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Empowering Teachers Through Empathy to Decrease Special Education Referral Rates

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This is to certify that the doctoral study by

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Abstract

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by

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M Ed, University of Maryland Eastern Shore, 2006

BA, Salisbury University, 2004

Project Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

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Abstract

As mandated in Maryland public schools, principals cannot suspend students for infractions coded in the categories of disrespect and insubordination. To manage these behaviors, teachers need effective supports from educational leaders. The purpose of this case study was to explore a possible relationship between administrative supports and special education office referrals for disrespect and insubordination at a rural East Coast 8-12 school. The administration provided differentiated professional development by offering options that would meet the varied needs of teachers for classroom management. The theoretical foundation for this study was Maslow's hierarchy of needs, which was used to assess teachers' needs for safety and acceptance to move towards self-fulfillment, one's ability to critically problem solve. Two research questions were used to examine the influence of providing differentiated teacher resources on special education discipline referrals for disrespect and insubordination. The site school also presented results from voluntary, anonymous surveys that asked teachers about their use of classroom management strategies for various behaviors. In the case study, the researcher triangulated quantitative data of office referral rates and archival survey results with qualitative open-responses from the archival survey. For the outcome, the researher identified themes that represented needs of teachers. The researcher concluded that administrators needed to be empathetic in how they provide teacher supports. The study findings resulted in a project involving training for principals, which included strategies for empathic leadership to better support their teachers. The findings and project outcome may contribute to positive social change by helping to improve classroom management strategies and add to teacher-administrator relationships.

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Section 1: The Problem

The Local Problem

In the rural East Coast school that served as my study partner, teachers need more support to manage extreme behaviors in the classroom (Demirdag, 2015). Behaviors that were previously suspendable, such as disrespect and insubordination, must now be managed by teachers with minimal intervention from administration. The problem is that principals cannot suspend students for infractions coded in the categories of disrespect and insubordination. To properly manage disrespectful and insubordinate behaviors, teachers need differentiated and ongoing supports from educational leaders. Federal legislation mandates that schools appropriately educate students in the least restrictive environment (LRE; U.S. Department of Education, 2014a). To comply with federal laws for LRE, many special education students receive services in inclusion settings. Most general education teachers teach students who receive special education services in an inclusion setting. The United States Department of Education's (USDE) National Center for Educational Statistics (NCES, 2015) reported that in 2011, 19.8% of students with disabilities were being served in inclusion classrooms 40-79% of the time. A majority of students (61%) received special education services in the inclusion classroom 80% or more of the time. The NCES also reported that 61.2% of students were in the general education classroom 40% or more of the time, receiving special education services. Further, the NCES reported that only 14% of students with disabilities were taught outside of general education classes 40% or less of the time. Only 3% of students with disabilities attended separate day schools (NCES, 2015). Overall, the NCES found that

83% of students with disabilities received services in an inclusion setting with a general

educator as the lead teacher.

Teachers need supports to properly instruct the growing number of students

receiving special education services. Students with specific disabilities may display

behaviors that disrupt the educational flow and require additional behavioral support

from teachers. Students coded as *emotionally disturbed* (ED) may display one or more

characteristics over an extended period that significantly impacts their learning (USDE,

2014a). These characteristics include an inability to learn that is not related to

intellectual, sensory, or health-related issues. Additionally, students with ED may be

unable to develop or maintain relationships with peers and teachers. Furthermore,

students with ED may have inappropriate reactions to normal circumstances and a

general pervasive mood of unhappiness or depression. Students with ED may also

exhibit physical symptoms or fears associated with personal or school-related problems

(USDE, 2014a). It is important that teachers are provided with the supports and

resources to create a safe learning environment (Demirdag, 2015).

In addition to students with ED exhibiting challenging classroom behaviors,

students with attention deficit disorder with hyperactivity (ADHD) may also present

disruptive classroom behaviors. The coding for individualized education plans (IEPs) for

students with ADHD is *other health impaired* (OHI). Students with ADHD could

struggle with behaviors in a mainstream classroom as well, such as a higher alertness to

stimuli in the class (USDE, 2014a). The hyperactivity could result in disruptive behavior.

Students with attention-deficit difficulties appear to be disrespectful when not focusing or

participating in the lesson. Additionally, students coded with specific learning disabilities (SLD) can often exhibit disruptive behaviors manifesting from frustrations with academic requirements (Skiba & Losen, 2016; USDE, 2014a). Teachers need supports and strategies to engage students who struggle with focus and appropriate classroom behaviors.

As a result of some school districts only having a few self-contained classrooms or alternative programs, special education teachers (SETs) and general education teachers (GETs) need strategies and support to co-teach and manage these extreme and inappropriate behaviors in an inclusion classroom (Maryland State Department of Education [MSDE], 2014a). With changing legislation and district code of conduct procedures, teachers need the skills to manage behaviors within the classrooms without the use of the administrative consequence of suspension (Skiba & Losen, 2016). Data from a survey from the California Teacher Association supported claims of teachers requesting additional training to help with behaviors and wanted an alternative to suspensions for students with behavior needs (Adams, 2017). The responsibility to better equip teachers falls to administrators and district leaders (Kraft & Gilmore, 2016). They must identify the needs and appropriate methods to implement these supports for teachers. School leaders need to provide suitable supports for all teachers and make them a priority (Kraft & Gilmore, 2016). With proper leadership and guidance, teachers may develop techniques for classroom management that are unique to their teaching styles.

Educational leaders need to develop plans by assessing all contributing factors, including educational leadership power sources, teacher perceptions of behavior, and

community/legislative influences (Altinkurt & Yilmaz, 2012; Arum & Ford, 2012; Vali & Mascourmeh, 2016). Altinkurt and Yilmaz (2012) conducted a study in Turkish primary schools with 275 teachers. The purpose of the study was to examine how perceived leadership styles impacted teachers' organizational citizenship behaviors (OCBs). OCBs are voluntary behaviors such as supporting co-workers with work-related problems, keeping the workplace clean and organized, or accepting unexpected tasks without complaints. While not included in a teacher's job description, teachers might exhibit these behaviors without being directed to and without recognition. Participants in Altinkurt and Yilmaz's study answered questionnaires designed to collect their perceptions of administrator leadership power sources. The teachers could select the following leadership types: expert, referent (charismatic), reward, legitimate, and coercive. Teachers ranked their administrators' leadership styles from highest to lowest: legitimate, expert, coercive, referent, and reward. The second part of this study asked participants to rank their personal levels of OCBs (Altinkurt & Yilmaz, 2012). The data showed a negative relationship between the coercive power of the principal and low level of OCBs of the teachers. The researchers commented that leaders needed to use a variety of sources of power, but an excess of any type could hurt the spirits and performance of teachers. The lack of perceived support could factor into teacher burn-out. Altinkurt and Yilmaz concluded that stressed out or seemingly unsupported teachers may not want to take classroom management courses, stay after school for a workshop, or volunteer to be a first-year teacher mentor.

Altinkurt and Yilmaz (2012) claimed that leadership styles of administrators influenced teacher performance. Current literature has continued to show the influence school leadership styles have on teacher performance. Vali and Masoumeh (2016) explored the relationship between principal leadership behaviors and teachers' sense of efficacy. They concluded that the behaviors of intellectual stimulation and helpful influences would predict the sense of self-efficacy (Vali & Masoumeh, 2016). Liu, Hallinger, and Feng (2016) further concluded that teacher trust influenced the professional learning plans from principals. Leaders must create an environment of professional learning proactive with services and supports to help promote a spirit of learning (Branch-Mueller & de Groot, 2016). Teachers do not always have the skills to manage behaviors and may feel that they are not adequately trained (Boyd, 2012; Otero-Lopez, Villardesfrancos, Castro, & Santiago, 2014). In response to this sense of inadequate training, Altinkurt and Yilmaz (2012) recommended that educational leaders need to use strategies to help teachers feel comfortable enough to ask for help with new techniques to help their students.

U.S. educational law substantially shifted in the 1970s, enabling students and parents to legally challenge school districts about discipline decisions (Arum & Ford, 2012). Decker and Pazey (2017) reported that even though federal laws are in place prohibiting lengthy and harsh suspensions for students with disabilities (SWD), SWDs continue to be suspended twice as much as their peers. By the 1990s, Baltimore City Schools used security guards or police, in conjunction with zero-tolerance policies, to combat severe behaviors such as aggression, insubordination and disruption in schools.

Arum and Ford (2012) suggested that interjecting these outside methods of behavior reinforcement only reduced the educator's authority with students. Unfortunately, current reforms in education focus on school management regarding school personnel and curriculum, with little focus on strategies for behavior management (Arum & Ford, 2012). Norton and Eaton (2015) claimed that many policies and practices counteract efforts to help decrease disruptive behaviors. Educational leaders need to work within their constraints to motivate teachers by using currently underused resources, collaboration, and other strategies to empower their teachers (Norwich & Eaton, 2015). The statewide policy has put additional restrictions on administrative discipline measures (MSDE, 2014b). Administrators can no longer suspend students for disrespect or insubordination (MSDE, 2014b). Legislators enforced additional restrictions in response to almost half (49%) of statewide suspensions and expulsions being from offenses in the Disrespect, Insubordination, Disruption category (MSDE, 2014c). Furthermore, 25.3% of these suspensions and referrals were for special education students, the most substantial subgroup for these suspensions and expulsions (MSDE, 2014c). Additionally, Maryland Public Schools (2014b) called for local school systems to amend their code of conduct documents to include additional teacher responses to behaviors and clarification of teacher managed behaviors (Skiba & Losen, 2016). These new regulations shifted the burden of discipline to the classroom teacher. Teacher unions and parent-teacher organizations supported the change, claiming that it would be beneficial to teach the children new behaviors instead of punishing them (St. George, 2014). The teachers' union warned that while it may be a good idea to provide clear guidelines for progressive

discipline, funding for training or new initiatives may not happen (St. George, 2014). Some teachers do not have the skills to handle these disruptive and disrespectful behaviors; school leaders need to take action to help build and strengthen these skills for teachers (Jit, Sharma, & Kawatra, 2017).

Rationale

Legislation Regarding School Discipline

Teachers often refer students to administrators if they are unable to manage extreme behaviors within the classroom. As federal and state legislation move to provide the LRE for students needing special education services (USDE, 2014), school leaders needs to train teachers for this evolving classroom. MSDE (2009) regulations state that students with IEPs cannot be suspended for more than 10 school days, at which point, a behavior manifestation meeting is needed. Administrators' discipline procedures are restricted by this limit on suspensions (Skiba & Losen, 2016). If a special education student engages in an administratively managed infraction, he/she may not be able to be suspended due to special education manifestation guidelines (Skiba & Losen, 2016; USDE, 2014). Administrators may even recommend that special education teachers not send referrals to the administration. Administrators needs to provide additional supports and procedures to better assist teachers with managing disruptive behaviors (Flower, McKenna, & Haring, 2017).

Student Behavior and Teacher Skill.

According to the MSDE (2014c), over 100,000 students receive special education services in the 1450 public schools in Maryland. While the number statewide has

dropped over 10,000 students since 2003, the district where I conducted my study has increased its special education enrollment by almost 100 students for the smaller total population of just under 3,000 students (MSDE, 2014a). According to MSDE census data (2014), the district where I conducted my study has reported a steady increase in special education student enrollment percentages and have surpassed Maryland state percentages by 3.4% difference in 2013 (MSDE, 2014a).

