differences in the way school administrators and teachers perceive the value of the Professional Discipline Development as part of the minimum criteria for effective teaching performance?

Generalized Interview Conclusion: Yes, an administrator stated that a standard evaluation form is used to judge professional development. However the current evaluation form used classifies a teacher as either effective or non-effective. According to

teachers this does not illustrate the true picture. As a result there is room for conflict between the administrator and teachers.

Other General Comments Revealed as the

Result of the Interview Responses

Few suggestions were made on the survey to eliminate any discipline problems. However, suggestions were made to add or improve the present discipline plan. There was very close agreement between the administrator's and teachers' perceptions on the characteristics of the present discipline program compared to standard plans identified in Appendix C. They agreed that the present discipline center is effective but needs fewer guidelines. As an example, one teacher stated that one should be allowed to send disruptive students directly to the center without requiring a referral to the principal. Other teachers stated that it takes a vast amount of time to write a referral. One should consider using a shorter form with check marks to indicate the behavior instead of writing out the complete incident. This would insure that more time could be placed on educational tasks. This short form could also be used to evaluate the students being sent through the process. This chapter summarized responses to the questionnaire, general participant comments, and interview follow-ups.

CHAPTER V

SUMMARY, FINDINGS, AND RECOMMENDATIONS

Summary

The purpose of this study was to provide general information about the characteristics of a discipline improvement program at selected schools in Oklahoma City. The data shows that there was a need to analyze the perceptions of the methods used in the discipline programs by administrators and teachers who teach in selected Oklahoma City school districts. To accomplish this purpose, a survey was developed and data was collected.

The population of this study were 5 teachers and 1 administrator. The method and procedures used in this study are (1) survey and (2) personal interview.

The survey was designed to collect data of the existing discipline center program. The first section was a career development for students. The second section was designed to gather data concerning social and personal development. The third section was designed to collect data concerning the student assignment center.

The following research questions were addressed:

1. Are there any differences in the way school administrator and teachers perceive the value of the Teacher Discipline Management as a part of the minimum criteria for effective discipline performance?

2. Are there any differences in the way school administrators and teachers perceive the value of the Teacher Discipline Management as a part of the minimum criteria for effective teaching performance?

3. Are there any differences in the way school administrators and teachers perceive the value of the Teacher Products as a part of the minimum criteria for effective teaching performance?

4. Are there any differences in the way school administrators and teachers perceive the value of the Professional Discipline Development as part of the minimum criteria for effective teaching performance?

Findings

This section deals with the findings of data collected for the purpose of answering the survey questions stated in this study.

1. Information in Table I (Chapter IV) shows the way teachers and administrator perceived the value of career development for students. Both the teachers and administrator perceive the value of career development for students. They are in agreement that it is important for students to understand why people work, why people have various jobs, what jobs are available, and how schoolwork helps future jobs. There was also agreement on the importance of specific careers, interests, abilities, and jobs that make people happy.

2. Information in Table II (Chapter IV) shows that the social and personal development for students as perceived by the administrator and teachers received an overall rating of "YES". This indicated the respondents were in agreement and each

answer was important. Six out of nine participants agreed that it is important for students to learn how to make friends, get along better with adults, get along better with their peers, learn how to speak up for themselves, be more aware of the feelings of others, be more responsible for their actions, understand and deal with their feelings, understand how their feelings affect their behavior, and understand how to improve their self-image.

3. Information in Table III (Chapter IV) shows that teachers and administrator believed the student assignment center was effective. Behavior improvements after being in the student center varied. Four participants felt a vast improvement. One participant stated that the current center was the best ever. One participant saw no change in students after being in the assignment center. Most participants rated the current counseling program as excellent.

4. All of the participants were employed at elementary schools.

5. All of the participants felt their discipline center was effective.

6. Most survey participants had not taught at any other school to experience other discipline programs.

7. The effectiveness of the counseling program was rated highest of all the ratings. The administrator's perceptions of the instructional quality and effectiveness of the student assignment classroom was rated average. In assessing the amount of learning that occurred at the centers versus the amount of learning that occurred in the regular classroom, centers rated very high because of the individual help given to each student. This figure indicated that administrators perceived the amount of learning that occurred at the student assignment classroom program as the same which occurred in their classroom.

