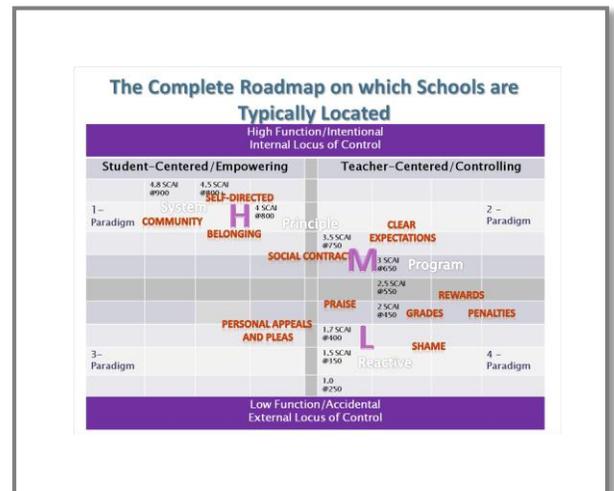


Chapter 11: Moving to the Next Level in the Area of Classroom Management and School Discipline.

From: *Transformative Leader's Roadmap for Facilitating School Excellence* by John Shindler
<https://web.calstatela.edu/faculty/jshindl/cm/TransformativeLeaderBook.htm>

Here we devote an entire chapter to one area of the overall school effort – classroom management and discipline. The reasons for this are a) it is the most predictive of the overall school climate and most defining of each school's location on the roadmap, b) our ability to move up the roadmap will be largely predicated by what we do in this area, and c) it is the area that most defines the emotional climate and our experience of liking our school and its other inhabitants.

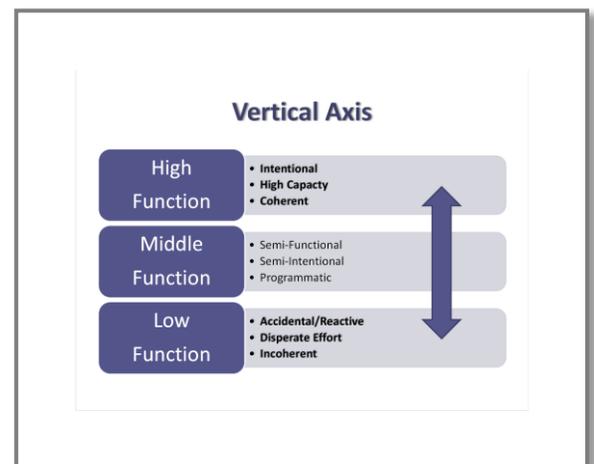
In this chapter we will outline what it takes to move up from where we are on the roadmap to the next level related to classroom management and discipline. We will engage that process from three respective starting point roadmap locations – low, middle and high. The recommendation would be that the reader start from the bottom as the requirements for moving to the next level are cumulative and built upon one another. Generally, the most basic elements for improvement will relate to moving up the vertical axis –so imply improving the level of function by way of trust, capacity, and coherence. Moving to the highest levels of the roadmap will involve the requisite levels of function, but also imply a movement toward the empowering 1-Paradigm quadrant of the roadmap and imply promoting more connection, empowerment, self-direction, and a sense of community.



Stage 1: Moving Up from the Lower Levels – Building Function, Trust, Capacity and Coherence

Moving up to higher levels of function from lower roadmap locations begins with stepping back and examining the values/R's and practices/X's at the school objectively. In most cases, what is taking place currently involves years of history, reactive programs and patterns of action, coping and game playing that have become normal and semi-accepted as necessary. Improvement will require something of a reset. Much of what has been used to get through the day will need to be surrendered and replaced with a commitment to the use of only solid practices and creating clarity and sanity. We all need to own some part of what has kept us at our current location, and vow to embody a more functional world in which teachers feel like the ground is solid, and students feel safe, clear and trusting.

It will be helpful here to conceive our improvement process as movement up the vertical axis. Most schools in the lower levels of the pathway deal with issues related to trust,



coherence and capacity. This is true of all areas of the school (as we will explore in Ch 12), but it is especially true when it comes to classroom management and discipline. Our desire will be to live in a world defined by trust, capacity and coherence, but in most cases, if our school is located at a lower level on the roadmap, we are experiencing less of those qualities, and as a result feeling frustration, resentment of others and like our problems are intractable. However, as we begin to unpack the problems at the school systematically, we will better recognize that our situation is both explainable and largely fixable. A useful place to start in your self-examination is to identify what we desire in the area of classroom management and discipline and compare that to what we would assess to be your current state. Figure X.1 may provide some useful predictions for our own exploration process.

Figure 11.1: Exploring the Dimensions of Trust, Coherence and Capacity in the Lower Level School – What We Want and What We Likely Have

Area	What we likely want	What we likely have
Trust	<ul style="list-style-type: none"> • a sane place to teach and learn. • Adults trust students know the rules and will follow them • Administration supports the teachers when they are in the right. • Be able to trust our peers to do their job • Trust students to not need constant supervision. • Trust that students want to learn and enjoy engaging in quality activities. 	<ul style="list-style-type: none"> • A daily struggle with behavior issues • Students don't trust that teachers can gain order in many classrooms. • We don't trust one another to do what we have decided upon. • We feel the need to maintain constant supervision or students will take advantage. • We don't trust students' internal capacity so we resort to extrinsic bribes. • Teachers don't trust admin to support them when students cross the line.
Coherence	<ul style="list-style-type: none"> • A consistent discipline policy • All programs and initiatives work together and in service of the school's mission. • Use only practices that we feel are ethically sound and we can feel good about. 	<ul style="list-style-type: none"> • Inconsistent policies • Add disparate programs in to address problem symptoms that are often incongruent or unhealthy. • Control becomes the guiding value rather than human growth and development. • Anything that "works" is acceptable. •
Capacity	<ul style="list-style-type: none"> • Ability to move past just a compliance-based paradigm. • Have students support the function level in the class not just the teacher. • Be able to include instructional models that require student self-direction and cooperation. • A process where teachers can share and grow together in this area. 	<ul style="list-style-type: none"> • Feel limited in what we can teach because too many students lack self-regulation or good intentions. • Have resorted to manipulative strategies, like bribes, praise, comparisons, card charts, that keep us stuck in our rut. • Teachers get addicted to reactive and manipulative strategies, and students become more dependent on extrinsic incentives (and less mature) over time. • Limited growth trajectory because there is no common goals and/or process values that we are striving for.

As we examine what we want at your school, and compare it to what exists currently, we will likely recognize that much of what is keeping us from moving forward is within our control – both individually and collectively. It is natural to look at the students as the reason for our circumstances. And we may have many students who bring great and varied challenges to our

work. But we can only control what we do. And as we examine what we are doing currently, we will recognize that to a great extent, it is keeping our problematic conditions in place. When we change what we do, we can change the quality of the behavior at the school - maybe not overnight, but eventually.

To help ground the process of moving up in the area of classroom management and discipline, it is useful to inform our vision of “better” with a series of “basic conditions” that are necessary to cultivate a solid overall strategy. If we begin our process of trying to fix what we have, we can easily run into the trap of solving *symptoms* or implementing reactive and/or coping strategies. Therefore, to guide our discussion, I will include eight basic conditions that should act as target outcomes for our process. Operational support and practical implementation strategies for meeting those conditions will follow.

Basic level

The first eight conditions listed below characterize the basic qualities that would be evident at a school that was experiencing a high level of coherence and function related to its classroom management and discipline practices. This level is defined by the existence of clarity, positivity, a sense of fairness and faith in and among the adults in the building, and an ever-increasing level of function and ease. Each of these qualities is explained here briefly. Identified for each quality are its a) basic goal, b) what ensues in situations in which it is missing, and c) its key benefits.

Basic Condition One: A Vision of Quality: The practices used in the classroom and/or school have their basis in principles that create increased function and help promote more human potential, self-responsibility and collective good will and community over time. For a system to be considered complete, coherent and excellent, it must *only* include those strategies/practices that can be defended as healthy and promoting the long-term growth for the students, the adults and the school as a community.

- a. Goal: A clear picture of what excellent looks like and a long-term focus
- b. If Missing: Haphazard practices that may or may not be contributing to a healthy and functional classroom as individual practices or when used together. Best case is a set of practices that is perceived to “work.” But more often the result is a set of practices that are misguided, incongruent and/or unknowingly undermine the goals of the school.
- c. Key Benefits: Coherence and a clear set of guiding principles that can be used to evaluate the fitness and efficacy of any practice or set of practices collectively.

Basic Condition Two: Clear Expectations: The highest priority in any classroom would be a consistent and expert use of strategies that provide the highest level of clarity for an understanding of how to succeed in the school or classroom, contribute to the collective and meet one’s responsibilities, and achieve one’s personal goals. A complete approach to classroom management begins with promoting clear and positive expectations, norms, and boundaries. In a high-quality classroom these concepts are soundly developed with practical strategies, concept development, and modeling. Negative strategies of any kind become unnecessary when this goal is met. The result is classrooms in which students can feel solid, supported, sane and empowered to meet their personal goals and those of the group.

- a. Goal: Clarity for how to be excellent, successful and a great part of the team.
- b. If Missing: Students feel confused. Their efforts may be tentative or misguided. The group does not work well as a collective or improve over time.
- c. Key Benefits: Clarity breeds sanity. The path to success is made more accessible. Students can count on one another more readily. Trust is promoted.

Basic Condition Three: Expert Technical Management: An effective classroom must include systems in place that promote efficient interactions, routines, attention levels and activities. There must be effective “technical management” to support the other components of the system. On a basic level this promotes the ease and smoothness of the class for both the teacher and the students. Yet, over time it is the necessary groundwork for such things as a classroom and school culture of listening and respect, and a faith in the students’ ability to function in whole school level situations that require orderly behavior.

- a. Goal: smooth and easy interactions without negativity or the need for coercion.
- b. If Missing: Lots of wasted time. A perpetual issue with attention and most likely the un-necessary use of short-term based clever strategies to remediate the dysfunction. A pervasive feeling in the room of struggle and failure. Growth is limited.
- c. Key Benefits: Efficiency. Emotional ease and a feeling that there is order. Provides a building block for higher levels of collective function.

Operational Support for Meeting Conditions 1-3

Many times, the biggest problems in this area are the easiest to remedy. Changing a student’s mindset that is stuck in a fixed-ability orientation can require immense skill and persistence over months or years, yet helping a class of students learn to be attentive to one another can be accomplished in a few days or weeks – if we approach it as a practical/technical (non-personal) task. But too often we mischaracterize the job and misplace attention and energy onto things that will not help the group grow. This is often the case with promoting technical management – attention, cues, procedures, directions, etc. If we observe a teacher at our school or another that is an expert at technical management and whose class is attentive without the need for any coercion, threats, bribes, power plays, etc., we see that what they do a) it appears to be pretty simple and b) it will look similar to any other teacher who has success in this area. So, we can conclude that it is not about personality, cleverness, or requiring of any acts of inspiration. But it will require a system, being 100% consistent, situating this part of our job in the realm of pedagogy and reducing the tendency to take things personally. A potential downfall of our effort to move up the roadmap in this area will so come from the need to feel respected and admired rather than simply encouraging an environment that produces sane and productive result. Respect tends to follow results. So for best results focus on your own clarity not their level of respect.