Statewide, Maryland had 68% of its special education students in the general education setting 80% of the time or more, while the district had 78.3% in this setting. Additionally, the district was in the lowest LRE categories for "in general education 40%-79% of the time" and "less than 40% of the time" (MSDE, 2014c). While the district has a growing number of students needing special education services, students receive a majority of their services in the inclusion classroom.

Three-quarters of the district's special education population receive services in the inclusion setting, including students with ED and OHI (MSDE, 2014c). However, with the increasing rate of special education students (MSDE, 2014a), teachers may need to develop additional skills to more effectively teach this diverse classroom (Decker & Pazey, 2017; Koutrouba, 2013; Linder, 2016). This new type of inclusion classroom with varied disabilities and behaviors is beyond the typical inclusion classroom where basic IEP accommodations will suffice. It includes students with a broad range of disabilities and behaviors who, at one point, would have been serviced in a self-contained classroom. Current Maryland certification guidelines do not require any specific behavior courses for

teachers (MSDE, 2003), leaving many teachers unprepared to handle extreme student behaviors without additional training and support from the administration.

Teachers in the district where I conducted my study are in need of techniques and leadership to manage these behaviors. Their need for more classroom management supports is evident in the number of office referrals they are making. Teachers write office referrals when they are unable to manage the behaviors in the classroom (Demirdag, 2015). In 2013, special education students in the district received 29% of the total suspensions and expulsions—70% of the suspensions and expulsions of all students were from disrespect, insubordination, and disruption (MSDE, 2014c). In comparing these local rates to statewide statistics, 25% of statewide suspensions and expulsions were from special education students, and a much lower statewide rate of 46% of the total suspensions and expulsions were from disrespect, insubordination, and disruption (MDSE, 2014c). Administrators suspend special education students at a higher rate in the district. Additionally, the district of my study had a higher amount of suspensions and expulsions for disrespect, insubordination, and disruption. As a result, teachers and administrators need to develop new methods to remediate misbehaviors instead of punitive consequences. With over half of students with disabilities in the general education setting, it is imperative that all teachers are sufficiently trained to manage student behaviors.

Due to restrictions with discipline measures (suspensions), administrators may direct teachers to manage these behaviors in the classroom and teachers may be directed to refrain from writing referrals. The MSDE (2014b) has mandated revisions to the code

of conduct, which changed the types of behaviors that were once administratively

managed (Skiba & Losen, 2016). Without funding for training, teachers may struggle to

tackle these various acts under the categories of disrespect and insubordination.

According to my partner site's financial reports, the budget for special education has

decreased by almost $1 million between the years of 2008 and 2013. These cuts have

impacted staffing for the district, cutting half of a special education position and a full-

time regular teacher. The district included $0 in its 2012/13 budget for in-service

materials and professional development (PD) stipends. The reality is that teachers must

provide services to students with special behavioral needs in inclusive environments

without the proper supports. Many teachers do not have the skill levels needed to

manage students with extreme behaviors who were previously in a self-contained

classroom. Teachers need more support staff and key resource professionals for help

(Chan, 2016).

Role of Principals and Behavioral Interventions

Principals need to provide appropriate interventions for their teachers. A

principal's initial intervention for student behaviors is adequately supported and skilled

teachers (Decker & Pazey, 2017). Teachers who have the proper skills are able to

manage minor student behavior without administrative intervention (Chan, 2016). To

effectively teach students with ED and other behavior problems, teachers need to have

the proper training for these intense behaviors (Chan, 2016). MSDE (2003) only requires

specific content courses, but does not include classroom management courses as part of

its teacher education programs (Stough, Montague, Landmark, & Williams-Diehm, 2015).

Teachers and staff also need the appropriate resources to educate children. While students with EDs do not always have learning disabilities, their academic progress and the progress of other students can suffer if the proper behavioral supports are not in place (Hartman & Gresham, 2016; Martella, 2015). Without appropriate training for teachers to work with students in inclusion settings, teachers may struggle to work towards students' social/emotional goals on IEPs and behavior intervention plans (BIPs; Decker & Pazey, 2017; Porowski, O'Conner & Passa, 2014). Without proper training to implement BIPs, administrators remove special education students from the classroom due to behaviors more than twice as much as their nondisabled peers (Decker & Pazey, 2017; Porowski, O'Conner & Passa, 2014).

Many factors could impact a student's behaviors in school. Being exposed to violence can increase a student's stress level, which will also impact performance and increase classroom disruptions (Burdick-Will, 2013). Teachers may even need exposure and training about outside influences that may affect student behavior. Furthermore, teachers and staff need training on cultural divides between themselves and their students/community (Beaudion & Roberge, 2015, Haight, Kayama, & Gibson, 2016). For example, teachers need to understand the underpinnings of the neighborhood such as racial divisions, feuds, or community violence that might impact behavior in the classroom. As a result of these community and cultural misunderstandings, teachers may write preventable biased referrals (Haight et al., 2016). Researchers have found cultural

differences between students and staff members relate to office referral patterns (Haight et al., 2016). These trends also show the need for additional teacher training.

Deficient training and feelings of inadequacy can add to teacher stress, possibly influencing their abilities to subjectively discipline students or diminishing their eagerness to learn new strategies to manage student behaviors. Otero-Lopez et al. (2014) explored how optimism, hardiness, and life satisfaction can defend against stress of verbal abuse and other disruptive student behaviors. If the defenses become weak, teachers might struggle to ward off stressors from student behaviors (Otero-Lopez et al., 2014). Teachers can feel pressured to learn the curriculum as well as master classroom management strategies (Demirdag, 2016; Shah, 2012). Too often, curriculum needs are put before behavioral needs and do not take into account the need for social and behavioral learning (Koutrouba, 2013, Linder, 2016). While school districts must show sufficient academic performance on state tests to receive grant money or federal funding, they may not address behavior instruction with the same urgency (Demirdag, 2016). Teachers may receive PD for academic pacing guides or curricula, but may not get the same amount and quality of supports for behavior management in the classroom.

Definition of Terms

Differentiated instruction: Not meeting individual interests, but supporting adult learners (Bowgen & Sever, 2014).

Disrespect: Lack of respect (Shwalb & Shwalb, 2016).

Empathetic leadership: A transformational leadership style that focuses on the emotions and perceptions of others when making decisions (Fonow, Cook, Goldsand, & Burke-Miller, 2016).

Insubordination: Violating directives from a superior (Zirkel, 2018).

Office/*behavioral/discipline* referrals: Records used by schools to track incidents of student misbehavior (Predy, McIntosh, Frank, & Flictcock, 2014).

Supports: Resources, trainings, committees, or tools provided by administrators for teachers (Templeton, Willis, & Hendricks, 2016).

Significance of the Study

In light of recent policy changes at the state level requiring adjustments to the code of conduct documents (MSDE, 2014b; Skiba & Losen, 2016), I explored the use of differentiated supports with teachers and a possible influence on special education student behavior as measured by a reduction in office referrals. This case study is significant because I identified methods of support for teachers to help them be most effective in the classroom. The results of this research will influence social change as principals can use the results to develop effective leadership skills and help empower teachers. Providing options for teachers could help improve teaching strategies and skill sets (Ado, 2013). School systems may use the outcomes of this case study in identifying the most beneficial professional development (PD) that will help teachers and faculty, ultimately supporting students. Directing attention to this need at the district level is essential because it will ultimately impact academic performance of students (Collins et al., 2015): Fewer classroom disruptions may increase meaningful instructional time.

Hartman and Gresham (2016) reported that when behavior problems are high in a classroom, overall classroom academic performance is low. Therefore, if classroom teachers can facilitate appropriate and positive behaviors in the learning environment, academic achievement may increase (Demirdag, 2016). Providing teachers with the proper supports and training may help them serve unique populations and students with extreme needs. Supports to help with behavior can help empower teachers to manage behaviors of this population more effectively.

Research Questions

With changing legislation restricting suspensions by administrators, teachers may have to use additional strategies to manage behaviors in the classroom instead of referring students to the administrators for disrespect and insubordination (Demirdag, 2016; Kraft & Gilmore, 2016). However, college programs are not always providing adequate training for teachers to manage discipline (Boyd, 2012). Teachers may therefore not feel prepared to handle serious student behaviors. School districts need to fill the skill gaps for teachers to better prepare them for student discipline problems—specifically, disrespectful and insubordinate behaviors. School districts cannot solely rely on pre-service training because seasoned teachers would not receive these skills (Hastle, MacPhail, Calderon, & Sinelnikov, 2015). Furthermore, college programs could provide different supports, and school districts can offer consistent training to their specific population of teachers and school needs (Lane, 2017). While pre-service training programs are working to improve these skills by adding classroom management courses, districts need to provide gap-fills for their current and seasoned teachers (Kraft &

Gilmore, 2016; Mellom, Strabhaar, Balderas, Ariail, & Portes, 2018). The research site

school provided a school-wide Time to Teach training, various committee meetings, the

inclusion of Positive Behavior and Supports (PBIS), and horizontal and vertical

collaboration to help close these gaps.

      The school-wide program was called Time to Teach. In August of Year 2 of the

study, the principal brought in a consultant to provide a school-wide training for this

program that involved teaching students about school appropriate behaviors, being

consistent with in-class consequences, and using school-wide reinforcement of the

program from the administration. The principal had a full-staff booster session with the

consultant mid-year, and a follow-up session for new teachers and those teachers with

high referral rates.

      In addition to the consultant, teachers were also able to participate in various

committees to help increase positive behaviors. Teachers could participate in a discipline

committee, which reviewed referral data monthly. Teachers could voice their concerns

and be part of the solution through collaboration. They could also work towards

solutions by participating in the PBIS committee. This committee also evaluated

monthly behavior data and worked with teachers on strategies to promote positive

behaviors through a school-wide incentive program. This program involved students

earning incentive "bucks" for behaviors such as perfect attendance, a month without

being suspended or tardies. Students would use "bucks" for admission to activities such

as dodgeball games, ice cream socials, or tug-of-war competitions. During Year 2,

teachers participated in the events. Teachers could join in the basketball or dodgeball games along with students.

Last, teachers were able to collaborate in horizontal team meetings. Horizontal meetings involved teachers who teach the same grade working together. Teachers would meet weekly and discuss student behaviors and strategies to support the students. A vertical meeting would happen once a month that would include representatives from the guidance and administrative departments and teacher inputs from different grades. Vertical sessions would involve teachers who teach the same subject, but different grades.

The extraneous variable in this study was the state mandate to reduce referrals for the categories of disrespect and insubordination. Since the recent mandate from the state in 2014, students may not be suspended or expelled for these infractions. Suspensions can only come from building administrators (principals or deans of students) and expulsions can only come from the superintendent. These two consequences usually only take place after teachers provide written office referrals. These referrals provide written documentation of patterns of student behavior. Significant infractions, such as bringing/using a gun or explosives at school or on the bus, could result in immediate suspension or expulsion; these behaviors are not typical. I developed the following research questions to guide this case study.

Research Question 1. What supports do teachers need to reduce special education discipline referrals rates for disrespect?

Research Question 2. What supports do teachers need to reduce special education discipline referrals rates for insubordination?