Comments written at the bottom of the survey by the teachers and administrator stated the rate of learning, coupled with the fact that approximately half the responding teachers felt that the student assignment classroom was a "dumping ground for students with discipline problems," lends credence to the principal survey finding that students were not sent to the student assignment program primarily for learning, but rather for isolation and counseling. Additionally, the overall effectiveness of the center in improving the delinquent attitudes and behavior of the students was the main concern of both the principal and teachers.

Recommendations

The teachers and administrator who took part in this study graciously provided their input as to recommendations for improvement in the Student Assignment Center, as well as recommendations for further study. The following are some of their ideas:

1. Authority and input should be given to teachers. Teacher should not have to go through the administration to send a student to the Assignment Center. They believe it would be more effective if the teacher had complete authority to make this decision.

2. A new short form, including checklists, should replace the current referral form. The current form requires considerable writing, a difficult task for a busy teacher to accomplish while being responsible for the rest of her students. The new short form merely requires checks in appropriate blanks and facilitates the entire procedure.

3. Discipline research should continue to keep discipline positive and effective. At the beginning and end of each year, surveys will be taken of all teachers with the intent of securing information to track the amount of success of the Student Assignment Center.

4. A 10 to 1 ratio of students to staff in the Student Assignment Center should be created, if possible, or at a minimum, an aide should be provided. Students must have very careful supervision while in the Assignment Center and going to the restroom and cafeteria. Additional staff would provide that enhanced supervision.

5. After-school detention should be assigned if a student has been referred to the Student Assignment Centers two or more times per quarter. If the student's behavior has not improved after two sessions in the Student Assignment Center, it is time to try other methods.

6. Better instruction should be given in the aerospace education field of study and better clarification of aerospace classroom activities should be done. This aspect of the Student Assignment Centers has the potential for a very positive learning experience. The teacher (and aide) should be well prepared to give these aerospace lessons to maximize their effectiveness.

REFERENCES

Barr, A. S. (1938). *Supervision principles and practices in improvement of instruction*. London: D. Appleton-Century Company, pp. 207-209.

Berquaer, J. A. (Jan. 1992). The relationship between teacher decision participation and teacher evaluation effectiveness. *Education Week*, 1-25.

Board of Education of the Hendrick Hudson Central School District v. Rowley, 458 U.S. 176, 102 S.Ct. 3034 (1982), 1981-81 EHLR 553-656.

Board Policies and Regulations [On line] Available at <http://www.epsb.edmonton.ab.ca/resources/policy/igd.br.htm> (as of 1998).

Bolton, D. L. (March 19, 1973). Self discipline schools. *Education Week*, 14.

Boyd, R. (1989). *Improving teacher discipline*. Washington, DC: ERIC Clearing House on Test and Measurements. T.C. American Institution for Research.

Canter, L. & Canter M. (1992). *Assertive discipline; Positive behavior management for today's classroom*. Santa Monica, CA: Lee Canter Associates.

Cassery, M. (1996, Jan. 24). Discipline and demographics. *Education Week*, 16-17.

Corbett, A. H. (1981). Is your ISS program meeting its goals? Take a close look. *NASSP Bulletin*, 81 (85).

Code of Conduct. [On line] Available at: <http://firm06.pathology.pitt.edu/bw/code/07.htm> (as of 1998).

Due Process/Suspension and Expulsion. (1998) [On line] Available at: <http://www.nhusd.k12.ca.us/Policies/Policies/bp51441.html>.

Dyer, H. (1973). How to achieve accountability in the public schools. *Phi Delta Kappa Educational Foundation*, 543, 370-378.

Emmers, A.P. (1981) *After the lesson plan: Realities of high school teaching*. New York, NY: Teachers College Columbia University.

Evans, R. (1996). Black youth: discipline; elementary-secondary education. In- School Suspension: Affirmation Action: Court Litigation; Cincinnati, OH: Policy Implications Rie.

Fay, Jim. (1995) *Teaching with love and logic: Taking control of classroom*. Golden, CO: Love and Logic Press.

Gagne, Eve E. (1982) *School behavior and school discipline: Coping with deviant Behavior in the schools*. Washington, DC: University Press of America.