The skills of technical management are explained in detail in *Transformative Classroom Management*. But here are a few of the essential skills for success in this area. And it should be noted that all of these techniques are things that do not require special effort or training. They are simply practical. Our goal should be to eliminate all negativity in any form and use positive practical action instead.

- **Effective use of cues.** Teacher has a simple audible or visual cue to gain attention from a state where students are working and not expected to be attentive – to being attentive to directions or input. These can include, clapping, call and response, words, bells, whistles, hand gestures, or phrases. The effectiveness of a cue will be the extent to which it is used with 100% consistency, the teacher waits for 100% attention before speaking, and uses simple emotion-free consequences when they do not receive 100% attention for all students (like starting over, stopping, using a simple redirect such as “we all have our eyes on X right now,” or speaking privately with students who do not respond to the subtle clues, etc.).
- **Practicing Procedures and Transitions.** When students’ actions reflect something less than what we think is adequate, we have a lot of ineffective options (i.e., complaining, disappointment, resentment, warnings, lectures, apathy, etc), but only one effective

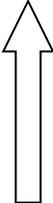
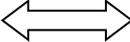
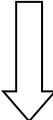
option, practice doing the procedure, routine or transition until the students are able to do it well. It may take time, but it is a positive activity, builds their confidence in one another and you, and qualifies as a “team win.” And at any point that students perform the procedure poorly, you can simply have them do it again. No need to add any negative emotion or language to the situation. Choose active positive over passive negative.

- **Effective Directions.** Follow this sequence faithfully and all students will ultimately learn to make following directions a natural, rewarding and painless habit.
 - Begin with a cue and wait for 100% attention (if all teacher did just this consistently, it would result in a significant movement up the roadmap, and all it takes is commitment to a practical act).
 - Provide a finish word like “when I say “Go.”
 - Be clear in your directions.
 - Call for questions. But you need to make sure that students get in the habit of asking clarifying questions. So, you need to make this a high intention focus. Most students in low function schools refrain from asking when they don’t understand, and most students in high performing schools do. Change the mindset and habit of your students by how you work with this dynamic.
 - Make random checks for accountability. This needs to be positive and low threat, but students need to understand that they need to understand the directions or keep asking questions until they are fully clear.
 - Provide the finish word.
(It will be important to keep reminding students that our collective goal is a place where we feel entitled to ask until we get it, and that we are developing a culture of listening and respect, so get used to it – things are only going in one direction, toward more accountability, focus, self-responsibility, and collective function)
- **Providing written descriptions** (or rubrics) for situational behavior contexts. Independently, by grade level, department, or as a school, what it means to do a good job of ... should be spelled out in detail. Therefore, what constitutes quality for tasks such as a role in a group effort, lab work and all everyday tasks should be spelled out in writing and made conspicuous. It is even more effective to construct the definition of quality in the form of a rubric. The rubric format encourages students to see that task can be completed in a range of quality. Helping teachers and students shift from conceiving success as “being on task” to success being “a quality effort” will have a significant impact on your movement up. You might want to reflect with your teaches and staff why the goal of having students on task (and everything that it brings along with it) is fundamentally different from the goal of having them engage in a quality effort.

Moving up the levels of the roadmap will require an examination of what we do to promote the clarity of the expectations at the school. In all classrooms, the teacher is using strategies to encourage students’ understanding of “the expectations.” Yet, the quality and effectiveness of those strategies varied greatly. In practice, we can desire clear expectations but use strategies that encourage dysfunction and ultimately apathy toward our expectations. Producing sanity and efficiency is a matter of understanding and committing to high quality practices and refraining from lower quality practices (See Figures 11.2). Creating clear and positive expectations will result from using practices that a) create clarity and b) a positive personal association with the expected behavior. So it is useful to frequently ask ourselves, a couple of questions 1) “Is the desired action I want from my students clear in their minds in practical terms?” and 2) “Is what I am asking them to do something that is good for them, or that they appreciate as valuable?”

Figure 11.2 popular strategies for promoting expectations are listed and classified into those that are likely to move the class up the roadmap, have a mixed effect, and those that will lead the classroom down or keep it stuck in a lower location on the roadmap. Each of these practices is explained in detail in *Transformative Classroom Management*.

Figure 11.2*: Approximate rating of common management practices related to their ability to create clarity of expectations and a positive association with the expected behavior, from most (four stars) to least effective (no stars).

Practice	Clarity rating	Affect rating	Overall	What they promote related to the management effectiveness continuum	
Purposeful Action <ul style="list-style-type: none"> ▪ Consistency ▪ Follow-through Positive Recognition Clarifying Statements/Mantras Clarifying Questions Expectation Cues Debriefing Written Expectations	+ + + + + +	+ + N+ N+ N+ + N	**** **** *** *** *** **** **½	Strategies that do a great deal to create cause and effect clarity and positive associations related to expectations Use promotes movement up the effectiveness continuum	
Personal Recognition/Praise Warnings Requests "I like the way..."	N N+ - -	N+ N N- N-	* * ½* *	Strategies that do little to promote expectations and create inconsequential or confusing emotional climates Use promotes little movement up or down continuum	
Negative recognitions Irrational or Negative Actions Threats and Put Downs	N- - -	- - -	½ * 0 0	Strategies that do very little to promote clarity and do a great deal to create negative associations with the desired behavior Use promotes mostly movement down the effectiveness continuum	

*From *Transformative Classroom Management* (Shindler, 2009)

+ demonstrates high levels of effectiveness in this area

N+ demonstrates some effectiveness

N is neutral or inconsequential

N- does a bit more harm than good but has an effect

- does mostly harm

As we assess the strategies that we are currently using, we will likely recognize the relationship between the current level of function in our class and the practices that we are using. So much of what is encouraged in the field at the time of this writing is called "positive" but in reality it is essentially manipulative student to student comparisons and intended to get compliance rather than sanity and clarity. Some of these practices are outlined in Appendix A of this chapter. If we don't accept that we need to give up the use of manipulative, external LOC promoting, disempowering, and subtly shaming practices we will struggle to move out of the lower quadrants of the roadmap.

Leader's Role

As a leader, we are able to use the list in Figure 11.2 to assess the progress of any teacher's growth to a great extent. When we are in a teacher's classroom and we hear a lot of the lower level practices like negative recognitions and personal statements, it would be evident that the

teacher is in substantive need of growth support. If we hear a teacher using the middle level strategies, like “I like the way. . .,” personal praise and/or a lot of warnings, we will be able to locate that teachers practice at the middle level on the growth pathway. And if we observe a teacher who is able to demonstrate the higher level of expectation promoting strategies effectively, we know that they are probably someone we want sharing what they do with others at the school.

As a school our conversation (i.e., professional development, department or PLC meetings, and among leadership teams, etc.) needs to keep the focus on the goals and the vision rather than on the current circumstances. If our guiding question is “what are we going to do to fix our problems?” all manner of bad ideas will seek to fill that vacuum. We will be tempted to encourage the kinds of coping, manipulative, short-term fix forms of practices that will limit our growth up the roadmap. However, if our guiding question is “How can we create clear and healthy targets for students and reduce the need for any negativity or manipulation?” we will find ways to create ever more function in the classrooms and sanity for all. A daily struggle to keep students on task and engaged is demoralizing, and it leads to a loss of hope. Therefore finding a positive path to a better function and classroom clarity is a requisite for building the hope required to move up in this and the other areas of the journey.

Basic Condition Four: Social Contract: A collectively held sense of those actions and words that are “Ok,” “Encouraged,” and/or “not OK” must be spelled out in both general and specific terms. The concept (defined by its specific examples and non-examples) needs to be developed for “who we are” and therefore, “what we do” and “what we don’t do” as both the students and the adults in the school. We can call this a social contract or something else, but it operates in essence as an implicit agreement that bonds the members of the collective school or classroom society. This social contract needs to include a sense of logical and reasonable consequences and ways that those who violate their agreements can fix, repair, be held to account, lose an opportunity, or reflect on what they did so that they can learn and move forward more responsibly. It also needs to include ways in which those who seek to make a positive contribution will benefit and be appreciated. Having the students involved in creating the social contract encourages more ownership and understanding.

- a. Goal: Strong and just social bonds and faith in the system
- b. If Missing: Students become mistrustful of why discipline is used or not used. They feel like things in the class are not fair or reasonable. Student can grow to resent those who disrupt the class without consequences and the teacher for not being a leader. If the teacher acts outside of the legitimacy of a social contract, student will feel like the discipline is subjective and personal and by extension illegitimate.
- c. Key Benefits: Students feel like they live in a fair and just world. They feel like if they make the effort, they can count on being recognized and appreciated for making good choices. Those who make choices to violate their agreements learn that there is cause and effect operating to help them develop a sense of responsibility, self-discipline and accountability to the collective.

Basic Condition Five: System Promotes Growth and Reflection: A system for all students to reflect on their choices and how those choices affect the collective as well as their own personal welfare. This process can involve engaging the whole class, for example, where the teacher asks the students to reflect on their current actions and how those actions are helping or not helping them to meet the expectation. Or it can happen in private interactions in which the teacher asks an individual to reflect on their actions and/or take responsibility for their choices.

- a. Goal: More student ownership, and responsibility and use of cause and effect reasoning.

- b. If Missing: Students can maintain a passive relationship to their learning and/or an external locus of control and an immature way of processing why things happen.
- c. Key Benefits: When students reflect and recognize the cause and effect in their choices, they are able to grow in self-responsibility and grow in the critical orientations of growth mindset and internal locus of control.

Basic Condition Six: Meets Needs of Challenging Students: A system to support and process those students who have organic or deeply conditioned patterns that make such things as self-regulation, attention and emotional composure difficult. Some students bring to the class deeply conditioned problematic behavior patterns, mal-adjustments, negative identity patterns, or experiences from past schools that make theirs' and others' lives more challenging. Even in well-run, positive environments these patterns can emerge. Other students come to a classroom with organic problems with the ability to focus attention, impulse control or any number of emotional or cognitive issues. These students need specific interventions that help support their ability to function in a classroom and hopefully lead to greater growth, well-being, and an easier time of it.