Review of the Literature

For this literature review, I used Walden University's library to access ERIC, Thoreau, and EBSCO databases to identify appropriate resources. For reference books, I used online bookstores for temporary rentals and online viewing. Additionally, I used online publications for the theoretical framework research. I used the following search terms and phrases: *teacher preparedness, professional development, classroom management, educational leadership styles, motivations behind behavior,* and *influences on behavior*.

Conceptual Framework

The problem addressed by the study is that principals are not providing appropriate types of supports for teachers to properly manage classroom behaviors. The conceptual framework that guided the current study was Maslow's hierarchy of needs, which was developed by Abraham Maslow (Maslow, 1943). The primary constructs of the conceptual framework are that people require specific needs for different levels of healthy living, ranging from survival to achieving their best, highest achieving self (i.e., self-actualization). Fundamental principles of the framework involve a progressive, leveled support system that includes physiological needs, safety needs, belonging, and self-esteem, which support the self-actualizing phase (Maslow, 1943). Principals are in need of self-actualized teachers to improve student achievement (Garwood et al., 2017).

This conceptual framework can be used to identify the unmet basic needs of teachers. Principals may reap the benefits of a self-actualized teacher, but not contribute to the physiological and safety needs of a teacher (Nodoushan & Pashapour, 2016). In other words, since school leadership is not supporting teachers' basic needs (i.e., lower level of Maslow's hierarchy), teachers struggle to reach the esteem and self-actualizing level where they are most effective at managing student behaviors (Lee Henkle, Martinez-Garcia, & Slate, 2016; Liu, 2016). The themes from the teacher survey response in this study provide a lens by which to understand the urgency about the problem of ineffective supports. It has been used in the past by researchers who found that safety influenced teachers' job performance (Lee Henkle et al., 2016). They concluded that the need for feeling safe, as described by Maslow, was paramount in promoting professional goals. Other researchers have used Maslow's hierarchy of needs as a conceptual framework to evaluate the importance of safety on professional goals and growth (e.g., Nodushan & Pashapour, 2016). Nodoushan and Pashapour (2016) suggested that educational leaders must pave the way for teachers to move towards the self-esteem and self-actualizing levels. Specifically, concerning the safety level, they concluded that if teachers feel intimidated to share ideas, they might not offer solutions to problems for fear of rejection or humiliation. Additionally, they determined that without Maslow's hierarchy as a guide to reach the self-actualization level, education could be seen as professionally oppressive (Nodoushan & Pashapour, 2016).

Maslow suggested that teachers need to be physically healthy and safe before they can begin to work in groups or build their self-esteem and adequately implement

classroom management strategies (Rogach et al., 2017). Teachers are not getting

supports for physiological and safety needs, which they need for success at the self-

esteem and self-actualizing levels (Nodoushan & Pashapour, 2016). Fisher and Royster

(2016) used Maslow's hierarchy of needs for their conceptual framework to identify

factors of teacher retention. They found that the lower levels were in need of support

from school leaders (Fisher & Royster, 2016). Larkin, Brantley, and Lokey-Vega (2016)

also noted how this framework could be used to evaluate teacher job satisfaction and

general attitudes about jobs. Lee Henkle et al. (2016) also used this framework to

measure the influence of esteem and under-supported Maslowian levels on teacher

performance. Specifically, theLee Henkle et al. conducted a case study of an elementary

school. They found that principals did not support teachers in the areas of safety and

self-actualization. The lack of security supports prompted poor attitudes, morale, and job

performance. Without the opportunity for goal-setting and self-actualization, teachers

also reported job dissatisfaction and frustration (Lee Henkle et al., 2016).

Baker and Gardner (2015) suggested that rural, low-income school districts, such

as the site school, struggle to attract and retain master teachers who function at the self-

actualization level. Principals will need to work with new teachers and other vulnerable

teachers to foster the lower levels of Maslow's hierarchy (Baker & Gardner, 2015).

Maslow's hierarchy of needs is widely regarded as a necessary guide to promote effective

teachers (Lee Henkle et al., 2016).

This conceptual framework was appropriate for this study because it supported an

empathetic approach to providing supports to help teachers reach the self-actualizing

level. Furthermore, the framework helped guide the research questions because they focused on the key constructs of Maslow's hierarchy of needs, asking what supports do teachers need to reduce special education discipline referrals rates for disrespect and insubordination. The conceptual framework connects the types of supports coming from administration to teachers' abilities to move up the hierarchy of needs towards self-actualization. The research questions focused on the needs of the individual and how to support them in reaching self-actualization. It is unlikely that meeting the basic needs of the teachers will be sufficient. Instead, they need higher order needs to be met to problem solve and apply techniques (Gholamreza, 2017.

The conceptual framework was implemented in the data analysis method to code the responses. I analyzed the archival data and found common themes between the open-ended responses and the Likert-scale responses. For example, on the Likert-scale, some teachers reported that they do not use collaboration often, but requested it in the open-ended responses. Another common theme between the data was that the teachers wanted consistency from administration with school-wide policies. These themes connected to different levels of Maslow's hierarchy of needs. The need for consistency and routine could relate to safety and boundaries. The need for collaboration could be linked to the belonging stage of Maslow's hierarchy of needs. Using Maslow's hierarchy of needs as an evaluation tool for weaknesses or necessities is a popular technique in many different systems (Duncan & Blugis, 2017; Mahadevan, 2017). Some organizations have used Maslow to evaluate job satisfaction (Brayer et al., 2017). Brayer et al. (2017) analyzed job satisfaction data through the lens of Maslow's hierarchy of needs. Brayer et al.

concluded that employees who were functioning at the esteem and self-actualization

levels reported high job satisfaction. They shared that they enjoyed challenges at work,

which emphasizes the need to meet self-actualization or esteem level needs. The

employees also conveyed how the constant appreciation they receive for great

performance helps with their motivation as well as job satisfaction (Brayer et al., 2017).

     In contrast to job satisfaction, Ginn et al. (2017) concluded that Maslow's

hierarchy could be a resource guide for assessing needs. One could use Maslow's

hierarchy to break a problem down and analyze the various causes. A leader can connect

the origins of the issue to the different hierarchy levels. The leader would then review

the levels for any lacking or insufficient supports for each level (Ginn et al., 2017).

Mahadevan (2017) also concluded that Maslow's hierarchy could be used to assess the

needs or effectiveness of a system, but also the individual. Leaders should understand

that each teacher demonstrates his/her hierarchy, away from the needs of the group

(Mahadevan, 2017). After reviewing ineffective supports for teachers, Maslow's (1943)

hierarchy of needs can be a useful rubric to identify needs.

     Research Questions. I used Maslow's framework for developing the research

questions. The site school was providing a variety of professional development, but

based on the teachers' responses to the archival survey, it was the execution and follow

through with the supports that were a concern for teachers. For example, the site school

utilized a consultant with the Time to Teach program, but the booster and follow-up

sessions for just for new or struggling teachers. This technique demonstrates school

leaders' abilities to target vulnerable teachers for interventions (Rogach, Ryabova, &

Flova, 2017). These booster sessions could help improve classroom management by teaching them about student rapport and consistency. Principals need to monitor these groups of teachers to provide proper resources to help with anxiety and work-related stress from disruptive classrooms (Rogach et al., 2017). However, the other teachers did not benefit from these booster sessions, which impacted the consistency and follow through with the entire school, the administration included. Another issue with the implementation of the Time to Teach was the lack of teacher input or feedback from content level supervisors. The Time to Teach program required several days of teaching students about proper classroom rules and procedures specific to the program. Without the appropriate communication between content supervisors and principals can cause pressure for teachers to accommodate new programs, but also keep pace with rigorous testing schedules (Sulaimani, Sarhandi, & Buledi, 2017). In addition to the consultant, the site school also had a discipline committee where any school staff could join, meet after school, and discuss behavioral data and discipline trends. The committee would evaluate referral rates and subgroup data. While it offered an opportunity to communicate with administration directly about concerns, there was no executable plan produced to improve behavior data. School leaders could have delegated the creation of new strategies or implementation plans to the discipline committee, a professional learning team (Ramazon et al., 2018). Often building administrators are too focused on the daily routines of a school and ignore opportunities to delegate responsibility or provide proper supports to teachers. In a mixed-method study, Ramazon et al. (2018)

identified, from teacher interviews, that teachers wanted more time from principals for professional support.

Additionally, if teachers are not brought in on the conversation or decision-making process for PD and other supports, there might be a lack of buy-in (Uzuntiryaki-Kondakci et al., 2017). Teachers moving from the esteem to self-actualization levels of Maslow need to be given professional respect and choices with the supports. It should not be forced or demanded of teachers at this level. Teachers functioning at the higher levels of Maslow need to be given space to ask for help or choose resources they want (Uzuntiryaki-Kondakci et al., 2017). The focus of the current study was to identify how principals can best provide support to teachers to help with discipline. School leaders need to incorporate appropriate methods to guide all of their teachers into exemplary teachers.

Review of the Broader Problem

Teacher performance will suffer if proper empathetic supports are not in place (Rogach et al., 2017). Ramazan, Hayriye, Seçil, Emine, and Nurmelek (2018) conducted a mixed-method study about teacher perceptions of ineffective professional development. The team concluded that insufficient administrative support, lack of time, and inconsistency with implementing school-wide incentives hindered the success of new professional development strategies (Ramazan et at., 2018). If principals or districts are going to bring in a consultant or outside agency to provide training for teachers, it is vital that building administrators also buy into the techniques. School leaders will be the

experts once the consultant leaves, so having in-school experts on new topics is essential to the strategy implementation (Garwood, Harris, & Tomick, 2017). Principals must take ownership for finding which types of supports are the most appropriate for their teachers to grow into effective teachers (Baker & Gardner, 2015).

Teachers need opportunities to practice and receive helpful and meaningful feedback about their methods (Peisachovich et al., 2017). Hardy and Salo (2018) suggested that communication is a significant factor when providing appropriate feedback and support to teachers. They explained how directives from administration could be considered "dialogic," meaning conversational and collaborative. Communication could also be a "directive" with a clear order or task. Lastly, Hardy and Salo (2018) discussed communication from the administration that was "defensive." The "dialogic" interaction connects to the Maslow level of belonging as leaders bring teachers into conversations about change for the school. The "directives" could connect to the safety Maslow level, as it provides clear and expected guidelines; teachers do not need to feel anxious because they know administrative expectations. The "defensive" communication could also relate to the safety level if staff feel as though their job or pride is in jeopardy (Hardy & Salo, 2018). I identified several themes in the literature highlighting the results of ineffective teacher supports. These themes indicate possible areas where teachers require additional supports from school leadership, as well as concerns with various current supports in their schools, such as consultants and mentors.

Work-Related Stress. Principals should look for signs of exhaustion from their teachers and implement a plan to help them streamline tasks and teaching duties, so they

are not taking work home on weekends or at night (Link, 2018). Stress can manifest as physical symptoms such as insomnia or heart disease (Hafner, Stepanek, Taylor, Troxel, & Van Stolk, 2016; Olivieri, 2016). Stress in the workplace can arise from work relationships, the organizational climate, and the amount of career development offered (Hasselquist et al., 2017). Stress-induced insomnia can cause physical illness for teachers (Eskildsen et al., 2017). It is essential for school leaders to understand how workplace stressors can impact how teachers respond to student behaviors (Seiz, Voss, & Kunter, 2015).

