Appendix B

Survey Items

Collective Efficacy Survey Items

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1. How much can teachers in your school do to produce meaningful student learning?

2. How much can your school do to get students to believe they can do well in schoolwork?

3. To what extent can teachers in your school make expectations clear about appropriate student behavior?

4. To what extent can school personnel in your school establish rules and procedures that facilitate learning?

5. How much can teachers in your school do to help students master complex content?

6. How much can teachers in your school do to promote deep understanding of academic concepts?

7. How well can teachers in your school respond to defiant students?

8. How much can school personnel in your school do to control disruptive behavior?

9. How much can teachers in your school do to help students think critically?

10. How well can adults in your school get students to follow school rules?

11. How much can your school do to foster student creativity?

12. How much can your school do to help students feel safe while they are at school?

Trust Survey Items

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13. Teachers in this school trust their students.

14. Teachers in this school trust the parents.

15. Students in this school care about each other.

16. Parents in this school are reliable in their commitments.

17. Students in this school can be counted on to do their work.

18. Teachers can count on parental support.

19. Teachers here believe students are competent learners.

20. Teachers think that most of the parents do a good job.

21. Teachers can believe what parents tell them.

22. Students here are secretive.

Academic Emphasis Survey Items

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23. Students respect others who get good grades.

24. Students seek extra work so they can get good grades.

25. Students here try hard to improve on previous work.

26. Students neglect to complete homework.

27. Students are cooperative during classroom instruction

Enabling Bureaucracy Survey Items

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28. Administrative rules in this school enable authentic communications between teachers and administrators.

29. In this school red tape is a problem.

30. The administrative hierarchy of this school enables teachers to do their job.

31. The administrative hierarchy obstructs student achievement.

32. Administrative rules help rather than hinder.

33. The administrative hierarchy of this school facilitates the mission of this school.

34. Administrative rules in this school are used to punish teachers.

35. The administrative hierarchy of this school obstructs innovation.

36. Administrative rules in this school are substitutes for professional judgment.

37. Administrative rules in this school are guides to solutions rather than rigid procedures.

38. In this school the authority of the principal is used to undermine teachers.

39. The administrators in this school use their authority to enable teachers to do their job.

Mindfulness Survey Items

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40. In this school teachers welcome feedback about ways to improve.

41. Teachers in this school jump to conclusions.

42. People in this school respect power more than knowledge.

43. Teachers in my building learn from their mistakes and change so they do not happen

    again.

44. Too many teachers in my building give up when things go bad.

45. When things go badly teachers bounce back quickly.

46. Most teachers in this building are reluctant to change.

Attitudes and Beliefs about Classroom Control Survey

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47. I believe the teacher should direct the students' transition from one learning activity to

another.

48. I believe it's important to continually monitor students' learning behavior during seatwork.

49. I believe students should create their own daily routines as this fosters the development of responsibility.

50. I believe students will be successful in school if allowed the freedom to pursue their own interests.

51. I believe the teacher should decide what topics the student study and the tasks used to study them.

52. During the first weeks of class, I will announce the classroom rules and inform students of the penalties for disregarding the rules.

53. The teacher knows best how to allocate classroom materials and supplies to optimize learning.

54. When a student bothers other students, I will immediately tell the student to be quiet and stop it.

55. I believe class rules stifle the student's ability to develop a personal moral code.

56. While teaching a lesson in library skills, a students begins to talk about the research she is doing for her book report. I would remind the student that the class has to finish the lesson before the end of the period.

57. I believe teachers should require student compliance and respect for law and order.

58. When moving from one learning activity to another, I will allow students to progress at their own rate.

59. If students agree that a classroom rule is unfair, then I would replace it with one that students think is fair.

60. I believe that students need the structure of a daily routine that is organized and implemented by the teacher.

61. I allow students to select their own seats.

62. When students behave appropriately, I will provide a reward of some kind such as points toward a party or free time.

63. I believe students should judge the quality of their own work rather than rely on what the teacher tells them.

64. I believe students will be successful in school if they listen to the adults who know

what's best for them.