Grosenick, J. K. & Kunter, S. L. (1984). *Positive alternative to discipline exclusion of behavior disorder students*. (ERIC Document Reproduction No. Ed 246 2179).

Haves v. Unified School District.(1989) No. 377, 777F 2d, 809, 1988-89, EHRLR 441:526 (10th Cir. 1989). Bill Number: Sub. House Bill 81. [On line] <http://38.223.23.20/stacks/orc/title-33/sec-3313.661.htm>.

Kelinger, F. N. (1973). *Foundations of behavioral research*. New York, NY: Holt, Rinehart and Winston.

Lawrence, P. A. (1994, July). Elementary secondary education: In school suspension. *American School Board Journal*, 181 (7), 31-32.

Leatt, O. J. (1987). *In school suspension program*. (ERIC Document Reproduction No. Ed 282 279).

Merritt, M. L. (1983). *The importance of the standard of the standard evaluation criteria regarding the entry-year teacher*. (Unpublished Doctoral Dissertation, Oklahoma State University, Stillwater.)

McCarty, D. J. (1986). Supervision and evaluation. *Clearing House*, 59 (B), 351-352.

Morgan, H. (1991). Race and gender Issues: In school suspension. Chicago, IL: American Educational Research Association.

Morgan, H. (1980, Jan-Feb). How schools fail Black children (ERIC Social Policy. 10 (4): 49-54.

Oklahoma State Dept. of Education (1993). *A handbook of alternatives to corporal punishment*. (Microform) 4th ed.

Opuni, K. (1991). *Student assignment center: an in-school suspension program*. ERIC Document Reproduction No Ed 339 137).

Partridge, D. (1994). *Extended in-school suspension schools in Georgia and their library services and materials*. ERIC Document No. ED370547).

Raebeck, B. (1993, April). Beyond the dunce cap. *Executive Education*, 15, 4, 26-28.

School Laws of Oklahoma. (1990). Section 94, 3. Oklahoma City, OK: Oklahoma State Department Of Education, 98-113.

Senate Bill 10. Office of the Secretary of the Senate Frank Eldridge (as of 1997). [On line} Available at <http://www.doas.state.ga.us/Leg15/1995-96/Leg/sum/sb/oktm>

Sisking, T. (1993). *An evaluation of in school suspension programs*. Clearwater Beach, FL: Eastern Education Research Association

Sord, B. H. (1973). Discipline effectiveness. *Phi Kappa Phi Journal*. LIII S(1), 58-66.

Student Suspension and Expulsion. [On line] Available at: <http://www.prs.k12.nj.us/district/boardpolicies/5000group/5114.htm> (1998).

Worth, B. & Sanders, J.R. (1987) *Educational evaluation: Alternative approaches and practical guidelines*. Worthington, OH: Longman.

APPENDIXES

APPENDIX A

PARTICIPANT QUESTIONNAIRE

We are conducting a survey concerning elements of the discipline improvement program. There is no right or wrong answer. Please take the time to circle your response to each of the following questions and return this survey to me.

CAREER DEVELOPMENT FOR STUDENTS (Circle your Response)

Is it important for students to understand why people work? YES NO UNSURE

Is it important for students to find out the kind of degree or license required for various jobs? YES NO UNSURE

Is it important for students to learn what jobs are available? YES NO UNSURE

is it important for students to learn how their schoolwork will help them in future jobs? YES NO UNSURE

Is it important for students to learn what training is needed for a specific career? YES NO UNSURE

Is it important for students to understand how interests and abilities relate to future careers? YES NO UNSURE

Is it important for students to learn what people do in different jobs? YES NO UNSURE

Is it important for students to know about jobs that make them happy? YES NO UNSURE

SOCIAL AND PERSONAL DEVELOPMENT FOR STUDENTS

Is it important for students to learn how to make friends? YES NO UNSURE

Is it important for students to learn how to get along better with adults? YES NO UNSURE

Is it important for students to learn how to get along better with their peers? YES NO UNSURE

Is it important for students to learn how to speak up for themselves? YES NO UNSURE

Is it important to teach students to be more aware of the

feelings of others? YES NO UNSURE

Is it important to teach students to be more responsible for their action? YES NO UNSURE

Is it important to teach students to understand and deal with their feelings? YES NO UNSURE

Is it important to teach students to understand how their feelings affect their behavior? YES NO UNSURE

Is it important to teach students how to improve their self-image? YES NO UNSURE

STUDENT ASSIGNMENT CENTER (Circle your Response)

Rate one as low and five as highest.