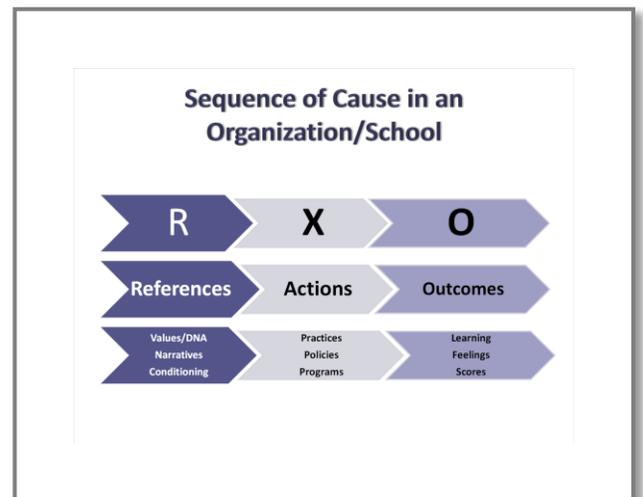
- a. Goal: Student is integrated without undermining the outcomes of class as a collective. Teacher has a clear set of strategies, a plan and support that offers them a productive path to success. Student grows and thrives.
- b. If Missing: The student can make the teacher's job much more difficult. Other students can feel unfairly put upon or penalized by the student's presence. Special needs student does not make progress.
- c. Key Benefits: Everyone feels like things are getting better with time. They feel hopeful. Effort is put into things that are promoting growth or at least effective maintenance, and not into reactive actions or strategies that result in short-term fixes and/or perpetuate or contribute to the problem.

Operational Support for Meeting Conditions 4-6

Social Contract

Fundamental to any functional social structure is an operational social contract. A social contract implies a two-way relationship, responsibilities and operating agreements between two sides – the school employees and the students. We could call it the “line,” a contract, or a more intimate term like a covenant. But in essence the social contract operates to make everyone feel sane, and secure, solid. When it is not present or sound there will inevitably be problems. The issues described above in Figure 11.1 such as insecurity, loss of trust, resentment, retaliation, passive resistance, confusion, low quality instructional environment and a generally depressed school climate are a few of the symptoms of a dysfunctional social contract.

Everyone in the school has a role in maintaining the social contract. The quality and faith in the contract rely on everyone both actively doing their job to cultivate it, and to refrain from doing things that infringe upon it. Unfortunately, violations are much more impactful as our perception tends to process and recall negative events more readily.



Recall the R-X-O sequence. The most important part of our job when it comes to developing the social contract will be to hold it up as an essential value and intention – commit to it as an R. Therefore, we need to understand it, appreciate why it is vital to our success, and be steadfast in the face of struggles, less committed peers, and most importantly students who have not as yet developed the appreciation, maturity, or skills to fulfill their side. But as we have discussed, values/R's and practices/X's tend to be inter-dependent. So, in the role of leader, we will need to help all members of the school appreciate the value of having a sound social contract in place to facilitate the growth of those R's and X's. The social contract development and maintenance process is outlined in detail in *Transformative Classroom Management*. But I will try to operationalize what it takes to cultivate a sound social contract briefly here.

Facilitating a more sound social contract over time will mean evolving both our R's and X's. It will not come from common sense alone, or from faithfully implementing policy, or from simplifying it into a “we need to do a better job of discipline” thing. If common sense were the solution, our problems would have been fixed long ago. And it is not about rewarding outcomes. It is about changing processes. Rewards for either teachers or students will shift the focus away from the important value/mindset – i.e., “we all do our job well and our world becomes increasingly more enjoyable” – to a less effective value/mindset “be better than others and you will get something.”

In a practical sense the social contract takes a few forms. First, there is a default social contract that everyone will use to navigate their time in the school – it is what is actual and based on current reality, and can imply anything from a dystopia to a utopia. Second, the concept of social contract is fundamental to what we will want to implement schoolwide. It includes our formal policies, but also all the big and small interactions that happen within the walls and grounds of the school. Finally, a formal process for cultivating each classroom's social contract or classroom agreements is strongly encouraged. Engaging in that process faithfully and sincerely will send an empowering and caring message to students and help support the operationalization of what it takes to be a contributing member of a functional collective.

The formally and informally operating social contracts at the school will have a few levels. For the school to successfully move up the roadmap, we will need to ensure that the lowest levels are solid while aspiring to leverage the social bonds for a greater source of well-being and growth. The basic level will involve mostly things that need to happen or cannot happen if people in the school are to feel safe, solid, and sane. We might consider these as issues of “survival” in terms of Maslow's hierarchy. We will struggle to aspire to higher levels of concern when these issues keep our attention on what we need to cope given our situation. However, the social contract also implies many levels above this basic level. As we become more solid and trusting, we are able to operate in our situation with more ease and access the enjoyment of being good to others, thinking about the needs of the collective, find ways to contribute, and count on others to be helpful and supportive of us. These qualities are all part of the give and take of the social contract. We learn to give and receive and count on others because we know they can count on us.

Figure 11.3 outlines the references and actions that are required from teachers to ensure the basic levels of a functional social contract. As you read later sections of this chapter, more actualized levels of the teacher's role in the social contract will be explored. But if our school is in a lower roadmap location currently, giving sufficient attention to our professional development in this area will be essential for moving up.

Figure 11.3 Reference and Actions from Teachers to Encourage a Solid Social Contract.

	Promote the Social Contract (SC)	Undermine the Social Contract (SC)
R's or References (values, thinking, beliefs, conditioning, biases,	<ul style="list-style-type: none"> • I serve the great good (the SC) and don't take things personally. • Take ownership of the quality and function of the social contract – "I am the only one that can make it viable and valid." • It does not matter what they know or how they act today, our job is to help them grow into who they can become. • Assume all students have a need for fairness. • Focus on the future picture of what the class will be able to do, and that it is possible. • Think about how your actions affect others – what lessons are you teaching everyone by your words and deeds. • Choose based on what is better for tomorrow first, and today second. 	<ul style="list-style-type: none"> • I need students to show me respect or there is a problem. • Find ways to favor the students you like. • Wish students were different • Feel sorry for yourself. Be a victim. • Assume problems will fix themselves • Allow yourself (or your students) to talk yourself out of being consistent or following through • Assume being negative or disappointed will get good results at some point.
X's or Actions (practices, strategies, methods,	<ul style="list-style-type: none"> • Do what you said you would do. Do your job as defined by SC. • Promote clarity in every aspect of your teaching and expectations or accept accountability for its absence. • Use language that helps students recognize that they are all in it together, and a SC is collective agreement that only works with everyone doing their part. • Apply consequences when students violate their agreements – without adding unnecessary lectures or guilt. • Listen carefully to students who made a mistake. Show you care, but act based on the needs of the collective. 	<ul style="list-style-type: none"> • React to the situation with evasive cleverness or hostility. • Allow students to cross the line without acting – enabling the student and abdicating responsibility. • Don't follow through if you don't feel like it. • Maintain vagueness as a means of holding power over students • React to students' immaturity or lack of outward respect • Make empty threats when you see something you don't like. • Try to make students feel bad when they do something wrong, - make it personal. • Look for ways to passively aggressively get back at students who are disruptive.

Often a student's disruptive, apathetic, disrespectful, or displaced aggressive behavior is in response to what they perceive as teachers not doing their job within the social contract. So, it is critical that teachers evaluate all problems at the school first in terms of how well they did on their side, and then secondly from how well students' actions reflected a commitment to the social contract. As much as possible issues related to the demonstration of respect given to the teacher, display of attitude or affect, historical patterns, and etiquette should be put aside when considering whether a student's actions really did violate the social contract. The teacher needs to be bigger than the situation, and non-personally consider what is in the best interest of the others – individually and collectively.

The bottom line is that our job as the adults in the equation need to contribute to the sense of the collective that things are solid. That means that there is a sanctity and integrity to the social contract, and we trust adults and students to do their part, or else. And the contract exists to promote the growth of all individuals and the collective. In Figure 11.4 below we examine the students' side of the equation. We can think of the students' role on two levels. First a basic level of actions that demonstrate a minimum commitment to the contract and actions that would

demonstrate a violation of their commitment. Second, a level of actions that represent choices that are either good for the collective or not good. This second level has an infinite ceiling. When it comes to supporting the growth of the collective as it relates to the social contract, we will want to place most of our attention on the second level, but when it comes to the need to implement consequences, we should be very clear and absolute about the first level. Without making sure that the first level is solid, we undercut our capacity for sanity, safety, and a solid platform to grow the second level.

Figure 11.4: Minimum Requirements and Desirable Contribution of Students to the School and Classroom Social Contract

Minimum Required Do's	Unacceptable Don'ts
<ul style="list-style-type: none"> • Commit verbally to what you agreed to explicitly and/or implicitly to the SC • Show an interest in your learning • Take responsibility for your actions • Comply with reasonable requests or explain grounds for a refusal in writing, and/or to a review committee if necessary. • Accept consequences and/or alternative remedies when violating their agreements. • 	<ul style="list-style-type: none"> • Say no to your commitment • Refuse to do what you have agreed to do, without explanation and just cause. • Harm others • Threaten others • Refuse a legit request without cause • Refuse a consequence • Lie about what you or others did •
Desirable Do's	Undesirable Don'ts
<ul style="list-style-type: none"> • Be a great team/group member • Ask when you don't understand • Be Prepared • Be attentive and respectful • Do your best • Take a positive attitude • Embrace a growth mindset 	<ul style="list-style-type: none"> • Be Selfish • Let others down • Be passive about our learning • Act like a victim • Make a poor effort • Be unpleasant to others •

The social contract does not imply positive or negative. It is about the good of the collective and the process of supporting the individuals' growth, maturity and development. Our model should be nature. Nature does not have positive or negative situations, it is simply a reality that we need to respect. The effect should be positive growth, without the need for rewards or extrinsic additives. And as with technical management – there is no inherent need to assume any need for negativity. So as much as possible, we will want to remove all implication of qualities like punishment, good and bad, us and them, payback, or the like. Our job is to make it clear, positive, conspicuous and implemented automatically, consistently and without any needs for shame or guilt.

We will need to develop a set of logical consequences for violations of the social contract. For most students a clearly articulated and implemented social contract will be a source of sanity and security. But for some students, learning to operate within it, will require learning and growth. All students have excuses for why they are not able to be their best selves, and sometimes those circumstances are profound, but in almost all cases, if the teacher or staff member's action were not a contributor, following through with the consequence (not punishments, see TCM for the distinction), is the most powerful thing we can do to 1) make the contract real, 2) make those who have demonstrated responsible behavior that their commitment is valued, 3) promote the growth and maturity level of the student who has to accept the consequence, and 4) show that we are doing the job that others have entrusted us to do.

If students struggle with being responsible by choice, we may need to help them reflect on their choices with things like behavioral contracts, reality therapy conversations, reflective conversations, and restorative repair sessions. But all techniques and strategies must support the bottom line – we all trust that we are doing our jobs, or something happens to encourage and/or repair the integrity of the social contract. It is often the cases that a few or more students want to find a place in-between doing their job and/or accepting responsibility for changing their behavior, fixing what they did, or being accountable and honest with themselves and others. They may have lots of good reasons for being this way, but the bottom line is still the bottom line. They are part of a whole. Therefore, our message to them needs to be that there it is not a game, there is no way to wiggle out of being responsible, and in the end, it is not in anyone's interest to allow them to continue to operate with this immature pattern. Removal from the collective context, a lost opportunity, or the requirement to devise a plan to fix the problem are typically sound consequences. These are not punishments but logical consequence. They imply the if-then social frame - if you can't fulfill the minimum required for your privileged status, then you will temporarily lose that status. And that message should be projected with the sub-text that we believe in this person, know they can do better and have faith they will when they come back (from their time out, detention, suspension, opportunity to repair what they did, or reflective process). When there are clear boundaries and the parameters of the social contract are explicit, there is no need to add negativity and shame, or to feel bad for doing our job.

