

## Appendix K

### List of Findings Showing No Significance

1. No significant relationships between the age of the teacher and either enabling bureaucracy or the collective teacher efficacy subscale measure of Instructional Strategies were found.
2. No significant relationships between gender and the constructs of the Attitudes and Beliefs about Classroom Control subscale of People Management, collective teacher efficacy including the subscale measures of Instructional Strategies and Student Discipline, faculty trust in clients, academic emphasis, enabling bureaucracy, and faculty mindfulness were found.
3. No significant relationships between book club participation and the constructs of collective teacher efficacy including both subscale measures of Instructional Strategies and Student Discipline, faculty trust in clients, academic emphasis, enabling bureaucracy, and faculty mindfulness were found.
4. No significant relationships between years in the current school and the constructs of Attitudes and Beliefs about Classroom Control including the subscale measures of Instructional Management and People Management, collective teacher efficacy including the subscale measures of Instructional Strategies and Student Discipline, faculty trust in clients, and enabling bureaucracy were found.
5. No significant relationships between years in the book club and the constructs of the Attitudes and Beliefs about Classroom Control subscale of People Management, the total collective teacher efficacy and the subscale measure of Student Discipline, enabling bureaucracy, and faculty mindfulness were found.

6. No significant variance, based on the percentage of PTA membership, was found among schools on the Attitudes and Beliefs about Classroom Control subscale measure of Instructional Management.
7. No significant differences were found in Attitudes and Beliefs about Classroom Control subscale measure of Instructional Management based on school SES.
8. No significant differences between academic optimism and years in the current school, job description, gender, and participation in the *Conscious Discipline* book club were found.
9. No significant correlations were found between the total observation degree of implementation and the teacher demographics of years of teaching experience, years in the current school, age, or job description.
10. No significant correlations were found between the total observation degree of implementation and the school demographic variables of the percentage of students identified as gifted, the percentage of students receiving special education services, the percentage of PTA membership, and the number of years of the school book club.
11. No significant correlations were found between the observation subscale measure of morning greetings and the teacher demographics of years of teaching experience, years in the current school, gender, age, or job description.
12. No significant correlations were found between the observation subscale measure of morning greetings and the school demographic variables of the percentage of students receiving special education services, the percentage of PTA membership, and the number of years of the school book club.

13. No significant correlations were found between the observation subscale measure of classroom structures and the teacher demographics of years of teaching experience, years in the current school, or job description.
14. No significant correlations were found between the observation subscale measure of classroom structures and the school demographic variables of school size, SES, the percentage of students identified as gifted, the percentage of students receiving special education services, and the percentage of PTA membership.
15. No significant correlations were found between the self-reported degree of implementation and the teacher demographics of years in the current school, age, and job description.
16. No significant correlations were found between the self-reported degree of implementation and the school demographics of school size, SES, the percentage of students identified as gifted, the percentage of students receiving special education services or the number of years of the school book club.