A teacher's strategies for coping with stress could influence his/her classroom management capabilities. Tran (2016) conducted a study evaluating the relationship between a teacher's coping strategies and his/her methods of classroom discipline. He concluded that a teacher's coping strategy directly influenced how he or she managed classroom behaviors. In this study, 397 junior high Vietnamese teachers provided information via interviews about how they cope with student behaviors and how they discipline their students (Tran, 2016). Tran categorized coping strategies into three categories: passive-avoidant, social problem-solving, and relaxation (Tran, 2016). He clarified that passive-avoidant coping strategy is behaviors such as blaming oneself, wishing things would get better, becoming physically sick from anxiety, crying, or screaming (Tran, 2016). Educational leaders need to provide guidance and learning opportunities for teachers to develop practical strategies to help teachers feel confident to manage situations without inciting emotional stress and passive-avoidant coping strategy (Tran, 2016).

According to Tran (2016), coping strategies matter because they affect teachers' discipline strategies. Teachers who were able to use social problem solving and relaxation were able to use more powerful discipline methods. Tran discussed four discipline strategies: punishment, recognition and rewards, hinting, and discussion. Teachers who used passive-avoidant coping approaches used punishment as their highest method of discipline (Tran, 2016). Discipline included punitive measures such as administrative intervention or referrals (Tran, 2016).

Tran (2016) said that people have the need to be happy and be the ideal version of themselves, but the other levels/needs must be fully met first (Maslow, 1943). Tran's final coping category was relaxation. Relaxation strategies (e.g., sports) were satisfactory for teachers (Tran, 2016). As a result, teachers were able to process outside causes of a problem instead of blaming themselves, accepting any outcome with administrative discipline without question, and cope in a healthy manner (Tran, 2016).

Educational leaders need to understand different perspectives and the experiences each teacher may have and how that could impact their ability to manage stress. Pepe and Addimando (2013) explored the different source of work stress between GETs and SETs. The participants included 306 primary teachers—both GETs (79.7%) and SETs (20.3%)—in Northern Italy. Using questionnaires, the researchers collected data to find a correlation between the frequency of student misbehavior and teacher stress levels. The researchers claimed that as the rate of a behavior rose, so did the stress level. However, there was a difference in which types of behaviors added stress to each category of teachers. GETs found behaviors such as being fidgety or energetic to be stressful, while

SETs found attention seeking behaviors added the most stress (Pepe & Addimando, 2013).

Garcia-Ros, Fuentes, and Fernández (2015) also claimed that teacher stress and burnout could impact teacher performance. Emotional exhaustion could influence personal accomplishments and teacher success. Both Hasselquist et al. (2017) and Garcia-Ros, Fuentes, and Fernández (2015) agreed that leaders who promote self-efficacy with supports and training could help reduce burn-out.

To help support teachers with stress, school leaders need to assess the various work-related stressors. Once school leaders identify the stressors, they need to provide executable strategies to help manage this stress (Link, 2018). Link claimed that providing teachers with techniques, instead of just providing directives, helped streamline grading, while improved time management can help them reduce stress and anxiety. Instead of just setting expectations for teachers, be sure also to provide a direct call to action with specific techniques that are immediately applicable (Link, 2018). School leaders need to go beyond the "directive" phase (Hardy & Salo, 2018) by providing a "dialogic" relationship to guide teachers through the physiological phase of stress.

Security. Some teachers can experience fear of some students based on perceptions or personal opinions (Baker, 2017). Baker argued that misconceptions about disciplining students perceived to be dangerous could lead to subjective responses to behavior. She also claimed that when teachers see children as dangerous based on implicit racism, they can respond aggressively to student behavior. Perceived fear by teachers can influence how they manage behaviors. Leaders need to continuously

provide their teachers with practical and beneficial training and resources for

understanding and working with diverse populations (Baker, 2017). Gentry, Lamb, and

Hall (2015) evaluated the effectiveness of a diversity training conducted with 33

preservice teachers. The addition of the diversity training came after Caucasian students

at a Texas university had a party where they dressed as various stereotypical African

American characters. The site school's education department incorporated a variety of

strategies to help improve the understanding of diversity for its pre-service teachers.

They used guest speakers, children's literature, videos, and service learning opportunities

to expose pre-service teachers to other cultures. The research team provided a pre- and

post-survey to pre-service teachers to gauge their diversity understandings. The post-

survey indicated an increase in diversity understandings (Gentry, 2015). Educational

leaders could work to understand that cultural and economic differences could affect how

teachers initially perceive their students. Di Tomaso (2015) suggested that favoritism for

one race over another can be more detrimental than racism. The racism might be

implicit, while the favoritism is purposeful. Teachers needed to be aware of

subconscious opinions and responses that could influence how they discipline students

(Baker, 2017). As a possible result, differences in culture or race could potentially lead

to a misunderstanding of behavior, low expectations, or faulty communication with

families.

Another symptom of psychological fear is defensiveness. Gerlach and Gockel

(2018) conducted a qualitative study examining the concept of "in" groups of

administration. The claim was that the administration tends to have an "in group" of

staff. This group is usually closer to the principal and are often unintentionally part of the decision-making processes. When teachers feel excluded, or their professional friendships, or lack thereof, could impact their job safety. The social divides in a school caused increased conflict between staff, which decreased teachers' sense of psychological security. Teachers should not feel like they have to compete with peers for attention or approval from their administrators (Gerlach & Gockel, 2018). They should feel safe to express ideas and opinions professionally without the fear of repercussions for disagreeing with leadership (Nodoushan & Pashapour, 2016).

Need of Belonging. School leaders must reflect on how they influence the social dynamic in their buildings (Gerlach & Gockel, 2018). They can also promote belonging amongst other departments in the schools. Trussel, Lewis, and Raynor (2016) explored the importance of universal practices for managing student behavior. They suggested that the use of functional behavior assessments (FBAs) would be helpful for all teachers to improve behavior. To promote a collaborative and inclusive school climate, Guidance, GETs, and SET can work together and use these tools to help identify the motivations behind behaviors and a plan to help with target behaviors (Garcia & Gomez, 2017). Garcia and Gomez (2017) also claimed that in many districts, school psychologists and special education teachers conduct FBAs to help manage behaviors. Trussel et al. (2016) argued that the process of analyzing student behaviors to identify causes could be helpful for all teachers.

As collaborative bonds increase and new strategies develop, teachers may feel a sense of ownership over plans for classroom discipline. Flynn and Lo (2016) claimed

that using FBAs could help teachers isolate specific behavior and target them with

interventions. Using proactive approaches such as FBAs are another opportunity for

teachers to collaborate with team members to promote positive behaviors (Trussell et al.,

2016). School leaders could find opportunities and strategies for teachers to effectively

collaborate. An addition to sharing resources and ideas, Tran (2016) suggested that

social problem solving and collaborating with others could also be used to cope with

work-related stress. The teachers reached out to others for help with classroom

management (Tran 2016). They went to meetings, sought assistance from other

professionals and spent time with work friends (Tran, 2016).

   Facilitating purposeful collaboration can help promote active professional

learning (Trust & Horrocks, 2017). The site school for this study utilized a

multidisciplinary committee to review behavior and discipline patterns. However, there

was little administrative direction or intervention. School leaders did not provide

guidelines for participation. There were no goals or set outcome for the meetings. As a

result, there were no executable action plans to impact data directly. The committee

would evaluate patterns and discuss causes for trend shifts, but they did not have any

recommendations or solutions for the entire school. The collaboration is needed, but the

administration must also guide the process until the team seems competent to function

independently.   Interactions teachers and staff have with each other to collaboratively

problem solve improves the overall communication throughout a school (Peisachovich et

al., 2017). School leaders need not just to facilitate, but also to provide tips and

guidelines for working with peers. They need to be inclusive of different learning styles

when fostering collaborative bonds. School leaders can break away from the in-person

cooperative planning and use technology for teachers to collaborate online. Allowing

teachers to collaborate in different ways can result in more effective collaboration.

Instead of impromptu work sessions, teachers can process information on their own time

and provide more meaningful feedback (Peisachovich et al., 2017).   Using different

departments, such as guidance and special education, to help GETs with classroom

management strategies can create a blended community of reciprocated support (Trust &

Horrocks, 2017).

In addition to collaborating with fellow educators, parents and families can also

be a resource. However, teachers need practice and guidance from leadership to help

adopt appropriate techniques for working alongside parents (Shephard & Devers, 2017).

Difficulty communicating with parents could add tensions in the classroom, increasing

inappropriate behaviors. Teachers might lack the training to build relationships with

diverse families. Teachers can begin to understand cultures different from their own and

help reduce implicit bias that could be impacting their discipline strategies (Baker, 2017).

The involvement positively influences a child's progress, but teachers do not always have

the skills to develop it. Gorski (2013) suggested that schools can promote and increase

positive parent-school relationships by enhancing involvement through strategies such as

providing transportation or having flexible hours for working parents.

Furthermore, leaders may need to develop skills to help teachers reach out to

parents. Many parents did not have positive experiences in high school, resulting in

misplaced and transferred negativity towards teachers and administrations. Perhaps these

parents do not realize they are taking out years of hurt feelings, frustration, and disappointment of past teachers and administrators on their children's school staff (Gorski, 2013). To help repair the bond between the school and parents, Krumpholz (2016) explored the outcomes of home visits from teachers. She clarified these home visits were made official, with training and pay. The initiative resulted in a 27% decrease in absenteeism for those students receiving visits. Teachers and parents were becoming partners through these home visits. These partnerships were having an immediate impact on student attendance (Kronholz, 2016). Teachers can include parents in the collaborative process, building credibility with parents and helping them take ownership over of their child's education. This parental support can form strong bonds, empowering teachers (Kronholz, 2016). Encouraging parents to participate and be part of school practices could provide teachers with supports in the home could reinforce skills from the classroom.

Burke (2017) discussed how parents often need advocates to help them navigate through their parental rights and getting the best education for their children. As teachers feel encouraged with proper training from school leaders, they could possibly begin to work with parents to become part of the collaborative team for students. As teachers promote social and behavioral skills in the classroom with new training and support from leaders, teachers can then work with parents to continue these strategies in the home (Toumbouro, 2016). While schools and families formed bonds, they also develop mutual respect and trust for one another (Toumbouro, 2016). It is important to note that supports and empowerment can come not just from administrators and district leaders, but also

from parents and the community (Kraft & Gilmore, 2016). Moore, Whittaker, and Ford (2016) explored the practice of reinforcing school behavior practices in the home by sending daily behavior report cards to parents. This continuance of behavior monitoring from school to house not only promoted strong home-school communication but also showed improvement in student behavior. Kiss, Fechete, Pop, and Susa (2014) suggested that there is an association between parental views of discipline and the child's ability to self-regulate. Continuous work with parents to collaborate on discipline strategies could help the teacher lead a team with cohesive and consistent behavioral goals for the student.

Providing support to help teachers feel belonging can help decrease anxiety and workplace stress (Peisachovich et al., 2017; Trust & Horrocks, 2017). If teachers learn how to mentor and collaborate effectively, professional learning groups will form (Zhang, Yuan & Yu, 2017). These groups will begin to initiate new strategies and solutions to school level problems (Tour, 2017). Tour (2017) also claimed that professional rapport will cultivate a reciprocal collaborative environment where ideas and suggestions can flow freely and respectfully. Teacher leaders will begin to rise from these groups. It is crucial that leaders offer opportunities for them to grow professionally (Tour, 2017).