Leader's Role

The basic level of the social contract should be assumed in our language. And while, our focus should be on the desired destination, we need to be sure that the policy and practices both ensures that the basic elements of the social contract are solid. It will be useful to describe policy and the recommended practices at the school within the lens of developing our solid social contract (as well as concepts like psychology of success, and 1-Paradigm practices) rather than just rules and punishments or dealing with behavioral issues. When we talk in terms of 'student behavior,' issues, most often the result is that we shift over to the adult side of the equation and lose the student perspective. This can breed a lack of personal accountability and internal locus of control. We need all adults to exhaust all contributory responsibility that their actions, lesson plan, classroom set up, classroom climate, etc. have to do with their behavioral issues. For some teachers this is first nature, for others it may require some skill-building in problem analysis to help them become comfortable with this assumption. But in many ways your school's social contract is as sound as these teachers' internal accountability R's.

The message to students is that they always have a platform for and are encouraged to share concerns. They need power in the equation. The teachers have the power of their position. Students need to know they have the power of due process. Moving up on the roadmap means embracing student feedback and needs whether it is pleasing or unpleasing. Repression will exacerbate behavioral issues. Empowerment will reduce them for adults with enough courage to listen to how things are for those they serve.

Our job should be straightforward in cases where a student clearly violated the basic level of the social contract. We need to support the teacher and the policy. In most cases it will be best to support the teacher when things are grey as well, but teachers need to know that those representing the school (counselors, administration, directors, deans, head teachers, coaches, etc.) will also listen to the student's side of the story. Other adults may even go to bat for the student. And your school policy may include restorative justice practices to solve transgressions. This process can be powerful but keep the bottom line in mind or the social contract will deteriorate. If you have a policy that students need to meet and agree on a way to repair what they did in lieu of a consequence like detention, you need to actually hold that

meeting and complete the process. Restorative justice does not change the mechanics of a social contract. At the end of the day, we can tell if we are getting healthier if we see more commitment, sincerity and genuine self-reflection as well as fewer acts of passive or displaced aggression, classroom arguments, and students who are stuck at a low level of maturity.

Assessing Process Quality – An Underused but Exceptionally Powerful Tool for Moving Up to the Next Level

A very effective strategy for promoting the more aspirational levels of behavior within the social contract is to clarify, systematize and assess high quality process and participation. This practice cannot replace the foundational levels of social contract related to accountability and dealing with contract violations. But added to the overall classroom level system, it will make everything clearer and more meaningful for both students and teachers and so will have a substantive effect on improving the quality of behavior and reducing misbehavior as well. This process is spelled out in detail at www.transformativeclassroom.com. In essence, this strategy involves selecting and operationalizing a few essential classroom qualities such as effort, attention, cooperation, preparedness, process quality, or any others that are judged vital to the effectiveness of the class. Qualities are explained in practical, behavioral terms and then structured into a rubric format (See example in Figure 11.5). Students are regularly given feedback from the teacher as well as being asked to self-reflect the quality of their own choices and behavior. Group and/or individual systems can be used for one or more classroom contexts. These systems when done well, can be very effective promoting increasing levels of all three areas of a psychology of success as they assess only choices and action over which students have 100% control.

Figure 11.5: Ascending Levels of Quality Rubric for Membership in a Cooperative Learning Group

	Cooperation	Attitude	Effort
Level 4	Cooperates consistently with the other group members. Shares ideas and materials. Consistently takes her/his turn talking. Listens to others and expects to be listened to. Performs his/her role in the group.	Approaches the task with a consistently positive expectation. Brings others in the group up not down. Consistently says only positive things to their classmates and themselves. Looks for ways to solve problems cooperatively and does not blame or quit.	Makes his/her best effort when things are going well and when they are not. Works hard regardless of the situation or the behavior of the other members of the group. Effort is consistent from the beginning of the period until the end.
Level 3	Cooperates with the other group members. Usually takes her/his turn talking. Usually performs his/her role in the group.	Approaches the task with a positive expectation. Looks for ways to solve problems cooperatively and does not blame or quit.	Makes his/her best effort. Works hard regardless of the situation or the behavior of the other members of the group.
Level 2	Cooperates with the other group members. Usually takes her/his turn talking.	Mostly approaches the task with a positive expectation. Recognizes need to solve problems cooperatively.	Makes a sincere effort most of the time.
Level 1	Made an effort to be cooperative.	Refrains from negative language or destructive behavior.	Makes an inconsistent effort.
Level 0	Did not make the effort to be cooperative this day.	Was unable to refrain from negative language or destructive behavior.	Did not make a sincere effort on this day.

Note: The unit of analysis in this scale is the individual within the collective context.

Leader's role

As a school, integrating the concept of “4 level” performance or behavior can be useful. It can be a shorthand representation for what happens in a classroom or field or hallway that characterizes a student who is choosing excellence. When classrooms are using a participation assessment system, it provides one venue for encouraging a “4-level” mindset to become the aspirational standard at the school. As leaders the question we are asking is “what are we doing to support more students in making “4-level” behavior their norm?”

On a practical level the school may use a faculty meeting to create a rubric to use school-wide. Or teachers might be given time to share the systems that they are using in their respective classrooms. But instructional leaders should understand what constitutes a high-quality system, from the instruments created, to the way it is communicated to how it is used. They should be able to support the positive evolution of the systems in each classroom. For teachers or any other school staff the daily participation ratings can be used in conferences with parents, or by the student in their student-led conference. They are an excellent indicator of the growth trajectory of a student, so can be used in a formal or informal reflection process. And the school may choose to give recognition to student who have gotten all 4's for a period of time. When we recognize and reward 100% student owned behavior, we send the message that what is important at the school is investment in the process, not innate ability. My experience with this process was that the quantity of 4 level behavior grew progressively until it was the norm at the schools where I taught. Imagine the difference in the climate when a school goes from a few students innately getting the 4 and the rest not, to a school where most students are systematically encouraged to make 4-level choices natural and normal. As you might guess it is night and day.

Basic Condition Seven: Use Only Quality Practices: Reaching the goal of coherence requires refraining from the use of classroom management or instructional practices that undermine the level of function in the classroom. Many classroom management or discipline practices are used with the rationale that they “work,” or were recommended by an experience teacher or expert. But when examined more closely many common and popular classroom management practices have the overall net result of leading the classroom function level downward (See Appendix A) or limiting its capacity to grow. These include many practices that ultimately encourage an external locus of control, are based in shame, compare one student to another, seek compliance rather than responsibility, or have a short-term desired effect, but in the long-term promote unwanted outcomes.

- a. Goal: The use of ONLY classroom and school practices that promote more function, responsibility and growth over time.
- b. If Missing: Frequently teachers work against their own interest as they implement unhealthy practices that counter the positive effects of the healthy ones they use. On a school level the teachers that rely on unhealthy short-term practices make the jobs of the other teachers who are trying to encourage long-term growth outcomes more difficult.
- c. Key Benefits: Teacher effort is coherent and efficient. Students are not confused and/or forced to process mixed-messages. Behavior and learning improve in the long-term.

Basic Condition Eight: Ensure Coherence Across Practices and Policies: Coherence must include consistency across teachers, policies, and the many sources of information that exist in the school or district. People need to be on the same page. Some of the critical areas that must reflect integrity with one another include; teacher evaluation criteria and processes, professional

development, the school or district's mission statement, and the messages placed around the school. The recommendations of administration, teacher leaders, and educational specialists must match the stated goals related to management and discipline at the school. This requires a conscious articulation of what kinds of practices are consistent with the guiding values and which ones are not.

- a. Goal: Execution of the stated policy feels coherent and reliable school-wide.
- b. If Missing: Depending on the areas of dis-integrity the result of mixed messages and incoherence could be teachers' lack of trust in one another or the administration, students experiencing confusion, and over time a lack of faith and commitment from both adults and students.
- c. Key Benefits: Congruence and consistency across classrooms and other areas of the school leading to commitment and a full effort toward the collective goals. All policies work toward improvement and growth.

Leaders' Role – Building Trust, Capacity and Coherence

Moving up from a lower level of function will require us to focus on the basics - building trust, capacity and coherence, and resisting the temptation to put too much focus on outcomes such as referrals, suspensions, students who don't get it yet, teachers who don't get. Almost anything done with consistency and sincerity will operate to move us up to at least a middle level of function. However, some plans that may get results in the short-term may have incoherence and capacity limitations built in. And eventually those plans lead to a growth plateau at the middle level on the pathway. Therefore, if that is an acceptable destination implementing gimmicky, extrinsic, behaviorist, and manipulative strategies will likely land the school on a more functional spot, if it was previously in a dysfunctional state. However, if your goal is to develop sound fundamentals in your school-wide behavior system, it will be important to understand the difference between building responsibility and a psychology of success and getting compliance using extrinsic motivators, comparisons, and emotional manipulation. In essence, when we cast our lot in with this second agenda, we make the left hand turn to the higher regions of the roadmap basically impossible.

To build a sound system we will want to stay true to fundamentals of human development and collective function development. In operation, that will mean perfecting the social contract, losing ineffective strategies and replacing them with effective ones, and supporting the growth process with what is helpful to that cause. All adults in the school need to learn to accept the expectation that they have to act like adults and check their egos, insecurities, and smallness at the door and take responsibility for promoting the students' growth. And they need to know that the administration has their back when they are being sincere and committed to their use of quality processes. Students need to know that the adult goal is to give them power, and voice and that adults are listening to them and are there for their benefit. But also that coming to school means making a commitment to being part of something bigger. The job of leader is to

These students can't...

At a low performing middle school, we observed a group of students playing football at lunch. The students were honest, refrained from drama and complaining, played with love and intensity, were selfless and considerate and assumed the highest level of sportsmanship from one another. Two of the students stood out as leaders and positive influencers in the game (later we talked to these students and were even more impressed by their poise and natural leadership skills and maturity). When the game was over, the students went off to class and we asked the administrators about these exceptional students. They told us that the two students were constantly in trouble in class and were kicked out of couple of teacher's classes on a regular basis.
What is wrong with this picture?

support the sincerity and faith within the process, and to fight against cynicism, apathy and those who see the system as a selfish game to be played to their advantage. We will be much more effective doing that if we are promoting principles and processes rather than programs and outcomes - in other words, a vision.