Rate the effectiveness of our present student assignment center. 1 2 3 4 5

Rate the behavioral improvement after being in the student assignment center. 1 2 3 4 5

Rate last years' student assignment center. 1 2 3 4 5

Rate this years' student assignment center. 1 2 3 4 5

Rate the effectiveness of our present counseling program. 1 2 3 4 5

APPENDIX B

COVER LETTER TO PARTICIPANTS

Hello,

My name is Louretha Salmon. I am a graduate student at Oklahoma State University researching the characteristics of an effective school discipline program.

You have been selected because of your expertise as either a teacher or administrator. Your response to the enclosed short questionnaire will assist others in planning future discipline programs to better meet the needs of teachers.

I have enclosed a pre-addressed, stamped envelope for the return of your survey. Thank you in advance for your help and cooperation.

Sincerely,

Louretha Salmon

LS/kp

APPENDIX C

STANDARD DISCIPLINE PLANS

ELEMENTARY SCHOOL A
1996-1997
OKLAHOMA CITY PUBLIC SCHOOL

SCHOOL-WIDE DISCIPLINE PLAN

1. Follow directions the first time they are given.
2. Be in your classroom on time.
3. Have all appropriate materials, supplies, and completed assignments every day.
4. Keep hands, feet, and objects to yourself.
5. No swearing, cruel teasing, fighting, or obscene gestures.
6. No talking back, disobedience, or defiance of teachers or other employees.

PLAYGROUND RULES

1. Follow directions.
2. Use equipment appropriately.
3. No fighting or wrestling.
4. Report accidents with injury to supervising teacher.

CONSEQUENCES

- 1st Offense: Sit out for remainder of recess.
2nd Offense: Recess detention and call to parents.
3rd Offense: Fill out referral and give to regular classroom teacher.
4th Offense: Severe Clause - send immediately to office.

REWARD

1. Receive full play time.

CAFETERIA RULES

1. Keep hands, feet, and objects to self.
2. Follow directions.
3. No loud talking, swearing, or cruel teasing of others.
4. Clean up after yourself and put up your tray when you finish.
5. No throwing food.

CONSEQUENCES FOR INDIVIDUAL

- 1st Offense: Warning.
2nd Offense: Move to different table.
3rd Offense: Move to different table and notify parent for conference.
4th Offense: Move to different table and notify parent, sometimes requiring parent to shadow student in cafeteria.

REWARDS

SELECT THE "MOST RESPONSIBLE CLASS" EACH DAY. AT THE END OF EVERY TWO WEEKS THE CLASS CONDUCTING THEMSELVES APPROPRIATELY WILL REAP THE FOLLOWING BENEFITS:

1. Receive "Caught you being good" coupon.
2. Eat off decorative tables.
3. Have special treats.
4. Winning class will be announced over the intercom each Monday. Representative from the class will go to the office to receive a ribbon to be placed on their door for the duration of their period of recognition.

ELEMENTARY SCHOOL B
1996-1997
OKLAHOMA CITY PUBLIC SCHOOL

SCHOOL-WIDE DISCIPLINE PLAN

1. Follow directions the first time they are given.
2. Be in your classroom on time.
3. Have all appropriate materials, supplies, and completed assignments every day.
4. Keep hands, feet, and objects to yourself.
5. No swearing, cruel teasing, fighting, or obscene gestures.
6. No talking back, disobedience, or defiance of teachers or others employees.
7. Follow district dress code.

PLAYGROUND RULES:

1. Obey the playground teacher.
2. No fighting, cursing, karate kicking, or teasing.
3. No throwing of objects.
4. Follow safety rules for playing on equipment.
5. Play in assigned areas.
6. Line up immediately when the whistle is blown.

CAFETERIA RULES:

1. Sit in assigned area. Remain seated until you are dismissed.
2. Walk in the cafeteria.
3. Talk softly. Use a 6" voice.
4. Keep your table area clean.
5. Use good table manners.
6. Do not share food.