Professional Confidence. As leaders work towards meeting needs of teachers to feel secure and supported in the workplace, and towards building professional confidence and esteem (Kraft & Gilmore, 2016), leaders also need to be aware of the individual needs of their teachers and not provide general guidance and support for the entire staff. They also need to be inclusive of different learning styles (Romazan et al., 2018). A

teacher may receive poor or unsatisfactory marks on an evaluation for not creating a

learning environment that encourages active engagement and self-motivation (Danielson,

2007; Kraft & Gilmore, 2016). However, school leaders may not always produce the

same type of self-motivating and engaging environment for their teachers. Educational

leaders cannot assume all teachers have the skills to manage an inclusion classroom and

need to provide resources, models, and supports to help teachers become successful

(Shepherd & Devers, 2017). They also need to be mindful of serving as the all-powerful

leadership figure for teachers and create an environment for teacher learning and

growth—not just for students (Kraft & Gilmore, 2016). Shepherd and Devers (2017)

interviewed K-12 principals about dissatisfaction with new teachers. They concluded

that principals were not satisfied with differentiated instruction strategies, classroom

management, and parent communication. These three teacher responsibilities relate to

practice, not theory and content. The principals reported they felt their new teachers had

a handle on the material and general instructional knowledge, but these three categories

were left lacking (Shephard & Devers, 2017). The categories move beyond the content

and theory they learn in college. Even during student internships, they are not often

contacting parents. Administration may need to provide specific tips or supports to help

teachers effectively communicate with parents (Shephard & Devers, 2017).

 Application and Practice. Many novice teachers do not have the real-life

practice with classroom management or other important techniques to maintain a

successful classroom (Jansrisukot, 2016). Jansrisukot (2016) claimed that novice teachers

are often expected to perform immediately, rather than learn during a trial or probationary

period with guidance. Janrisukot contended that authentic practice is needed to help teachers develop their strategies for classroom management with scaffold supports. School leaders need to give teachers opportunities to apply theory and content from college as practical techniques to manage behavior (Jansrisukot, 2016).

As school leaders plan and develop PD goals for the year, they could possibly include opportunities for teachers to grow professionally. Administrators should focus on these PD goals as an accurate measurement of growth and not just student test scores (Soni & Soni, 2016). When creating these PD goals with teachers, school leaders can choose goals that measure the effectiveness of teaching strategies with a variety of data (Soni & Soni, 2016). This practice is vital to this study because district leaders may want to customize and provide opportunities for teachers to build confidence in their classroom practices. If teachers do not feel they have the skill sets to manage behaviors or deal with issues beyond the classroom that are impacting behavior, teachers may feel inadequate (Mazer, McKenna-Buchanan, Quinlan, & Titsworth, 2014).

With the increased self-esteem, teachers will begin to feel confident to trust their skills and include their own experiences into their teaching and collaboration (Botha, 2017). Self-actualization involves taking risks, moving to a new role, and moving from a learner to an expert in a topic (Branch-Mueller & de Groot, 2016). Teachers may move beyond building self-esteem to practice with developing new practices independently. Often, principals will use experienced teachers as mentors for new teachers (Manzar-Abbass et al., 2017). However, it is possible that not all teachers with decades of experiences are effective with mentorship or classroom management. Teachers reported

that mentors, especially those who are out of the classroom such as a facilitator or retired

teachers, were ineffective in supporting them with classroom management strategies

(Manzar-Abbass et al., 2017). Many teachers with decades of experience are placed in

leadership roles where they ineffectively guide teachers (Hong et al., 2017; Kozikogui,

2018). Specifically, when curating the best resources for teachers, leaders could possibly

take an active role in the execution of the supports. For example, with the use of

mentors, Kozikogui (2018) reported that mentors could sometimes appear to be

oppressive and ineffective with teachers. The mentors in this study were assigned by the

administration, with little facilitation for rapport between the mentor/mentee. Without

the proper and genuine rapport, teachers could perceive feedback and advice as

oppressive. As a result, teachers were not receptive to their mentors (Kozikogui, 2018).

Manzar-Abbass et al. (2017) suggested that mentors often avoid helping with classroom

management, as it could be a weakness for them. Many are not regularly in a classroom

and are not practicing their discipline techniques (Manzar et al., 2017). As a result,

improper feedback from mentors could lead to poor learning habits (Hong, Hwang, Lu, &

Tsai, 2017). School leaders may find it helpful for teachers to implement useful supports

and strategies.

Teachers functioning with high levels of professional confidence need challenges,

or they will professionally outgrow the school and leave (Allen, 2018). Allen

recommended that providing teacher leaders pay for their expertise and mentorship was

an effective method of retaining impactful teachers. Teachers were able to be

acknowledged for their skill set by getting additional money for their services. This

strategy was helpful in keeping highly successful teachers in the district (Allen, 2018).

With classroom management, teachers could possibly feel empowered and try

techniques to manage classroom management. Teachers might even create new programs

to help behavior proactively, such as teacher home-visits or community outreach. Self-

actualization could be considered as the drive to add something unique and beneficial to

the school. Promoting a teacher may be confused with facilitating self-actualization.

Teachers could potentially move towards self-actualization from their classrooms. If

teachers have the opportunity, they may create programs that could benefit the overall

climate of the school and possibly decrease concerns about disrespect and

insubordination. When given a chance, teachers could identify gaps in the school, such

as classroom management, and find opportunities to collaborate or even mentor their

peers. Teachers at this level can help co-workers to take risks and try new things

(Branch-Mueller & de Groot, 2016).

Critical thinking could help with discipline because teachers will move towards

innovation in search of new results. If current practices are not working to manage

behavior, vital problem solving is key for teachers to identify effective classroom

management strategies for new and challenging behaviors (Cvetkovic & Stanojevic,

2017). They argued that without innovative teachers, true changes could not occur in

schools (Cvetkovic & Stanojevic, 2017).

Priorities. One way teachers may not feel valued is by not having the resources

they need. It can be common to focus on student data and the daily routine of the school

day, as these seem to be an immediate priority for principals (Baker & Gardner, 2015).

Principals need to direct focus on teachers to help promote accountability (Pollock &

Winton, 2018). Furthermore, administrators can maximize the use of their staff by

shifting their priorities to teachers and allowing them to elevate some of the pressures of

principals (Baker & Garner, 2015). With consistent school rules, policies, and

consequences teachers can effectively manage students, taking a majority of daily student

discipline off of the principals' immediate duties (Baker & Gardner, 2015). Principals

should guide a teacher's professional growth by promoting self-direction. However,

before principals can delegate some of the responsibilities that consume a majority of

their time, they need to understand the most effective techniques for guiding teachers into

professional independence (Baker & Garner, 2015). Almost 30% of teachers in

Maryland have five years or less of experience, demonstrating the challenge school

districts are having to retain seasoned teachers (MSDE, 2016). In 2018, an estimated 100

teachers left Dorchester County Public Schools, the lowest paid school district in the state

(Lu, 2018). This large turnover was due to large workloads, stress and low pay (Lu,

2018). These concerns connect directly to the broader themes in the literature, as well as

to the conceptual framework.

Implications

Understanding of how teachers feel about how different supports and strategies could help education leaders plan for professional development and school-wide discipline practices. Insights from teachers could also provide district leaders direction for revisions to discipline policies and code of conducts (Flower, Mckenna & Haring, 2017). The conclusions of this study should align with previous studies of the impact of insufficient teacher supports and training on student behavior. Research has shown that the lack of support for teachers can add to workplace stress and impact how they manage student behaviors (Sadeghi & Kherzlou, 2016). Supporting teachers with training for a variety of behavioral factors, such as cultural differences, also effects teacher behavioral management techniques. Research has also supported claims how using pre-existing and underused resources, such as FBAs, can help teachers understand the function of student behavior to help address it. The main outcome of this project identified content for a professional development for building administrators or principals. The content includes activities to promote school climate and job satisfaction through empathetic leadership and supports. It is important for education leaders to make teachers and their needs a priority. By providing differentiated and individualized supports for teachers, their skill sets and application of new techniques will become more effective.

For a local school district, leaders could use the study findings for insight into how families and communities impact student behavior and teacher morale. Additionally, district leaders could understand the importance of teacher supports about teacher retention. Identifying needs to teachers could help the community rally around

the schools to provide support through donations and volunteer works. Keeping effective

teachers and grooming new teachers with training and supports could impact student

behaviors. These teachers could become part of the neighborhood through participating

as coaches or leaders in community activities and further enrich the area.

The results from this case study could influence trainings and supports for

teachers. It could also provide administrators with guidance on how to provide supports

for the different levels of needs. In the research, there were factors at each level of the

Hierarchy of Needs that impacted teacher performance with discipline. School leaders

could provide autonomous and collaborative activities to support teachers. The literature

supports that a variety of trainings are available for teachers, yet the growing trend is an

increase in disrespectful behavior (MSDE, 2013). A school district could develop a

specific training for their teachers. A district could also analyze the feedback from

teachers to discover more effective modes of training. Adult learners learn differently

from students and district leaders should provide in-service that meets the unique needs

of adult autonomy (Akon, 2015; Derri et al., 2015; Bowgen & Sever, 2014). While an

informal information session might provide some helpful tips for classroom management,

long-term and on-going training must occur to sustain permanent change. Specifically,

for this project, a training for principals could help shift leadership styles to help promote

autonomous and self-actualizing teachers.

Summary

USDE (2014) requires special education students to receive services in the least

restricted environment (LRE). This mandate places children with a variety of disabilities

and behavioral levels in the general education classroom in growing numbers (USDE, 2014; USDE, NCES, 2015). Additional statewide legislative changes have placed restrictions on the use of suspensions as a discipline procedure for infractions of disrespect and insubordination (MSDE, 2014b). This action comes as a possible result from almost half of discipline referrals were from these two categories, and 25% of those referrals were from special education students (MSDE, 2014c).

Teachers are not aware of the many factors that influence behaviors such as culture, community, and family (Arum & Ford, 2012; Burdick-Will, 2013). Teachers and school leaders are not aware of how their perceptions and interactions with students can also impact student behavior, positively and negatively (Mazer et al., 2014). School leaders also impact teacher performance by leadership style and support for teachers (Ado, 2013; Altkinkurt & Yilmaz, 2012). Furthermore, district and school leaders need to make behavioral supports and training and priority for teachers (Stough et al., 2015, Linder, 2016). The next section will discuss the methodology of the case study. The following sections will include the project for this study as well as the results and conclusions from the study.

Section 2: The Methodology

Research Design and Approach

I used a case study for this project. A case study allows the researcher to understand the how and why of events (Yin, 2014). I explored the teachers' classroom management supports for students (see Lodico, Spalding, & Voegtle, 2010). Case studies are included in the larger group of qualitative research. Qualitative research involves identifying a problem for research based on a development or the need to further describe an occurrence (Creswell, 2012). The case study design was appropriate for this study because the purpose was to identify factors impacting classroom management of special education students. Standard qualitative research studies involve semi-structured data collection and descriptive statistical analysis (Lodico, Spaulding & Voegtle, 2010). In this case study, I used both semi-structured data and non-statistical data. The archival survey made by the site school collected responses by teachers about student. There were structured responses, but also open-ended questions where teachers could provide additional clarification for their responses to the survey questions.