Stage 2: Moving Up from Middle to High Levels – Building Self-Direction, Ownership, Connection and Positivity

Moving the behavioral and disciplinary domain quality to the next level for the middle function school will mean shifting the paradigm. Whereas moving from lower to middle is about building capacity in a concerted manner, moving up from the middle location will require a change in guiding values. But while changing attitudes represents an inherent challenge, the R’s that characterize our target destination represent a more natural, healthy and enjoyable reality. In this section we will explore some of the useful practices, strategies and X’s for moving up and over on the roadmap. And the key to our success will come from using the more natural 1-Paradigm R’s to choose our actions. Those R’s in the form of guiding questions include:

- How can we encourage ever increasing levels of empowerment and self-direction?
- How can we increase the level of connection among students and between adults and students?
- How do we create sound conditions for growth mindset to flourish and take hold?
- How to we encourage students to develop deeper levels of inter and intrapersonal skill development?
- How can my class become a more effective 1-Paradigm environment?

If we are guiding our X’s by 1-Paradigm R’s we will find ways to growth and the development of our practice. If we don’t embrace the R’s of the 1-Paradigm, no matter what we do it will take on the nature of the other paradigm’s R’s. Figure 11.6 highlights a few of the vast number of examples of where the same type of practice takes on a different nature and effect when it is undertaken with either a 2- or 1-Paradigm.

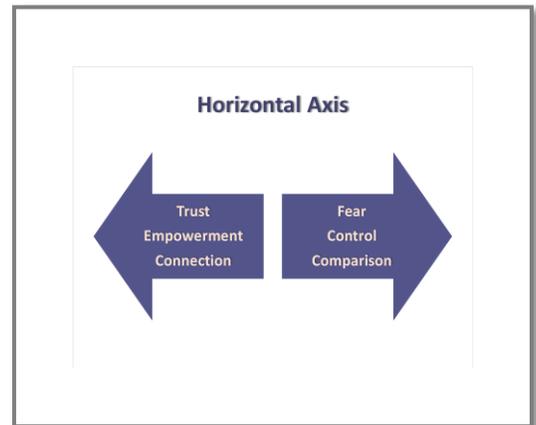


Figure 11.6 Contrasting the Same General Practice within a 1-Paradigm or 2-Paradigm

General Strategy	2-Paradigm Form	1-Paradigm Form
Positive Feedback	Personal Praise – about student as a person and the teacher’s goals.	Positive Recognition – about the action and the student’s goals.
Class Participation	Colored Card Chart. A system of student –student comparison and public shaming	Process Assessment System. A system of helping students grow into the highest levels of quality behavior
Gaining attention	Show respect and listen to the teacher because they are the authority in the room.	Become a good listener, develop a culture of listening to one another, because it is a necessary skill.
Expectations	What the teacher says goes	What needs to exist for everyone to feel good and effective
Consequences	Punishments and ways to give students discomfort	Logical and/or natural ways to respond to a student breaking their agreement.

As you can see from the examples in Figure 11.6 our effort to move up will require more than just explained and expecting certain practices. It will require an appreciation on the part of all members of the school community as to *why* a 1-Paradigm world will be more satisfying, productive, healthy and rewarding than a 2-Paradigm world. And as with all things related to moving to our desired location it will be more about becoming and modelling a 1-Paradigm than imposing it. So it starts with us and what our actions/X's say about our values/R's.

Advanced Conditions Necessary for the Shift Over and Movement Up.

To become solidly located on at least the middle location, the first eight basic conditions for a sound discipline system to exist needed to be put in place. For movement from the middle locations we can identify a few additional conditions that would be required for this next level of growth. These conditions build on the essential qualities of function and encourage new possibilities at the school. When these qualities are in place, there is an increased likelihood of a pervasive positive feeling in the school, trust and respect among the faculty, and a sense that the environment contributes to students realizing their personal and academic potential. And the collective/entity becomes increasingly capable of self-growth and actualization.

Advanced Condition One: Building Community: A system for building community and a sense of belonging. To move to a higher level of function, coherence and effectiveness the school needs to encourage communal bonds as well as the societal bonds that are described in the first level. When the school and the classrooms encourage students to feel like they are part of something larger and are important members of the collective, there is a different feeling in the school, and capacity in classroom management to appeal to each students' pride in being a member of the "We"/team. Creating identity, encouraging sharing, building team skills, and having students work collaboratively all encourage this quality.

- a. Goal: Student feeling like they are part of and care about the collective.
- b. If Missing: Students can still function with only social bonds, but without the communal-bonds students do not feel the same level of connectedness and feeling of family.
- c. Key Benefits: Students' needs for belonging are met. Students feel more ownership of the school. Classroom management can incorporate an appeal for being a good team player, contributing to the common good, and the recognizing the positive experience and joyful bonds that exist.

Advanced Condition Two: Student Leadership and Voice: A system of peer mediation, student leaders, conflict resolution leaders help promote the capacity of the school for both less conflict and more positive student-student modeling. Student leaders can operate as models to encourage positive behaviors in others. They can also shift the locus of power from the adults to students, which is more prevalent in higher function schools. Peer mediators can support the conflict resolution processes in and out of the classroom. The more leaders and peer mediators that are trained, the higher the number of students that are walking the halls with those skills and dispositions.

- a. Goal: Students helping other students solve their own issues, and students encouraging each other toward positive goals and actions.
- b. If Missing: Teachers and staff are forced to do it all. Students maintain an irresponsible and immature demeanor. Many students see discipline as the game of avoiding adults. Leadership skills are left to atrophy.
- c. Key Benefits: Less conflict and more students thinking about making a contribution to the school. Systems are put in place to build capacity of leadership and conflict resolution, so they become self-perpetuating.

Advanced Condition Three: Social and Emotional Health: A system for encouraging mindfulness and social and emotional learning (SEL). Both teachers and students can benefit from formal and informal opportunities to become more centered and conscious during a busy school day. Likewise, having a systematic and intentional process for promoting social and emotional health is necessary if a school expects to promote positive outcomes in that area. A good starting point is the recognition that everything that happens at the school is having an effect on the social and emotional world of the students. Therefore, both an additive as well as a fundamental approach should be considered.

- a. **Goals:** Students grow in social and emotional health as a result of spending time at the school. Students know they and other students will be encouraged to approach work, conflict, and choices with mindfulness.
- b. **If Missing:** Without seeing how everything is connected, schools often add SEL programs over the top of a set of daily classroom practices that are having the effect of undermining the mental health. The correlation between the level of a student's mental health and his/her academic achievement is very high, so to neglect mental health is to neglect learning. In an absolute sense, most all conflict and crisis are the result of a lack of mindfulness.
- c. **Key Benefits:** Teachers and student are aware of how students' actions are guided by thoughtfulness, high quality decision making, and a higher level of intentionality. Students trust that teachers have the intention and skills to encourage their growth.

Operational Support for Creating Advanced Conditions and Shifting to 1-Paradigm

As a leader we need to recognize that moving over on the roadmap will require some stretching on everyone's part beginning with leadership. It will be useful to keep in mind the need to grow the 1-Paradigm nature of the institution and not try to impose a "left hand turn." The place to start is to nurture the conversation about why the 1-Paradigm classroom is beneficial for both teachers and students. Next, we will need to make sure that the elements necessary for trust to exist are in place (see chapter 6). Central to cultivating trust will be to focus on process vs outcome, and "failing forward" when necessary. Commitment to moving into the less comfortable and learning from both what worked and what did not is essential. Is your commitment seen as solid? There are lots of reasons to give up on a good idea. But if we believe in the destination and the quality of the process that we are trying to make happen, we will persist. Therefore, a vision of a great 1-Paradigm classroom is what guides our choices and actions each day. It is not so much about what happened today, it is about how tomorrow can be better and more aligned with our vision.

Below are nine classroom management and discipline practices that will support our movement toward the 1-Paradigm and up to the higher levels of the roadmap. There are many more practices that we could list, but these are a useful start. Each is explained here briefly and explained in detail in *Transformative Classroom Management*.

1. **Encourage a Vision of a 1-Paradigm Classroom.** For many students, what it means to exist in an empowering, connected world where self-direction is the norm will require some getting used to. So, it is helpful to use actions, concept attainment and clarifications to elucidate where things are going for them. Starting the year engaging student input into the social contract is a great place to start. But it will require the teacher to continually point out where it is going (i.e., get used to this... eventually you will all be expected to.. I know it is not what you did last year, but in this class...) Another useful tool are mantras that reinforce and clarify the picture (i.e., in this class, we... what is great about you all is that we are able to...look what you are able to do now...we may not be there yet, but we will eventually be able to....) The message to students is that who they are is limitless potential, today we are

using some of it, tomorrow we will use more of it, and eventually we will do things that we did not assume were possible. The belief is being held strongly by the teacher and we students are increasingly buying into possibility of the teacher's picture for us. See Appendix B for examples of two teachers emerging into the 1-Paradigm.

2. **Use exclusively POS promoting practices** and refrain entirely from POF promoting practices. After engaging in the POS/POF classification exercise (or alternately, using the descriptions in TCM ch.7), systematically grow all practices that encourage – internal locus of control, belonging and acceptance, and a growth orientation, and eliminate those practices that undermine them.
3. **Promote student self-direction.** Increasingly allow students to set their own goals, to assess their own progress and quality, work without the perceived need for supervision or adult approval. And expect students to hold one another accountable for quality and effort levels. This process is part of the (if) responsibility- (then) freedom social frame. Students need to be aware that when they demonstrate the ability to work in increasingly more self-directed ways, more opportunities will follow. But when students do not show the capacity, their freedom is temporarily reduced. Teachers progressively ween students off approval and use self-assessment questions to help students learn to become more self-referential.
4. **Commit to developing cooperative/team skill experts.** Teachers commit to a process of building cooperation and team skills. The starting point is to provide high structure cooperative tasks where roles are clear and quality behavior, processes, and outcomes are assessed with great clarity and detail. Over time students are asked to self-evaluate their process and products and become expert in group dynamics and function. Students are encouraged to take pride in their ability to work on teams and depend on one another. As the students become more skilled, tasks can become more creative and students can take more ownership over defining quality and efficacy over products.
5. **Shift from the “what” to the “why” over time.** All classes need to start with the experience of being functional so that students can learn to trust one another and the teacher. Early management efforts will likely require a lot of explanation of *what* is appropriate, what good looks like, and what happens if things don't meet the standard. But once the students gain comfort with being functional – listening, following directions, engaging in activities efficiently and with a sense of purpose, internalizing the social contract, and expecting the same from their peers, it is time to encourage a shift. The teacher should then help the students appreciate *why* it is valuable to maintain a functional classroom. Eventually the goal is to have students own the comfort, ease and efficiency of a well-organized class. It is not about just doing what is required by the teacher but doing what makes sense because it is inherently preferable for many reasons.
6. **Encourage student leadership.** At first, there will be a few students who are ready to be entrusted with duties that are usually done by adults. But over time, all students should be given duties and leadership roles in the classroom. A good rule is – if a student could do it, they should be doing it. The kinds of roles will vary depending on the grade level and subject. For younger grades, students should all have a classroom job (or rotate a set of them) including things like dismissals and judging whether the group is “ready” and other executive functions. At the secondary level, students should be managing all materials, and can even act as monitors. But in no case should students be the judge related to formal grades, disciplinary or social contract violations.
7. **Create classroom identities.** There are several ways this can be accomplished and use of multiple strategies is recommended. Students can be asked to name their groups by some category (i.e., college, country, team, animal, cartoon character, etc.). Teacher can use mantras related to positive classroom characteristics (i.e., this class is awesome at innovation, or being funny, or asking incisive questions, etc.) Activities can promote collective accomplishments – i.e., team wins where everyone feels like they did it together.