NEGATIVE CONSEQUENCES:

- 1st time: Warning - Name taken.
2nd time: Miss 15 minutes of recess.
3rd time: Miss 30 minutes of recess.
4th time: Parent contact.
5th time: Detention - If detention is not served, the student will be excluded from school until a parent-teacher conference is held or three days have passed.

A child who progresses to three detentions within thirty days represents a serious behavior problem. Tougher consequences are then necessary. The child will be suspended rather than serving the third detention.

SEVERE CLAUSE:

The following offenses, as judged by the teacher and/or administrator, are considered severe and could cause HOME SUSPENSION from one to ten (1-10) days.

1. Intentional injury to another child.
2. Fighting.
3. Tantrums.
4. Abusive behavior.
5. Defiance of and disrespect for authority.

POSITIVE CONSEQUENCES:

1. School-wide recognition for being "Student of the Week" for their class.
2. An opportunity to win a prize for receiving a "chance" from a staff member who "caught them being good."
3. Positive reinforcement.
4. Praise.
5. Preferential seating.

ELEMENTARY SCHOOL C DISCIPLINE PLAN
1996-1997
OKLAHOMA CITY PUBLIC SCHOOL

CLASSROOM BEHAVIOR RULES

1. Enter classroom quietly and begin assigned task immediately.
2. Complete all classroom work and homework assignments on time.
3. Keep hands, feet, books, and objects to yourself.
4. No swearing, crude teasing, provoking, rude gestures, or put downs.

CONSEQUENCES FOR NEGATIVE BEHAVIOR

- 1st consequence: Warning (name on board).
 2nd consequence: Miss 15 minutes of recess time.
 3rd consequence: Miss whole recess and telephone call to parent.
 4th consequence: Note to parent.
 5th consequence: Child is sent to Principal's office.
SEVERE CLAUSE: CHILD IS SENT IMMEDIATELY TO PRINCIPAL'S OFFICE.

PRINCIPAL'S CONSEQUENCES

- 6th consequence: Letter sent home signed by Teacher and Principal.
 7th consequence: Home/ school conference with principal, involved staff and parents.
 8th consequence: Parent shadows 1/2 day. Intervention team meets with possible referral for child.
 9th consequence: Parent shadow one (1) full day.
 10th consequence: Suspension.

OTHER ALTERNATIVES THAT MAY BE GIVEN BEFORE SUSPENSION

1. Suspend to extended day school (In-house alternative discipline with Mrs. Louretha Salmon, Counselor).
2. Push-ups, running laps, or other exercise by designated teacher.
3. Writing: "I am too bright to waste my time in school."
4. Other alternatives designated by Principal.

REWARDS:

1. Praise
2. Awards, happy grams, stickers
3. Free choice activities (math, reading, science, spelling, social studies, games, filmstrips)
4. Lunch with teacher/staff (special table and lunch)
5. School-wide end of the month activity.

SEVERE CLAUSE

THE SEVERE CLAUSE IS USED WHEN A STUDENT COMMITS OR THREATENS TO COMMIT PHYSICAL HARM TO ANOTHER STUDENT OR ADULT, DAMAGE OR DESTROY ANOTHER STUDENT, TEACHER, OR SCHOOL PROPERTY. REFUSES TO GET TO WORK OR ENGAGES IN BEHAVIOR THAT KEEPS THE CLASSROOM FROM FUNCTIONING.

HALL

1. Walk on the right side of the hall and stairways.
2. Remain quiet at all times.
3. Steps are for walking, not running, skipping, or jumping.
4. Keep hands off the walls, bulletin boards, and other students.

CAFETERIA

1. While in line, stand quietly.
2. Remain quiet during lunch.
3. Do not play or throw food.
4. No booing, whistling, or rude remarks.

CAFETERIA SUPERVISION (BREAKFAST)

1. Children are to remain at their designated table with tray until dismissed by adult(s) on duty.
2. Children that come in late will be assigned an area to eat breakfast.
3. Students that cause discipline problems will be seated at an isolated table.