Justification of Choice of Research Design

In contrast to other designs, the narrative design focuses on individual stories, but participants cannot share their ideas or responses. A narrative design would not have been appropriate because the archival survey data provided perspectives from each participant. Another descriptive design is ethnography. Researchers use ethnographic designs to explore a culture (Creswell, 2012), which was not the intent of this study. Although I used archival quantitative survey data in this case study, I used

qualitative data analysis procedures of coding and triangulation to identify findings (see

Yin, 2014). Acar and Yildiz (2017) also used a case study design in their study on the

effectiveness of online peer collaboration as a PD. For this case study, they also used

semi-structured interview questions and coding for their data analysis procedures (Acar

& Yildiz, 2017). Through triangulation and coding, I was able to identify potential

supports for the teacher participants (see Yin, 2014). In comparing with other possible

designs, the quantitative and mixed-methods would use hypotheses and statistical

analysis to drive the study and present results (Creswell, 2012). While the archival survey

data was quantitative, I did not test a hypothesis nor did I conduct statistical analysis on

the archival quantitative survey data. I was not looking for a change in this case study,

but for possible reasons for why the supports did not decrease student behavior. I used

qualitative data analysis methods to identify themes associated with possible reasons for

issues with classroom management (Glasser & Strauss, 1967). A case study design

allowed me to explore possible teacher perceptions and other factors impacting the office

referral rates for special education students in the categories of disrespect and

insubordination.

The purpose of this case study was to explore elements impacting teacher

discipline of special education students for disrespect and insubordination, specifically

PD and other supports. The themes identified from the archival survey support a case

study design. As Yin (2014) clarified, researchers use case studies to find reasons how

and why something occurs. In this study, I identified how teachers used various supports

from the administration. I also identified potential reasons why the administrative

supports were not successful in reducing office referrals for special education students for disrespect and insubordination. The primary function of this case study was to investigate data from participants to acquire an understanding of an issue (Creswell, 2012).

Yin (2014) claimed that the researchers have little to no control over the data. Since the data were archival, I had no control over the collection or the presentation of the data. I was able to explore this current issue based on the archival data (see Yin, 2014). Gage, MacSuga-Gage, and Crews (2017) collected data multiple times during their case study. This method allowed the team to have the most current data for conclusions and analysis. For this case study, the teachers responded to the voluntary archival survey multiple times throughout the school year. The archival survey provided open-ended questions for teachers to reflect on the strategies, and their end of the year responses provided their most current opinions about the supports. I was able to identify common themes from the teacher surveys and open-ended questions to help develop conclusions. In a similar study, Larkin, Brantley-Dias, and Lokey-Vega (2016) analyzed qualitative data to understand how job satisfaction can be supported by Maslow's (1943) hierarchy of needs. In the study, the team linked the different levels of the hierarchy to job satisfaction. They identified themes in the data that related to needs of teachers with job satisfaction (Larkin, Brantley-Dias, & Lokey-Vega, 2016).

I also explored needs of teachers in a hierarchy and how it impacted their ability to manage classroom behaviors. I was also able to identify themes from the open-ended responses and survey responses from teachers that relate to the hierarchy as well. With

many determinants when it comes to student discipline, I felt the case study design would allow me to explore different concerns teachers had about their professional skill level and response to the leadership of principals. A case study was appropriate for the theoretical framework of Maslow, as it deals with understanding human problems of the teachers (Creswell, 2012). A case study was also appropriate for exploring and understanding teacher needs for student discipline. The case study design provided a foundation to analyze different needs of teachers and other factors impacting classroom management and student discipline. Other research methods may not have been as effective in answering my research questions. Initially, I considered using a mixed-method approach, as the site school provided me with the office referral rates. However, descriptive archival data was not complex enough for statistical data analysis to help understand factors impacting student behavior and teacher discipline. The lack of complex archival data is acknowledged by the researcher as one of the limitations of using the archival data. I also considered a quasi-experimental design. This design involves statistical analysis and does not draw a cause and effect conclusion (Creswell, 2012). The archival descriptive survey data was not complex enough for statistical analysis. Therefore, a quasi-experimental design was not appropriate for this study. The case study design gave me the flexibility to explore concerns and ideas from the teachers and draw conclusions about possible factors impacting their ability to manage student behaviors.

Procedures for Study

Site Selection Criteria

Year 1. The study school met the following criteria: (a) It was a Maryland public school, (b) it collected referral data for special education students, and (c) it provided differentiated teacher supports for at least 1 year, following a year without these various supports.

Setting and Demographics

The setting for this study was a Maryland rural high school that serves 8th-12th grades. The estimated population was 450 students. The school did not utilize any self-contained classrooms or programs. Special education students received services in the inclusion setting. The demographics of this setting for Year 1 included 37 teachers, three administrators, three guidance counselors, one media specialist, and two facilitators. Within the teacher group, 41.6% were white females, 37% were white males, 21% were African American females, and .02% were African American males.

The administration included an equal split of 33% of white males, African American males, and African American females. The facilitators were 50% white male and 50% white female. The female facilitator had quit by October. Another white female was brought on as an interim facilitator in January. The guidance department comprised 33% white males and 66% black females. At the end of the year, 31% of the staff retired, quit, requested a transfer, or were fired.

Year 2. The demographics for Year 2 included 31% white females, 22% white males, 14% African American females, and 8% African American males. Administration

demographics and guidance remained the same. Facilitators included 100% white males.

By the end of the year, 23% of the staff had requested a transfer or quit. These numbers

did not include a custodian and the cafeteria supervisor who also put in for a transfer.

Sampling

For this case study, I used archival data from the site school. This data was drawn

from teacher responses to surveys created and implemented by the site school. I did not

recruit, sample, or interact with any participants or have a sample of the population

involved. However, the participants should be considered as a convenience sample

because they were readily available at the site school. I did not choose or interact with

the teachers (see Creswell, 2012). This number of participants was appropriate for this

case study because of the voluntary nature of the survey. Teachers who wanted to

provide their opinions in an anonymous forum had an opportunity.

Instruments

The school discipline committee created avoluntary survey during Year 2. The

committee provided this survey via email through the online survey maker,

SurveyMonkey. The purpose of the voluntary survey was to allow teachers to share their

insights and perspectives regarding the differentiated supports that were provided by

administration and how they felt they helped manage student behaviors.

Data Collection

Process for Data Collection

Quantitative data I collected were associated with special education office

referrals from the 2013-2014 and 2014-2015 school yearsarchival . The archival survey

included both quantitative and qualitative data. The administration sent me the quantitative data in a spreadsheet, and the qualitative data in a Word document via email.

Participants

Due to the use of archival data, I did not select any participants. However, the data provided by the teachers were taken at different times of the year, and different teachers could participate. This would provide enough data from different teachers; the teachers had several opportunities to express concerns or needs through the surveys. Procedures were not needed for sampling, such as a power analysis to select an appropriate size population for a useful study. I used archival data from the survey the school administered. Additionally, recruitment procedures were not required because there was no recruitment and school administrators collected the data. Teachers submitted office referrals to administrators. Administrators input referral data into the school's computer system, and administrators downloaded the data from this computer system for this study.

Protection of Participants

The site school administration provided the archival data after my written request, and I was granted written permission by the principal and superintendent. The principal of the participating school and I signed the district data use agreement. I stored the electronic files with special education referral data on my password protected computer. The referral data were de-identified for use in this study. The identity of students and teachers was protected by the administration, and the data did not include any names or identifiable information.

Roles of the Researcher

My roles as the researcher included that of data analyst and interpreter. I did not collect any new data, but obtained archival data from a source for secondary purposes. My professional role at the school (2013-2015) was as an English teacher for Grades 9-10. I had worked in this school as an English teacher for 5 years. I worked in the county and was a teacher in the school of study, but I was not in a position to manipulate any data. I was not in a supervisory role of anyone handling the data such as the school administrator, district superintendent, or district data analyst, and this study involved no participants for a possible conflict of interest. I am currently no longer in the school of study but remain an employee in the district.

<div align="center">**Data Analysis Results**</div>

Methods of Data Analysis

The data for this study involved both qualitative and quantitative data. For triangulation, I considered a variety of coding methods. A thematic method of coding would have been helpful with analyzing the qualitative open-ended questions from the archival survey, but would not have provided any connection to the quantitative data from the archival survey or referral rates. I thus used the theoretical coding method (Glaser & Strauss, 1967) because it enabled me analyze the data through the lens of the theoretical framework. I was able to connect each code to one of the levels of Maslow's hierarchy. These codes demonstrated needs in the various levels of the hierarchy and provide direction for future intervention. For example, the code of administrative inconsistency was linked to the level for acceptance and belonging. The lack of

consistency could be seen as dismissive of a teacher's concerns about a behavior. There is a direct correlation between principals' consistency and their abilities to manage student misbehavior (Omemu, 2017). Needing consistency goes beyond a teacher feeling personally ignored. A principal's lack of consistent behavior management will impact student behaviors (Omemu, 2017). Furthermore, using Maslow's hierarchy to evaluate supports for staff can be helpful in helping them function at the self-actualizing level (Brayer, Foley, Dorosxkiewicz, Jamilkowski, & Marcinowicz, 2017). Without proper guidance and feedback from administration, frustrated teachers turn to egos for direction (Ceaser, 2018). Pride and personal agendas could supersede authority and mentorship from administrators. Out of the need for leadership, ineffective leadership may rise (Ceasar, 2018).

Triangulation and Coding

The site school provided three different types of archival data: office referral rates for insubordination, disrespect infractions of special education students, survey data from teachers, including open-ended responses from teachers. Data triangulation was useful in supporting conclusions I made from the individual sets of data. There was a slight increase in office referral rates, demonstrating that the current differentiated supports were not effective in reducing behavior infractions. The open-ended responses provided concerns, needs, and frustrations from teachers with the supports, confirming the ineffectiveness of the supports. The quantitative portion of the archival survey provided evidence that teachers were using the supports for a variety of misbehaviors, including

disrespect and insubordination. The office referral rates confirmed that these supports

were not sufficient for teachers.

For the triangulation and coding, I used Glasser and Strauss' (1967) steps for a

comparative method of analysis, followed up with additional descriptive analysis. My

initial step was to compare incidents applicable to different categories (see Glasser &

Strauss, 1967). The incidents referred to the different sources of data. The archival data

from the site school included office referrals and voluntary surveys from teachers. I

identified categories from the different data sources as needs from administrators and the

responses to student behavior.

The second step was to integrate categories and their properties. During this

process, I created memos to help with the continuum of analysis (see Glasser & Strauss,

1967). The properties of the "needs from administrations" category included consistent

discipline with school-wide policies, such as uniforms and cell phone use. Additionally,

teachers requested feedback about office referrals from administrators. The second

category was "response to student behavior." This category included properties of

punitive discipline practices such as referrals or negative phone calls home.

The next stage of the comparative method involved delimiting the theory (see

Glasser & Strauss, 1967). I reviewed the categories and their principles to set limits on a

potential solution. Even though the administration had placed proactive and positive

interventions in place to help with discipline, teachers still used punitive responses most

often. Their frustration with student discipline seemed to be amplified by the perceived

lack of consistency with school-wide rules and feedback about office referrals. At this

point of the data analysis, it seemed that teachers required a more interactive approach to professional development that involved the principal, not a committee or outside consultant. They seemed to be seeking help from their direct leader. The additional support the administration team implemented during Year 2 did not include this direct and individual support.