Fun, healthy, low stakes competitions can be set up between groups, classes or grade levels. But be sure to make the focus the fun and the teamwork, and not the outcome (Shindler, 2009). Encourage students to find creative ways to characterize themselves as a collective such as songs, slogans, logos, etc.

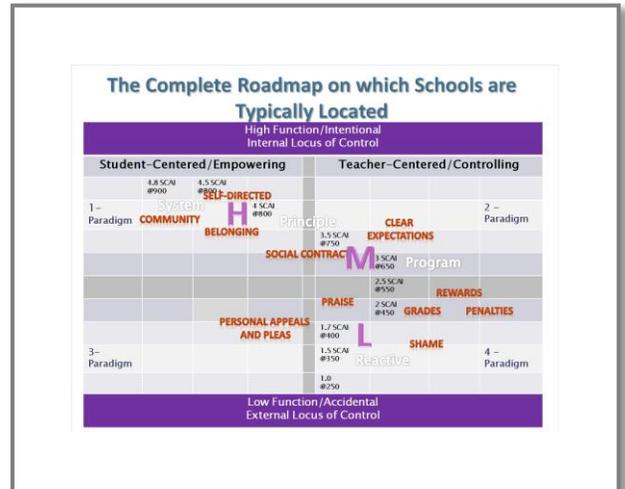
8. **Use classroom meetings effectively.** Class meetings are a potentially powerful tool, but they need to be approached with skillful intention. If done poorly students can learn that they are a waste of time, that they are not safe, or that they just devolve into complaining. So, it is best to start with short meetings where there is a time frame, a small problem to solve and a strict adherence to the rules of class meetings. Once students learn to trust the process, gain comfort with the protocol, and see results, they will develop a positive association with the meetings. Meetings are a powerful venue to processing emotional issues, but this should only be done if the leader is confident, they can maintain an environment of active and respectful listening, honest sharing, and achieve an acceptable resolution. A process for conflict resolution should be introduced before real conflict is processed in a group venue. But once the students become expert at the procedures and trust one another, some of the more emotionally intelligent members of the class can begin to lead ever increasingly intimate and vital meetings.
9. **Encourage conditions for intrinsic motivation to grow.** The starting point for promoting more intrinsic motivation is to recognize that disempowering practices, extrinsic reinforcements, manipulative strategies, incongruent communication, and psychology of failure promoting practices will all undermine our efforts. Next, we need to build a basic-needs (i.e., power, love, belonging, freedom, fun, competence, safety) satisfying environment. When basic needs are met, inner sources of inspiration and agency are nurtured. Helping students appreciate the process of inquiry, working through challenges, and trusting their creative gifts will all support a deeper trust in inner sources. Assessing process rather than the product will support this goal as well. We need to place value on the process, or the student will always feel stilted and conflicted when they have creative urges. Finally, we need to assist students in ways to share and show pride in what they have done so that they can experience a joyful emotional component to their work. Then they learn that creating, learning and listening to their inspired thoughts is the reward and not a means to a secondary reward.

Leadership

Supporting the growth of practice at the school toward higher locations on the roadmap will mean making the picture of a 1-Paradigm very concrete, operational and the norm. It will help if we have concretized it in various forms like our “things we do” and “things we don’t do” list, or our psychology of success classification exercise. But to most effectively encourage our growth it will require a continuous focus on what it means to produce the high function, empowered and connected classroom where students grow in their ability for self-direction daily. Leading that process of growth should include encouraging all strategies that we find to be empowering, consistent with 1-Paradigm leadership, and are grounded in sustainable and meaningful human development. These are a few professional development ideas to consider as we seek to expand the use of these effective practices.

- Encourage a clear aim at the 1-Paradigm when teachers are asked to set goals for the year. This can be encouraged by using questions like those listed at the start of this section (i.e., self-direction, connection, etc.) as support prompts in the process. Keep the focus on the essential question “how do I need to grow and change and what do I need to do to create the class that I would love to teach in?”
- Have high performing teachers, those that really get the 1-Paradigm conceptually and practically to share what they do in PD.
- Model high quality group development and team building skills in meetings and PD.

- Provide resources for how to create 1-Paradigm classrooms.
- Encourage teachers to include classroom management in their discussions related to their peer observations and instructional rounds.
- Focus on where things are going and the process of learning and becoming more of a trusting, empowering, and human centered school. Assume this to be a values/R's adjustment for all. And a major adjustment for some. Therefore, include in the discussion both the what of the change, but also the personal challenges and issues related to becoming more empowering and looking at students not so much for who they are now, but who they can be.
- For the teachers who are struggling to embrace the “left hand turn,” the process needs to both hold out the expectation that they can get there, but also build in a safety net. The safety net in this case includes the need to reduce as much as possible the perceived fear that if things go badly there will be a penalty. Making a growth orientation a school-wide R or DNA strand, means helping everyone feel safe making mistakes and trying even when they do not feel 100% confident.



The best way to promote a fixed-ability orientation in the classroom or with insecure teachers is to be critical of how things are going in the short-term when they are trying something new. The focus needs to be on the process. That means a continuous analysis of what one is trying to do and then reflecting on what the results could tell them about what they did. For these teachers, they will also likely need the safety net of outside support for their students who challenge them the most. The goal of a 1-Paradigm classroom is that very few students would ever need to be removed from a great learning context where they experience a lot of power and a part of a connected community. But for some teachers, getting traction toward this goal may mean occasionally needing help with students who they have not learned to connect with yet, and who derail their lesson momentum and confidence to embody an empowering and facilitative role. The long-term goal is to find ways to connect with these students (who in most cases connect well with other teachers) and integrate them into the class normally.

Above all else leadership needs to keep in mind the nature of changing R's and X's and embody the essence of the left-hand turn – trust, connection and growth. Therefore, trying to prematurely impose a picture of a 1-Paradigm kind of classroom management to those to whom it is too unfamiliar and threatening can be a mistake and incongruent with what is required to move to that higher location. Things will move as fast as they are going to, if we do a great job with the process and model and embody the 1-Paradigm. But the collective needs someone to pull them toward the vision even when it is not comfortable. So what message do they get from us? Is it (implicitly or explicitly), “you are inadequate and if you can do more 1-Paradigm classroom management you will be more adequate in my eyes and I will be happy with you, and I am not happy until you get there?” Or is it that we are all on a journey to find the most satisfying way to encourage classroom function, learning, student growth, and fulfilling more of the potential of all at the school, so let's keep trying and asking the right questions, and sharing what we learn and celebrate our growth? Achieving 1-Paradigm classroom results will be much more likely with 1-Paradigm leadership.

Stage 3: Moving Up to the Highest Levels – Building Community and Selfless Contribution

Moving to the highest locations on the roadmap in the area of classroom function and discipline will vary a little related to the mission and vision of the school, but here we can discuss some common denominators and potentially useful practices. For some schools the R focus will be more individual - reflected in the goals of self-understanding, empathy, and working effectively with others. For other schools the R focus may be more collective - emphasizing a sense of community, contribution, collective success, and the school as the unit. Both locations represent upper levels of the 1-Paradigm of the roadmap. In this section we will examine some of the practical strategies a school might consider in their growth process and the implications for leaders in that process.

Some of the practices that can encourage a schools' movement to the highest levels:

- Students are taught, practice, and reflect on their skill development in the area of conflict, sharing, working past issues with others, and being self-aware and mindful of their inner processing. This needs to be approached from a holistic lens – so needs to include formal instruction, exist as a pervasive expectation, and be supported by the adults and the environment.
- But it is good to keep in mind that nothing we do constructively will be as powerful as the damage that can be caused by destructive elements. An environment where there is a substantive amount of inconsistency, incongruent communication, and adult unconscious action will undermine our positive efforts.
- Students should be increasingly enlisted and skilled in the role of peer mediator and peer conflict resolution agents. This process implied formal training and being selective of who is given the role. But over time, it can be something that all students could be expected to do and a function that everyone in the school assumes to be in place.
- At any location on the roadmap it will support our process to have formal ways students assess the quality of their actions, behavior, process, group dynamics, etc. At the lowest levels this works best when it is mostly teachers led and the picture of quality is given to students. When moving up from the middle levels, it works best to have students as active as possible in the self-assessment of their process. At the highest levels, students should be encouraged to consider self-assessing the quality of their contribution to the task, the group dynamics and the procedural choices that were used as fundamental to any task evaluation process. Guiding questions from the teacher are helpful to focus the analysis, but as much as possible students should own their post-game diagnosis and prescription for the next iteration.
- Group meetings should be used very efficiently and when needed to process deeper issues. Eventually students should be able to run simple meetings, but as discussed earlier, we need to make sure we don't break this process by putting students in a situation for which they are not ready. Simple exercises in making a classroom choice are great ways to hone this process. At the highest levels of the roadmap, our social contract should be very intentional and alive. Therefore, when there is a perception that something about our agreements, a procedure, a policy or the way it is playing out is not serving the collective effectively, the class meeting is a great way to democratically make a change and hopefully solve the problem. Informal student circles should be encouraged as well, as means of processing conflict, social dynamics, a student who is feeling in need of support, or something else in the social emotional domain. Those circles might be more effective in a small group, or be something the whole class needs to be engaged in. There are an infinite number of ways this process can go wrong and just as many ways it can be invaluable. So skillful leadership and a clear intention is essential.

- For all levels the nature of the empowerment process will be the if-then relationship. If you are able to, then you can. Therefore, to build the highest levels of student empowerment, that principle still needs to be kept in everyone’s consciousness and maintained or we slide toward the 3-Paradigm domain. So, students need to get used to suggesting ways that they can accomplish more and stretch themselves, while assuming that with great trust comes faith that needs to be earned. But our message is that we want to say “yes.” One 1-Paradigm leader put it this way – “Around here, there is a lot of yes.”
- 1-Paradigm teachers and leaders recognize that community and team building exercises are worth the time and have multiple benefits. Therefore, to get to the next level, they need to be intentional and regular. It is best to start them at the beginning of the school year to set the tone. Competition has a precarious place at the highest levels of the roadmap. On the one hand it can undermine our goals and encourage hierarchies, fear of failure, social Darwinism, “me vs you” mindset, and even the superiority of the school. On the other hand, if it is done with fun and low stakes it can be fun, bring energy, and help students learn how to put things in perspective. Competitions with other schools can be a way to show excellence and showcase effort, and it can foster that vital ingredient – team wins. So be intentional and keep the perspective of John Wooden (See Ch. 6) in mind – making it always about the process and striving for excellence rather than the outcome even when the stakes are high. Or just make it about a silly way to have fun where it doesn’t really matter who wins – the goal is fun – real winning is being at a school where we love to be and love what we get to do and learn.