65. I believe students should choose the learning topics and tasks.

66. During the first weeks of class, I will allow the students to come up with a set of classroom rules.

67. I believe the primary purpose of homework is to provide drill and practice to skills learned in the classroom.

68. I believe students need direction in how to work together.

69. Students in my classroom are free to use any materials they wish during the learning process.

70. I specify a set time for each learning activity and try to stay within my plans.

71. I believe friendliness, courtesy and respect for fellow students is something that students have to learn firsthand through free interaction

72. I believe class rules are important because they shape the student's behavior and development.

Conscious Discipline

73. On a scale of 1 (Low) to 5 (High), how would you rate the extent to which teachers in your building believe in the philosophy of *Conscious Discipline*?

74. On a scale of 1 (Low) to 5 (High), how would you rate teachers' understanding of the seven skills of *Conscious Discipline*?

75. On a scale of 1 (Low) to 5 (High), how would you rate the level of implementation of *Conscious Discipline* in your school?

Letter to Principals

November 15, 2006

Dear Principal,

As many of my esteemed colleagues know, I am not just the   . I am also a doctoral candidate at Virginia Tech. My area of research examines what I know and love, organizational climate and professional development. Specifically, teachers in your school are participating in a *Conscious Discipline* book study. I am trying to find out if teachers' perceptions of the climate of their school have any impact on the extent to which your school has become a school that practices *Conscious Discipline.* The role of the principal is not a focus of this study. Rather, I am looking at organizational climate from the perspective of aggregated teacher beliefs about classroom management, collective efficacy (their beliefs that teachers in a school can together make a difference), trust of students and parents, academic emphasis, enabling school structures (bureaucracy that supports teachers), and mindfulness (the extent to which teachers in your school reflect on practices). I am trying to find out if the relationships among teachers in a school impact the degree of implementation of professional development.

First and foremost, all information collected in this study will be used for research purposes only and will remain strictly confidential.

If you permit this study to be conducted in your school, either *Conscious Discipline* facilitators from   or I will walk through your school no more than three times this year to find evidence verifying the use of *Conscious Discipline* in your school. Two types of evidence will be collected: the greeting of students in the morning and the presence of *Conscious Discipline* structures in classrooms. No student will be involved in the study; only hallway observations of teachers greeting students will be made. Locating *Conscious Discipline* structures in classrooms will take place when children are not in the building.

In addition, teachers in your school will be invited to participate in an online survey of organizational climate. Directions in the introductory e-mail will enable them to access the organizational climate survey measuring teacher beliefs. You may view a copy of the survey at https://www.surveymonkey.com/s.asp?A=15832280E1987. For your convenience, I have also enclosed a copy of the survey.

Additionally, teachers in your school's Conscious Discipline book club <u>may</u> be invited to participate in focus groups early next year to discuss both *Conscious Discipline* and their opinions on how to successfully implement professional development in schools.

As a colleague and a professional, I do hope you consider participating in this study. Making professional development both meaningful and put into practice is important to principals, researchers, and staff developers. If you are willing, please place a copy of the enclosed letters to teachers in each teacher's mailbox. If you have any questions or problems, please contact me by telephone at 679-1200 or e-mail at jcrocker@vt.edu. Thank you so much for your assistance.

Sincerely,
Jeanne Crocker

Appendix C

Letter to Teachers

November 15, 2006

Dear Teacher,

Knowing how scarce and valuable your time is, I thank you for taking time to read this letter! I am
                                    and also a doctoral candidate at Virginia Tech. Please consider
participating in my research study on the effect of organizational climate on the degree of
implementation of professional development. More simply put, teachers in your school are
participating in a *Conscious Discipline* book study. I am trying to find out if teachers' perception of
the climate of your school has any impact on the extent to which your school has become a school
that practices *Conscious Discipline.*

First and foremost, all information collected in this study will be used for research purposes only
and will remain strictly confidential.

Your principal has agreed to allow either specialists from the Office of Organizational Development
or myself to walk through your school several times this year to find evidence verifying the use of
Conscious Discipline in your school. In addition, your principal has given you this letter. You may
be involved in this study in two ways:

- If you are willing to participate, please respond to an e-mail that directs you to the Survey
  Monkey website. Directions in that e-mail will enable you to access the organizational
  climate survey which measures teacher beliefs about classroom management, collective
  efficacy (your belief that teachers in your school can make a difference), trust, academic
  emphasis, enabling school structures, and mindfulness (the extent to which teachers in your
  school reflect on practices). Accessing and completing the survey should take no more than
  15 - 20 minutes.

- Additionally, twenty-five to fifty teachers who participate in a *Conscious Discipline* book
  club will be invited to participate in focus groups early next year to discuss both *Conscious
  Discipline* and their opinions on how to successfully implement professional development in
  schools.