RESTROOM

1. Wash hands with soap.
2. Pick up your litter.
3. No writing on walls.
4. Use the facilities in proper way.
5. Report misuse of the restroom

DRESS CODE

1. No beepers, hats, caps, bandannas, combs and sunglasses are to be worn in the building unless approved.
2. No waist pouches.
3. Tank tops, fishnet shirts, or see-through clothing is not allowed.
4. No obscene buttons or shirts.
5. No sagging.
6. Tied shoes.
7. Boys' hair without braids or rubber bands.

CONSEQUENCES FOR IMPROPER DRESS

- 1st consequence: Pin pants, tie shoes and fix hair appropriately.
2nd consequence: Call parents or send note with signature required before returning.
3rd consequence: Conference with Counselor (Mrs. Louretha Salmon).
4th consequence: Conference with principal.

BEHAVIOR RULES FOR OUT OF CLASS - YARD

1. Follow directions.
2. Stay in assigned area.
3. Use equipment appropriately.
4. No fighting.
5. No dangerous objects.

SAFETY

1. No weapons, such as knives, guns, sharp objects, sprays, rubber bands, toothpicks, Chinese stars are allowed.
2. No pushing or shoving in the halls and classrooms.
3. Walk, do not run, when entering and exiting the building.
4. Remain quiet during fire and security drills.

MISCELLANEOUS

1. No gum, candy, kool-aid or toys without permission.
2. No toothpicks.

APPENDIX D

INSTITUTIONAL REVIEW BOARD

APPROVAL FORM

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
HUMAN SUBJECTS REVIEW

Date: 03-06-98

IRB #: ED-98-087

Proposal Title: CHARACTERISTICS OF A DISCIPLINE IMPROVEMENT PROGRAM AT SELECT
OKLAHOMA CITY PUBLIC SCHOOLS

Principal Investigator(s): Louretha Salmon, Steve Marks

Reviewed and Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

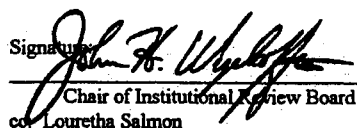
ALL APPROVALS MAY BE SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD AT
NEXT MEETING, AS WELL AS ARE SUBJECT TO MONITORING AT ANY TIME DURING THE
APPROVAL PERIOD.

APPROVAL STATUS PERIOD VALID FOR DATA COLLECTION FOR A ONE CALENDAR YEAR
PERIOD AFTER WHICH A CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE
SUBMITTED FOR BOARD APPROVAL.

ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR APPROVAL.

Comments, Modifications/Conditions for Approval or Disapproval are as follows:

Signature


Chair of Institutional Review Board
cc: Louretha Salmon

Date: March 31, 1998

VITA ✓

Louretha Louise Salmon

Candidate for the Degree of

Doctor of Education

Thesis: CHARACTERISTICS OF A DISCIPLINE IMPROVEMENT PROGRAM AT
SELECT OKLAHOMA CITY PUBLIC SCHOOLS

Major Field: Applied Educational Studies

Biographical:

Personal Data: Born in Lawton, Oklahoma, on February 7, 1942, the daughter of Leon and Elnora Burks.

Education: Graduated from Lawton High School, Lawton, Oklahoma in May 1959; received Bachelor of Science degree in Elementary Education from Oklahoma College of Liberal Arts, Chickasha, Oklahoma, in May 1968, completed the requirements for the Master of Science degree with a major in Guidance Counseling at Southwestern State College in Weatherford, Oklahoma, in December 1974, received an Administration Certification from the University of Oklahoma in Norman, Oklahoma, in May 1981, completed the requirements for the Doctor of Education degree at Oklahoma State University in Stillwater, Oklahoma, in December 1998.

Professional Experience: Cosmetology Instructor 1986, Lawton Public Schools 18 years; Tomlinson Junior High School Counselor for 7th, 8th, and 9th grade students, 1973, as well as Homebound Teacher (students who were confined to home or hospital) for grades 1-8; in 1968, became a fourth grade teacher at Eisenhower Elementary School; Elementary School Teacher/Guidance Counselor for the Oklahoma City Public School System. 1988 to the present.

Professional Memberships: Oklahoma Association for Guidance Counseling, Oklahoma Education Association, National Education Association, Professional Education Association of Classroom Teachers, Leading Council, Oklahoma Council of Teachers of Math, Oklahoma Aerospace Education, and PACE Executive Board.