Leadership for Moving the School to This Higher Level

Supporting a school’s movement to this highest level will start with keeping our guiding questions in the collective consciousness. One 1-Paradigm leader described it as making (the 1-Paradigm) part of the DNA of the school. Providing practical ideas and supporting growth in practice will be essential, but most importantly, our job is to encourage all adults at the school to ask, “is this practice expected to promote the highest levels of growth, and do I see evidence that it is?” As a 1-Paradigm community of learners, the adults in the school should become ever more comfortable and trusting of the processes of self-inquiry and vision-based decision making. Therefore, our input should be more in the form of modelling, highlighting, and providing resources that encourage growth.

Our process with adults (and students) will in many respects mirror the teacher’s process of moving the students to the next level of self-direction and connection. So, the process of evaluation should shift as much as possible to self-assessment based on the qualities of a 1-Paradigm classroom. The learning process should shift from input of ideas to inquiry within the PLC format, peer observation format, mentor counseling, and/or the instructional rounds process. However, growth in practice requires growth in one’s knowledge base. Therefore, having the site leadership team select good sources (i.e., books, articles, videos, websites, etc.) that could be used to expand the conversation is encouraged. Too much reading can be a burden, so more is not better. Our guiding question might be, “what would make the teachers feel more supported?” If you feel like certain information is critical for everyone to know, have it presented professionally to everyone with a chance to discuss, process, and accommodate the ideas as part of the event.

Conclusion

Your progress in area of classroom management and school discipline will be the most determinant of your overall ability to move up to the next level on the school effectiveness roadmap – thus the need for an entire chapter for this area. For best results, our improvement efforts in this domain should be concurrent with the efforts in the other areas of the school. But it needs to be given a priority level of attention. In this chapter the hope was that you would be able to recognize the necessary conditions, practices and leadership facilitation related to each of three levels of school function. Basic conditions and practices need to be in place to move to each successive level. In the next two chapters we will examine how to integrate these ideas into the larger effort in moving schools from lower roadmap locations (Ch. 12) and moving over from middle levels (Ch. 13). My intention was to present the challenge clearly and fully and show that improvement was explainable and possible given a sufficient level of commitment and leadership.

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Appendix A: 10 Practices to Encourage and 10 to Reduce

10 Practices that Encourage Movement Up And 10 Practices that Limit Growth or lead Down

Move a School Up	Limit Growth/Move Down
Positive Recognitions	Negative Recognitions
Assess Process Quality	Colored Card Charts
Clear Learning Targets	Extrinsic Rewards
Student Self-Evaluation	Personal Praise
Team Building/Cooperative Learning	Proximity Control
Clarifying Questions and Debriefing	"I like the way" Manipulation
Focus on Quality	Focus on task Completion
Student Leadership	Focus on Compliance and Obedience
Group Identity Building	Student-student Comparisons
Sound Social Contract	Incoherent Policy

Practices that Encourage Movement Up

Effective Practice	Why it is Effective
Positive Recognitions. Providing feedback related to the task quality and the students goals for that task.	Empowers the student with information and helps them recognize what they chose to do that worked.
Assess Process Quality. Rubrics that define quality process to use in the process of growth and self-reflection toward higher standards.	Promotes a picture of quality in practical and hierarchical terms. Encourages student agency over their own actions.
Clear Learning Targets. What is good is clearly spelled out in rubrics and guidelines and used throughout the learning process to guide actions.	When the target is clear and standing still the student can trust what they are doing is worth persisting in.
Student Self-Evaluation. Questions are used to help students reflect on how their choices are playing out and what they could do differently.	Questions help students recognize the cause and effect within the phenomenon and support growth in responsible choices.
Team Building/Cooperative Learning. Students learn to work collaboratively with a range of roles and tasks and solve conflict and challenges democratically.	Helps build cooperation skills which are essential to every aspect of a high function class and personal success.

Practices that Encourage Movement Up Cont.

Effective Practice	Why it is Effective
Clarifying Questions and Debriefing. During and after an activity have students examine what went well and what did not.	Debriefing helps encourage quality iterations and so is a powerful way to demonstrate a growth mindset.
Focus on Quality. Feedback and assessment criteria and grades in general support process quality and effort.	Students tend to want to focus on outcomes and how they compare. Shifting their focus promotes growth mindset.
Student Leadership. If students can lead it, or take ownership of it, they should. Including class meetings, conflict resolution, decision making, etc.	When students are given real power their level of responsibility, maturity, and desire to contribute grows. It's a basic need.
Group identity building. Find fun low stakes ways for students to bond together in ways where they can accomplish a goal together or in a competition with another class.	When students can experience "team wins" it leads to liking, trust and bonding. Bonding leads to many other benefits.
Sound Social Contract. Everyone at the school commits to doing what is best for the common good – and it is spelled out and formalized into clear language and actions.	For the school to feel safe, solid and sane, we need to trust others to do their part and embrace our role in the democracy.

Practices that Limit the School's Growth

Ineffective Practice	Why it is Limiting
Negative Recognitions. Pointing out all the cases when students do not do what they are supposed to.	Students get addicted to the reminders, others are annoyed and lose trust in the teacher. They breed the need for more.
Colored Card Charts. Students behavioral levels are displayed on a chart as a form of public shaming.	Do not encourage quality behavior or growth. The only promote avoidance-based obedience or resentment.
Extrinsic Rewards. Students are given stickers or prizes for "on task" behavior in an effort to reinforce that behavior.	Giving extrinsic reinforcement systematically reduces intrinsic motivation and makes students addicted to the rewards.
Personal Praise. Students are given personal praise related to how good they are being or how happy the teacher is with them.	Shifts the focus of the work externally to the teacher's value and away from the student's value. Creates dependency and insecurity.
Proximity Control. Teachers goes over and stands next to students who appear off task in an effort to physically intimidate them into more positive behavior.	Promotes untrustworthy students, creates dependence on the teacher's proximity so ultimately reinforces the unwanted action.

Practices that Limit the School's Growth Cont.

Ineffective Practice	Why it is Limiting
"I like the way" manipulation. Teacher points out students who are on task when another is not and says to the whole class "I like the way this student is ..." sending the message to the off-task student.	Students feel compared. The communication is incongruent and dishonest and so breeds resentment and unsafe feelings.
Focus on task completion. Teacher walks around and praises students for getting done with the task and being so quick about their work.	Students learn that the point of the task is to get done (regardless of the quality) so that they can be praised and feel approval.
Focus on compliance and obedience. Teacher tells students how happy she/he is when the students do what they are supposed to do and how unhappy when they are not on task.	Students learn that their job is to make the teachers happy. This breeds external locus of control, anxiety and insecurity.
Student-student comparisons. Teacher compares one student's grades or performance to another for the purpose of motivating the lower performing student.	It encourages a fixed-ability orientation and a fear of failure. Breeds student-student resentment and passive aggressiveness.
Incoherent policy. School puts in place lots of ideas for various reasons, but they do not have a unifying vision or set of values, so compete with one another.	Teachers work hard but don't get good results, few feel like their work is aligned. Students are frustrated by mixed messages.

Appendix B:

The Story of Two Teachers Who are Setting Out to Create 1-Style Classrooms

To operationalize the practical task that is required for moving up the pathway and creating the 1-Style classroom, it may be useful to go on a journey with two teachers at a school that has committed to moving up the pathway, and those teachers' experiences as they try to create 1-Style classrooms. The process of creating the 1-Style classroom will likely play out in stages. Each stage will be pre-requisite for the next. This three-stage process is explained in more detail in the book *Transformative Classroom Management*. The first stage is setting the *foundation*. In this stage we are teaching and cultivating the skills, expectation, and processes that are required for students to be able to begin to function in a more self-directed manner and feel safe emotionally. The second stage involved helping the students *transition* into a more self-directed pattern and democratic community culture. In this stage we need to be very intentional about giving them more power and encouraging them to learn to trust their intrinsic motivational forces and the joy of winning as a collective. In the third stage, we try to help them fly on their own – our job is to mostly *encourage*. This may not be a stage that all classrooms can realize fully, but we can look for ways to help students take collective ownership of their school and their learning.

Stage 1 - Foundation

Management Goals - Clarity and Intention

Community Development Goals – Safety and Belonging

Pedagogical Goal – Learning Skill Development

Jen and Carlos begin the year with a clear intention and commitment to moving their students up the pathway to higher levels of function. Even though the entire faculty created a vision statement that described a very 1-paradigm goal for the school as a whole, Carlos and Jen are not exactly sure where their other colleagues are in terms of their will or skill to make it happen. So Jen in her English class and Carlos in his Math class are assuming that they will have to change the paradigm for the students in their classes on their own, if need be. If they are supported by the rest of the faculty, that will be a bonus. But they do feel supported by one another and share ideas, experiences, and challenges whenever they can.

What strikes Jen when she begins the year is how much external and dependent language she hears out of her students. She did not notice it so much in the past, but now that she better understands the nature of the 1-paradigm location on the pathway, she better recognizes that her students are very used to being told what to do and have a lot of external LOC patterns. So she usually takes the opportunity to let them know that while she appreciates that they need support, and there will always be instructional support, she is not going to enable them. She begins to use a few mantras with her classes to help them feel into the new way things are going to be. One of them is “We are ALL going to be self-motivated writing stars, and soon.” What strikes Carlos is that while some of his students whine that they do not like to show their work and others don't like that he now assesses the quality of their group interactions, what he sees is that they are getting over their resistant mind-set pretty quickly and are getting used to the new policies. And he notices the quality of their math work, investment level and group processing is already much better than the year before at this time.

Both Carlos and Jen are trying to build a foundation for a functional class. They know if their students do not have the skills to operate in a 1-paradigm their expectations of a self-directed class will break down. So they have both implemented a few things. First, each engages the students in their class in a social contract creation process. They ask the students to define a high functioning class, and how students in that class would talk and act. Included are examples of rules and consequences. They put the results on large paper and put it on the wall and send a copy home so the parents can see what they come up with. As the quarter will go on they will revise it occasionally using the same democratic process.

Second each teacher implements a substantial degree of process assessment. For Jen that looks like a lot of skill building in her writers' workshop and cooperative learning processes. She assesses the students on how effectively they work with one another and do their job as peer-reviewer in the writing assessment process. She found that her rubrics needed to become very specific and detailed. She also found herself debriefing after each workshop and cooperative event asking the students, “what did you do or your partner (or group members) do that you thought make the process more effective?” And she

makes sure to have them self-reflect related to what they could have done better. Carlos did much the same thing and found that his students began to use one another much more effectively in the group process when he taught, analyzed and assessed the skills related to how to process the content in a group context. Both spend a lot of the first month making very specific positive recognitions of what students in each group did that was effective and took every opportunity to help the groups see how much progress they were making in their many areas of process skill and application growth.