As a professional, I do hope you consider participating in this study. Your opinion about ways to
make professional development both meaningful and transferred into classroom practice is
important to researchers and staff developers. If you have any questions or problems, please contact
me by telephone at 679-1200 or e-mail at jcrocker@vt.edu. Thank you for your assistance.

Sincerely,

Jeanne Crocker

Appendix D Observation Checklists

Classroom Structures Checklist

School _____   Date _____

Room_____Classroom Walkthrough

1. Stress Reduction   _____
    (STAR, Ballooning, Faucet)
2. Friends and Family Board _____
3. Time Machine/   _____
    Solution Station/
    Instant Replay
4. Classroom Rules   _____
5. We Care Center   _____
6. Job Board   _____
7. Safe Place   _____

Room_____Classroom Walkthrough

1. Stress Reduction   _____
    (STAR, Ballooning, Faucet)
2. Friends and Family Board _____
3. Time Machine/   _____
    Solution Station/
    Instant Replay
4. Classroom Rules   _____
5. We Care Center   _____
6. Job Board   _____
7. Safe Place   _____

Room_____Classroom Walkthrough

1. Stress Reduction   _____
    (STAR, Ballooning, Faucet)
2. Friends and Family Board _____
3. Time Machine/   _____
    Solution Station/
    Instant Replay
4. Classroom Rules   _____
5. We Care Center   _____
6. Job Board   _____
7. Safe Place   _____

Room_____Classroom Walkthrough

1. Stress Reduction   _____
    (STAR, Ballooning, Faucet)
2. Friends and Family Board _____
3. Time Machine/   _____
    Solution Station/
    Instant Replay
4. Classroom Rules   _____
5. We Care Center   _____
6. Job Board   _____
7. Safe Place   _____

Room_____Classroom Walkthrough

1. Stress Reduction   _____
    (STAR, Ballooning, Faucet)
2. Friends and Family Board _____
3. Time Machine/   _____
    Solution Station/
    Instant Replay
4. Classroom Rules   _____
5. We Care Center   _____
6. Job Board   _____
7. Safe Place   _____

Room_____Classroom Walkthrough

1. Stress Reduction   _____
    (STAR, Ballooning, Faucet)
2. Friends and Family Board _____
3. Time Machine/   _____
    Solution Station/
    Instant Replay
4. Classroom Rules   _____
5. We Care Center   _____
6. Job Board   _____
7. Safe Place   _____

Appendix D Observation Checklists

Morning Greetings Checklist

School _____   Date _____

Put a tally mark in the appropriate box for each classroom with students: Teacher is:

Greeting students with choice of Conscious Discipline greetings. *"How would you like to be greeted?"*

Greeting students

Talking to other teachers

Completing paperwork/on computer

Monitoring classroom

Teacher not visible

Appendix E

Focus Group Questions

Conscious Discipline Classroom Structures: Stress Reduction (S.T.A.R., Ballooning, Faucet

a. Friends and Family Board

b. Time Machine/Solution Station/Instant Replay

c. Classroom Rules

d. We Care Center

e. Job Board

f. Celebration Station

1. For those structures that you have used in your classroom: Why did you choose to implement that structure/those structures?

2. For those structures you don't have in your classroom: Why did you choose not to implement structures?

3. Was your decision on whether to use Conscious Discipline in your classroom completely your own decision? If not, who else had influence?

4. What do you see as the benefits of the monthly book study meetings?

5. Did you apply anything to the classroom?

6. Complete this sentence: I would do more with *Conscious Discipline* if….

7. Can you envision a classroom without rewards and consequences to control student behavior?.

8. Have your beliefs about children's behavior changed as a result of your school's participation in the Conscious Discipline book club? If so, how?

9. Do you think your school's collective beliefs changed as a result of your school's participation in the Conscious Discipline book club? If so, how?

10. The survey results showed that trust in parents and students increased the use of Conscious Discipline. Why do you think this is so?

11. The survey results also showed that an emphasis on high academic expectation decreased the use of Conscious Discipline. Why do you think this is so?

12. The survey results showed that teachers who usually intervene to control student behavior in their classrooms used Conscious Discipline to a greater degree even though Conscious Discipline focuses on supporting students' own self-control by building relationships. Why do you think this is so?

13. In what ways do you think professional development is transferred into classroom practice?