The last stage of the comparative method was writing theory (Glasser & Strauss, 1967). At this stage, I was able to pull all of the data, notes, and memos together and conclude that a principal-led professional development that included portfolios, conferences, and empathetic leadership would help provide teachers with the feedback they wanted while assisting them to learn new classroom management strategies.

Summary of Results

Office referrals. The administration emailed me the special education referral data for disrespect and insubordination in a spreadsheet. It included other information such as grade and gender. All additional information, besides referral data, was deleted and the file was re-saved. I used the spreadsheet to evaluate how many referrals were for each category. There was no major change in the office referrals for insubordination or disrespect. However, it is important to note the lack of change as evidence that the supports from administration to help with discipline were ineffective in helping teachers manage these behaviors.

Archival teacher surveys. The site school used surveys to acquire feedback from staff about student behavior and the resources available to help teachers with discipline. They provided a survey during quarter three and at the end of quarter four. Teachers

were emailed a link to the online survey to complete twice during year two. The surveys

were created by the school discipline committee using Survey Monkey, a free online

survey maker. The data was shared with administration by the discipline committee. The

surveys were a tool to gain insight on reasons for chronic referrals. The first archival

survey asked teachers about the frequency of behaviors they had to address weekly. The

questions were quantitative and provided the number of times participants addressed they

different types of behaviors. The archival survey also asked teachers what type of

strategy they used to manage the different behaviors included in the survey, which was

also quantitative data. Lastly, a qualitative open-ended question was provided. There was

an "other" category for the question about which supports were needed. Teachers were

able to select a given response, providing quantitative data, but also choose "other" and

provide a qualitative response. The behaviors listed on the survey were the categories

used by the administration to code teacher referrals. The categories included: cutting

class, tardiness, drugs, fighting, bullying, disrespect, insubordination, harassment, class

disruption, inciting or participating in a disturbance, inappropriate use of technology,

vandalism, and refusal to obey school rules (Table 1). These categories come from the

district's own coding system. Once teachers write office referrals for behaviors, they are

given to administrators. The administrators then take the written referral and code the

incident into one of these categories.

The second survey asked teachers to share which supports were most helpful to

address behaviors. The first part of the archival survey was quantitative. Teachers could

choose supports from a list. These supports included: positive parent contact, negative

parent contact, guidance contact, student conference, seat change, Time to Teach, loss of

privileges, PBIS strategy. Teachers would select which support they used with specific

behaviors, also quantitative data. The behaviors on the survey were the same categories

used by the administration to code office referrals. This archival survey included a

qualitative opened ended response, allowing teachers to share what supports they would

like to have in the future to help with student misbehaviors.

   Archival survey #1- Classroom management strategies. The committee

provided the first survey during the third quarter of the year. Out of 30 teachers, only 17,

or 56%, responded to the voluntary and anonymous survey. There are limitations to this

survey as many teachers did not express their concerns. It captured on a portion of the

population. However, it was the majority and because it was voluntary, it seems to be the

portion of staff that was willing to take extra time to help improve the school with this

survey. The survey included three questions. The first question was "How often are you

addressing the following behaviors weekly?" that asked for frequency of the following

behaviors; cutting class, tardiness, drugs, fighting, bullying, disrespect, insubordination,

harassment, class disruption, inciting or participating in a disturbance, inappropriate use

of technology, vandalism, refusal to obey school rules. These categories are used by

administrators to code office referrals from teachers and staff. The first question had the

choices of 0-2, 3-5, 6-9, 9-12, or 13+ for the number of times they had to address specific

behaviors for the week. Teachers were asked to select a number range for each behavior

category. While this was not a qualitative question, the results will be analyzed using

qualitative measures, such as coding and triangulation (Yin, 2014). I will look for

patterns across the quantitative questions and the qualitative questions.

Table 1

Survey 1, Question 1 Results: Classroom Management Strategies

How often are you addressing the following behaviors weekly?

Behaviors	0-2 times [%]	3-5 times [%]	6-9 times [%]	9-12 times [%]	13+ times [%]
Cutting Class	76.4	11.7	5.8	0	5.8
Tardiness	5.8	23.5	17.6	17.6	35.2
Drugs	100	0	0	0	0
Fighting	94.1	5.8	0	0	0
Bullying	64.7	29.4	5.8	0	0
Disrespect	11.7	17.6	23.5	23.5	23.5
Insubordination	11.7	23.5	17.6	17.6	29.4
Harassment	58.8	29.4	5.8	5.8	0
Class Disruption	5.8	5.8	5.8	23.5	58.8
Inciting or Participating in a Disturbance	17.6	23.5	29.4	0	0
Inappropriate Use of Technology	47.0	0	0	11.7	41.1
Vandalism	74.4	23.5	0	0	0
Refusal to Obey School Rules	11.7	17.6	17.6	11.7	41.1

Table 1 includes the results for the frequency of behaviors. The percentages per category refer to the percentage of respondents. For example, Table 1 shows that 5.8% of those who responded selected that they address cutting class 13 or more times weekly. The top four categories included class disruption, tardiness, refusal to obey school rules, and inappropriate use of technology. Insubordination and disrespect are the fifth and sixth most frequent behavior. Teachers reported that they addressed these behaviors more than 13 times a week. A limitation of this survey design was that the first frequency category (0-2 times), it is unclear which behaviors teachers never addressed or those that teachers only addressed 1-2 times week.

Table 2

Survey 1, Question 2 Results: Classroom Management Strategies

Which strategies are you utilizing to reduce the following behaviors?

Behavior	Parent Contact (positive) [%]	Parent Contact (negative) [%]	Guidance Contact [%]	Student Conference [%]	Seat Change [%]	Time to Teach [%]	Loss of Privileges [%]	PBIS Strategy [%]
Cutting Class	0.0	38.4	23.0	69.2	0.0	28.0	38.4	38.4
Tardiness	0.0	43.7	25.0	75.0	6.2	18.7	50.0	37.5
Drugs	0.0	22.2	88.8	44.4	0.0	22.2	11.1	22.2
Fighting	0.0	30.0	80.0	50.0	30.0	30.0	40.0	40.0
Bullying	8.3	25.0	75.0	50.0	33.3	25.0	25.0	16.6
Disrespect	20.0	60.0	33.3	80.0	40.0	40.0	53.3	40.0
Insubordination	14.2	50.0	35.7	71.4	35.7	28.5	64.2	34.7
Harassment	9.0	27.2	63.6	36.3	27.2	27.2	27.2	36.3
Class Disruption	20.0	60.0	40.0	80.0	73.3	53.3	60.0	40.0
Inciting or Participating in a Disturbance	7.6	15.3	53.8	76.9	46.1	38.4	46.1	30.7
Inappropriate Use of Technology	0.0	33.3	33.3	80.0	20.0	26.6	40.0	13.3
Vandalism	20.0	20.0	60.0	50.0	20.0	20.0	40.0	20.0
Refusal to Obey School Rules	28.5	57.1	50.0	78.5	35.7	50.0	57.1	42.8

In the archival survey question 1, teachers shared which strategies they use to address different behaviors. Table 2 contains these results. The most commonly used strategies overall were student conference, guidance contact, and loss of privileges. For the specific category of disrespect, teachers used student conference the most. For the category of insubordination, teachers also used student conference. These results will be coded and triangulated to identify patterns in the data.

Table 3

Survey 1, Question 3 Results: Classroom Management Strategies

What other resources do you need to help continue to reduce these behaviors in your classroom?	
Answer Choices	Responses [%]
Time to Teach Booster Session	18.7
Peer Mentor/Partner	25.0
Digital PD (blog Q &A, strategies, discussion with feedback)	25.0
Feedback from administrators on chronic behaviors	87.5
Faculty meetings to share strategies	43.7
PBIS training on promoting positive behaviors	25.0
Other (please specify)	43.7

Responses:

Stricter punishments for these behaviors; More support from admin; School uniforms cause many students to have a negative attitu classroom. This, in turn, leads to an increase in other disciplinary issues; Elimination of the uniform policy, or more preferably, act it would decrease other negative behaviors; Consistency with consequences and accountability for all student actions and behavior; believe our admin is doing a great job in school. I believe there is much work to be done in the home, dispelling the notion that edu worthwhile investment; Better classroom instruction; Students should not be allowed to cell phones in school; Permission to paddle parent involvement; Consequences to be administered when students do break rules

In the opened-ended portion the survey, teachers were allowed to share what other supports they might need that were not included on the initial list of choices (Table 3).

Teachers reported that they would like to have more feedback from the administration about chronic behaviors. They also shared that they would enjoy having faculty meetings to discuss strategies with peers. These two supports deal with collaboration and working together to identify strategies the help manage behavior. Teachers are prioritizing collaborative efforts, vertically (same content/different grades) and horizontally (same grades/different content), as a method to help reduce behaviors.

In addition to the descriptive discussion of the quantitative data, I also coded the qualitative data provided by the teachers. As I coded, I used Glasser and Strauss' (1967) strategies for comparative analysis. Teachers were asked what behaviors they most commonly address. They were also asked what strategies they used to manage these behaviors that they most commonly address. Lastly, teachers were able to share what supports were helpful and what else they needed. Major categories that appeared in the qualitative data for the first survey included consistent enforcement of rules and parental involvement. Additional categories included issues with the cell phone and uniform violations. The next step involved delimiting the theory (Glasser & Strauss, 1967). The properties of the categories could be related to the quantitative data regarding the request for feedback from administrators. During the delimiting process, the findings allude to a possible recommendation to help the issue of classroom management. Due to lack of administrative feedback, teacher perception could have been that administrators were not consistent with discipline. The teachers would be alerted if a student was placed in in-school suspension (ISS) or suspended for behavior, but other interventions or

consequences were not relayed back to teachers. As a result, teachers may not know that a consequence was provided for behavior.

Survey 1 results indicated the most frequent behaviors were classroom disruption. The results from the first survey showed the frequency of student infractions. The most frequent behaviors were classroom disruption, refusal to obey school rules and inappropriate use of technology. Referrals for disrespect and insubordination were identified as chronic behaviors as well. Referrals for drugs, fighting, and vandalism, were reported as the least frequent behaviors. Teachers did not report drugs more than 0-2 times, which could mean there were no referrals from these teachers about drugs.

Survey #2- End of the year—What worked?. The second archival survey asked teachers what supports they used throughout the year to help promote appropriate behaviors. Out of 30 teachers, 12 completed the survey (40% of teachers). The response rate could have been low because this survey was voluntary with no incentive or requirement to complete. The purpose of this survey was to identify the most used strategies and provide the opportunity for teachers to provide feedback and identify supports or resources they need to help manage student behavior. The first question asked how often they used a strategy for a specific behavior. The survey also offered a comments section for teachers to share any comments about what they might need to help with class discipline.

Table 4

Survey 2, Question 1 Results: End of the Year—What Worked?

What was most helpful in decreasing behavioral referrals this year?