Carlos and Jen also noticed that at the start of the year they would hear a lot of casual abuse between students. They had always viewed the students as nice kids and had not really noticed how they talked to one another. But now that they were attempting to be very deliberate about creating an emotionally safe classroom climate, they realized that many students did not feel as safe as they had assumed in the past. So they started with making sure that they talked to students in a respectful manner and encouraged the students to feel safe asking questions, sharing their thoughts, and giving answers. They made it clear that in the room it was good to make mistakes, but it was not OK to stay silent if one had questions. All questions were encouraged and even celebrated. Alternate opinions were given respect. And the teachers found that while their demeanor was the most important variable, they had to spend a lot of attention on making sure that all the students got on the same page. There was a zero-tolerance policy in each class for put downs. And both teachers found that it took about a month for their students to get used to the expectation that when someone was talking in an all-class discussion or direction giving episode, that EVERYONE needed to be listening. At the start of the year they would need to many times stop a student and then ask them to start over after everyone's 100% attention was obtained. Then over time those reminders became less frequent, and then after about a month, the students were just used to the expectation that they were respectful active listeners.

Carlos heard a lot of students speaking with what he interpreted to be a fixed-ability orientation and helplessness around their ability in math. As a result, he became very deliberate about letting them know that if they invested, they would do well, and part of what they could control (and was included in their grade) was their effort level and how much they took advantage of the resources in the room. He was very careful not to be enabling toward students when they were projecting helplessness, yet he was very supportive of them in general and projected a belief in each students' abilities. Also, at this point, he gradually introduced an increased expectation of them being responsible for one another's success.

Among Jen's initial challenges was that her students were very used to going through the motions in their work and were not overly interested in its quality. In addition, they seemed hesitant to express themselves. She knew this was not going to change overnight, but she started by making sure that they knew that their ideas would not be criticized, she would allow them multiple modes to express themselves, and she would find literature that was interesting to 7th graders. But she made it clear that there was a high bar in the class for the use of imagination and being committed to the process of peer and self-assessment of writing. She found that in free-writing journals she could provide feedback that encouraged their self-expression.

Both Jen and Carlos heard their students say things like 'what do we get if we do that?' Or "what is our reward?" So they would politely tell the students that becoming excellent was their reward. And they even laminated a saying and put it on their classroom walls. It read "**Your Reward at this School is that We Don't Use Rewards**"

During this first month, Carlos and Jen talked to the teachers in the PE class and advisory period who shared their students and coordinated some cooperative and community building activities that were incorporated into their classes as well.

Stage 2 – Transition

Management Goals - Shifting Locus of Ownership and Cultivating Intrinsic Motivation
Community Development Goals - Creating Identity and Group Accomplishment
Pedagogical Goal – Shift to Self-Reflection and Self-Assessment of Work Quality

After a month or so, the students in Carlos and Jen's classes seemed to have gotten adjusted to the "new normal." They were going to be a group of self-directed learners operating as a supportive community, and that was just the way it was. Students would test the new expectations with such behavior as acting helpless, disrespectful, or selfish, but that behavior began to jump out as inconsistent with the culture that was developing in the rooms. But between the creation of a few behavior contracts, conferences with students, and a regular process for feedback about the participation assessment grades, students who were most attached to their old patterns of mediocrity and immaturity began to open up to the benefits of a "psychology of success" (POS) pattern rather than a safe and fear-based pattern.

For the first month it required all of their self-control to stick to their commitment of no negative recognitions (i.e., "hold on we will wait for Johnny and Freddy to stop playing around. . .") They only used clarifying statements, and active consequences, when there was a minor problem. After a month they realized that they did not miss them at all. And, in fact they found that using a negative recognition would sound odd and ineffective coming out of their mouths today. Their students at first expected to be reminded personally with a negative recognition to be get back on task, but stopped assuming that they would hear that, so have gotten more used to self-regulating and notice that they like the assumption that are capable of a higher standard now. It makes them feel respected.

Jen and Carlos are seeing evidence that there is a good foundation for self-direction and self-responsibility that has been set. A lot of it has been that the students are getting used to what is not going to happen in these teacher's classes such as boring lessons, negative recognitions, enabling, nagging, acceptance of poor effort levels, acceptance of excuse making, other students encouraging disruptive behavior as a way to gain power or have fun. And they are getting used to what does happen such as debriefing the quality of the last activity, the teacher actually taking an interest in your ideas, freedom to make mistakes and take risks, grades that are related in part to investment and process commitment levels, and trust that the teacher is a true leader.

All of this makes the students feel less stressed. They did not realize they were dealing with so much fear and apprehension until they compare how they feel now - lighter more energetic and liberated. They are not always able to put it into words, but they look forward to coming into these classes, and find that what they are looking forward to is more related to what they will be able to learn and contribute and less about what goofy entertaining event might occur that would break the monotony of a typical class.

With this foundation in place Jen and Carlos begin to discuss how to get to the next level. Given that they do not really worry about things like the students' investment level, attention level, or engagement level, they can start a) shifting the steering wheel over to the students, and b) creating a class identity. They start with some basics. Is there anything in the social contract that needs changing to reflect the emergent maturity of the group? They begin to ask themselves, are there ways the class can feel more like a community? As they hear the class bonding organically, they find positive or endearing qualities that distinguish them as a collective. One of Jen's classes self-referred as the "freedom writers" and another as the "hip hop poets" so she makes sure to use those labels once in a while to make the class feel bonded. Carlos makes an effort to refer to the student projects on the walls of the room on a regular basis to remind them of something that makes them proud of their successful team efforts. Both teachers have student work all over the walls and allow students to bring things for the walls that are voted on by the others as acceptable.

Neither teacher really appreciated how positively it affected students to be part of a collective success large or small. They saw it on the athletic teams and drama performances, but now they could see it had the same powerful potential to unite and build the mutual admiration and collective trust within their classes. Therefore, they looked for every opportunity to have students win as collectives. This took many forms including group presentations in class, making sure that applause sincere and enthusiastic after each presentation, projects, class to class friendly competitions (with no real prize, and focus on the fun and process not the outcome), and anything else they could think of that make the class feel like they were a necessary and valued part of something bigger than themselves.

In the area of classroom management, they both tried to help students recognize the personal intrinsic value of being part of a class defined by a culture of listening and respect where they were listened to and were safe from abuse or put-downs. So, while they needed to make sure that the student still felt like there was a strong leader in the class, the main reason that students trusted what was going on was that they could count on their peers. They would ask their students “how does it feel to be part of a class where you are listened to and supported by your peers? Don’t take it for granted.”

What that shift looked like in academics was each teacher helping the students trust their own authority, voice, self-discipline, skills and judgment. Jen needed to be persistent with many of the students who wanted her validation of whether their writing was good. She gave them feedback but put much more emphasis on self-evaluation than teacher evaluation. In the same way, Carlos learned that he could make it through class some days with almost nothing but questions “So how did you get to this point?” “Marya used this process to get to the answer (on the board), would you have used the same process?” “If I got stuck here, what did I do to run into that problem?” At first student would complain that he asked too many questions, now he finds that when he starts to go into long explanations, the students tell him to go away and let them “figure it out on their own.” Last year he would have felt a little insulted if they had said that, this year he sees it as a major sign of success.

By Halloween students get used to Carlos and Jen seeming unconcerned with some of the things their teachers in the past had seemed very attentive to, such as their mistakes, students asking for alternative pathways to the learning target, and students laughing in their groups. And these teachers get very adamant about quality and fidelity to the process, and self-reflection and how the students talk to one another, in a way that they had never seen before. And while teachers in the past would have made a big deal about things like who got the highest test score, these teachers seem completely unconcerned with who did the best, and even the idea of grades in general.

Both Carlos and Jen tried to show authentic joy when any class or group demonstrated a breakthrough such as a new level of self-direction, a new level of care for one another, an appreciation for the beauty of the subject matter. At the end of one day a few weeks into the year, Jen and Carlos talked and compared how they felt now versus last year. What they realized was that they felt much more like cheerleaders or coaches than policemen. They were getting used to using their energy to get the students to feel empowered and capable, and less trying to corral them or domesticate them. They noticed it felt more emotionally authentic and enjoyable to empower others, rather than the exhausting process of trying to use clever ways to be in control, corral and sell the content.

Stage 3 - Encouragement

Management Goals – Facilitating Vision and Self Direction

Community Development Goals - Fostering a Cause Beyond Self and a Sense of Tribe

Pedagogical Goal – Integration and Self-Expression of knowledge and Skills

By the end of the year enough teachers and administrators either noticed what was going on in Jen’s and Carlos’s class, or were leading their students on a similar trajectory. As a result, the school felt like it could take another step down the pathway. Teachers and administrators asked the students for ideas about how the school could be better. Included in the ideas generated were: service learning projects, integrating project across the classes, field-trips to places where students could use their knowledge or at least see knowledge applied in a real world setting, and a conflict resolution/peer mediation program. The student felt like they really liked it when they were in certain classes and felt safe and empowered, but there were still environments in the school that that feeling of safety would get lost.

So the school vision/climate team started the new year by asking a committee of students who had been elected by their peers to meet regularly with faculty and administration to address some of the ideas that were most pressing to students. In that committee it was clear that the growth and vision process was an unpredictable and even messy thing. In one case, students from various sub-groups at the school had a heated discussion. Students had been given the school’s climate data from the year before, and items 3b related to different groups getting along and 3e related to how the popular students acted, scored low at the school. The more popular students on the committee felt like the results were not that significant, but

two students who were not from the “leadership/popular group” at the school took the opportunity to share their very different perspective. The result was emotional but a new level of understanding. The teachers were able to share that what they witnessed was similar to their own process of trying to work together to create a collective vision and some of the issues and emotions that it raised. But as the committee chair reminded all the students, they were chosen to be leaders and servants and their job was to use their position on the committee to make the school better, not just represent the interests of themselves or their friends.

In Jen’s class, one assignment involved the students videoing their acted-out adaptations of a type of persuasive technique used in advertising. The students created advertisements for various activities at the school using the technique. The students loved seeing themselves on the video. Therefore, it became a more regular part of the class as the year went on. When the same students were in the 8th grade class the next year, they suggested that Jen show the videos at lunch. The idea worked and students from outside the class looked forward to Ms. (Jen) Rose’s video day. As part of the exhibition, she had the students explain to the audience what they were trying to accomplish when their video introduced it. At the beginning of the earlier year Jen would not have thought to do this, but it just evolved as her students gained skills, confidence and a sense of power and pride.

Carlos adopted the idea of students presenting to the whole school and started a “math fair” where his 8th graders would work in groups to create a project. He invited all the 6th and 7th grade classes to do a quick gallery walk of all the projects. He reminded the younger visitors that they would be doing the same thing when they were in 8th grade.

As the year went on the peer mediators became very skilled at their jobs. They learned how to talk to their peers like young counselors and found that more and more students came to them for a listening ear. Every 3 months, a new group of peer mediators was selected. The veterans played an essential role in mentoring the new group. All captains of athletic teams and clubs were required to be trained as school peer mediators/leaders. The 1-paradigm that was expected in the classrooms became part of all school related activities, and aspects of school life.