	Never Utilized/Participated [%]	Used Sometimes (monthly) [%]	Used Often (weekly) [%]	Used Frequently (daily) [%]	Need More Training to Benefit or Utilize Effectively [%]
Inclusion in PBIS Incentives (drawings, games...)	8.3	50.0	33.3	8.3	0.0
Participation in school PBIS committee	45.4	45.5	0.0	9.0	0.0
Participation in School Discipline Committee	50.0	50.0	0.0	0.0	0.0
Morale Boosters/Stress Relievers (contests, Zumba, Free Casual Days)	41.6	50.0	8.3	0.0	0.0
Time to Teach	8.3	75.0	8.3	0.0	8.3
Time to Teach Booster Session	36.3	54.5	9.0	0.0	0.0
Faculty Meetings	18.1	63.4	0.0	9.0	9.0
Administrative Conferences	20.0	50.0	30.0	0.0	0.0
Collaboration among co-workers (other teachers, guidance…)	0.0	27.2	27.2	45.4	0.0

Survey responses above indicate that 45% of teachers stated that collaborating with each other was the most effective strategy for managing student behavior. The PBIS strategies only made up 17% of teacher responses. This survey also allowed teachers to identify supports or resources they felt they needed proper training with before use. Teachers identified the *Time to Teach* program and faculty meetings were both areas that teachers wanted either more training or opportunities with to help with student discipline.

Table 5

Survey 2, Question 2 Results: End of the Year—What Worked?

Comments Section and Themes

Comments

1. It's all about teachers as leaders…we need to get to a place where we don't have to write any referrals because students want to come to class. Right now, they don't. There are several reasons for this. Getting sent out of class first thing in the morning for a uniform violation is ridiculous. Why not have a student's "store" open in the A.M.—maybe in the health room—that not only sells school materials, but also allows students out of uniform to check in and get straight. This is AT LEAST a start.

2. Listening to good tips that work with teachers and then try them for yourself

3. Consistency in discipline with both staff and students would be good. Holding students to the dress code and school rules like tardies would be the #1 thing that could raise morale with the teachers and students!

4. The categories here are not how I would answer the questions. I feel the data will be skewed.

5. More implementation of consequences. We have all these built-in consequences but we do not use them. Students know this—and fail to make better, more appropriate choices.

6. Core content general classes scheduled during morning periods

7. More faculty meetings or opportunities as a staff on behavior

After examination of the comments provided by teachers, I identified a few major and minor categories that were common through the comments (Table 3 and Table 5). I compared the archival data sets to identify categories (Glasser & Strauss, 1967). The archival data included the open-ended responses and the quantitative data from the archival surveys made by the school and the office referrals. Some major categories from the data included the strategies for uniform violations, consistency with consequences and collaboration with staff on effective strategies. Administrative intervention is needed for major themes such as uniform violations are a directive from the district. The consistency with consequences referred to administrative consequences. Lastly, the data suggested that administrators would need to allocate time for teachers to collaborate on effective strategies. Some minor themes included student motivation and scheduling. These themes could be teacher managed because teachers control the activities and routine of the class, so their planning could have an impact on student motivation and the schedule of the class. Teachers could manage these themes themselves with proper support from other departments. For example, PBIS committees or peer mentors for teachers could help generate ideas for student motivation. With scheduling, even if the guidance department could not change student schedules, teachers could work with other teachers for flexible grouping or the special education teacher for small groups.

Results Discussion

Office referrals. There were no major changes of office referrals from the 2013-2014 academic year to 2014-2015 academic year in the categories of insubordination and disrespect referrals for special education students. Some possible reasons for the similar

office referral amounts for the two school years could have been under or improperly

trained new teachers. There could have been a few teachers who kept referring the same

children multiple times, which may have counterbalanced teachers using the supports

effectively and reducing personal office referrals rates.

      Archival survey. The school discipline committee created two surveys that were

provided to teachers to identify which strategies teachers used for which behaviors. The

survey was voluntary and anonymous. The results from the Survey #1 identified

frequency of class disruption, disrespect, and refusal to obey school rules (Table 1). The

second survey question asked teachers to share which strategies they used to help reduce

specific behaviors. The most used strategies were student conferences, guidance contact,

and loss of privileges. For the behavior categories for disrespect, refusal to obey class

rules, and class disruption, student conferences were the most used strategy to help

decrease the behaviors. For disrespect, student conferences were used 80% of the time,

whereas for classroom disruption and refusal to obey school rules were 80% and 78.5%

respectively. Seat change was used 73.3% to reduce class disruption. While not

identified as a high-frequency behavior, these strategies were used the most, along with

negative parent contact, to reduce insubordination. Due to the similarities in the research

questions, I combined the research questions for discussion purposes.

      Connection to research questions. The research questions asked if

differentiated supports would impact office referrals for and insubordination. There was

not a major change in the office referral rates between the two years. The differentiated

supports included positive parent contact, negative parent contact, guidance contact,

student conference, seat change, Time to Teach, loss of privileges and PBIS. I used

Glasser and Strauss' (1967) strategies for comparative method for coding. I reviewed the

category of strategies used by teachers for classroom management. Then, I noted the

properties of the different strategies. The strategies were coded into categories of

punitive teacher directed, pro-active teacher-directed, and school-wide. The punitive

strategies included negative parent contact and loss of privileges. The proactive teacher-

directed strategies included positive parent contact, student conference and seat change.

Lastly, the school-wide strategies included guidance contact, Time to Teach, and PBIS.

The "Use of Strategies," Table 6, includes the use of strategies for the specific

behaviors of disrespect and insubordination. The purpose of this table is to explain how

often the different categories of strategies were used for managing disrespect and

insubordination.

Table 6
Use of Strategies

	Total time used [%]	Disrespect	Insubordination
Punitive	36	50.0	57.0
Pro-Active Teacher-Directed	29	45.5	40.0
School-wide	35	50.0	33.0

The proactive strategies were used the least with a 29% average. The school-wide

strategies had a 35% average for being used to manage behavior. The punitive strategies

were used 36% of the time to manage behaviors. Relating to the categories for the

research questions, the average for pro-active strategies to help disrespect was 47%,

punitive strategies were 57%, and school-wide strategies was 38%. For the insubordinate behaviors, teachers use proactive strategies 40% of the time, punitive strategies 57% and school-wide strategies 33%. For both behavior categories of insubordination and disrespect, punitive strategies were 57% of the time to manage these behaviors. The use of punitive strategies may have impacted the slight increase in referral rates or the reduction of them. The lower averages of the school-wide strategies might suggest teachers need more supports to use these strategies properly. The survey provided teachers an opportunity to share which resources they would need to help promote positive behaviors. Teachers reported they needed more feedback and consistency from administrators for chronic behaviors. The chronic behaviors reported by teachers (Table 2) were classroom disruption, refusal to obey school rules, disrespect, and insubordination. When cross-referencing the strategy use (Table 3) and the behavior frequency (Table 2), teachers also used punitive strategies to manage behaviors categorized as refusing to obey school rules.

Teachers identified how often they utilized different strategies or supports which contributed to the reduction of office referrals. The supports and strategies included: inclusion in PBIS incentives (such as drawings and games), participation in PBIS committee, morale boosters/stress relievers (contests, Zumba, free casual days), participation in school discipline committee, Time to Teach strategies, Time to Teach booster session, faculty meetings, administrative conferences, collaboration among co-workers (other teachers, guidance counselors). Teachers categorized the frequency with which strategy supports were utilized as one for the following six categories: Never,

Sometimes (monthly), Often (weekly), Frequently (daily), Not used due to lack of

training and utilized effectively. For this survey, only 12 out of 30 teachers took this

voluntary online survey. Collectively the teachers indicated collaboration was the most

frequently implemented strategy, with 45% of survey responders indicated use was

45.3% daily, 27.3% weekly and 27.4% monthly.

In connection with the data in survey 1, the school-wide supports such as Time to

Teach and PBIS committee were used more on a monthly basis. Teachers requested

more feedback from administration and teachers reported at the end of the year that 30%

of them use administrative conferences for help with behavior and 50% use the

conferences monthly. The comments from survey 2 were coded (Table 6). The major

themes included strategies for uniform violations, consistency with conferences,

collaborating with staff on effective strategies. The consistency from administration

requested in survey 2 supports the results of survey 1 where teachers were requesting

more feedback from the administration on chronic behavior problems. The theme of

collaborating with staff on effective strategies was affirmed the first part of survey 2

where teachers use this strategy daily to help improve behaviors. This second survey

addressed the research questions as it shows that even with the diverse support system in

place, teachers are not utilizing them regularly. The only supports that were reported to

be used daily were the inclusion in PBIS incentives (8%), participation in the PBIS

committee (9%), faculty meetings (9%) and collaboration among co-workers (45%).

Teachers reported using most strategies (45% or more) monthly. For the research

questions, the strategies may not have had a significant impact on student behaviors

because teachers were not using the supports correctly or in conjunction with

administrative feedback.

Research Question 1. The first research question was would the supports impact

the office referrals for disrespect. In archival survey 1, 70.5% of respondents reported

that they address behaviors of disrespect six or more times a week (Table 1). The data

supports the claim that disrespect continued to be a frequent misbehavior during year 2,

despite the many supports for teachers. Teachers also responded to which supports they

used to manage these disrespectful behaviors (Table 3). Out of all of the recipients, 60%

of teachers reported they used negative, 80% used student conferences, and 53% used the

loss of privileges. These strategies were the top three used strategies. In the area of

disrespect, punitive strategies may have caused additional disrespect from students.

Different perspectives or responses could seem as disrespectful towards staff.

Research Question 2. The second research question was about the supports

influencing special education office referrals in year two in the category of

insubordination. Teachers were asked in an archival survey which behaviors they

address weekly. Out of the total of respondents, 64.6% of teachers reported that they

address insubordination six or more times weekly (Table 1). The results convey that a

majority of teachers are addressing this behavior frequently. The teachers shared which

types of supports they use for managing various behaviors. The categories for behaviors

are what the administration used to code the office referrals they receive (Table 2). The

teachers also reported the same top strategies as they used for managing infractions of

disrespect. Out of all of the respondents, 50% reported they used negative parent contact,

71.4% used student conference, 62% used the loss of privileges, and 50% used negative

parent contact (Table 2). Teachers used mostly punitive strategies to manage behavior.

     Effect on both research questions. Teachers also shared what other supports

they might need to help manage behaviors. A majority of respondents, (87.5%) requested

for feedback from administrators on behavior. For faculty meetings to share strategies,

43.7% of respondents requested this strategy to help with behaviors (Table 3). Teachers

who completed the voluntary survey could also share how frequently they used different

strategies. Out of the respondents, 50% of teachers reported using conferences with the

administration, and only 45.4% said they collaborated with other teachers for strategies.

However, in the last voluntary survey, teachers were asked what strategies they used to

help reduce behaviors (Table 4). I used Glasser and Strauss' (1967) strategies for

comparative analysis. I identified categories with common properties. The properties of

the categories included collaboration, extrinsic motivation, and administrative feedback.

For the collaboration category, I included the supports of collaboration among co-

workers, faculty meetings, Time to Teach, and Time to Teach booster sessions. For the

administrative feedback, I included: the supports of school discipline committee (as

administration was part of this committee), faculty meetings (led by administration),

Time to Teach (strategies from administration via a consultant) and Time to Teach

booster sessions (administration selected certain teachers to participate based on referral

rates and years of experience) and administrative conferences. For the collaboration

category, I included: collaboration among co-workers, faculty meetings, participation in

the PBIS committee. Lastly, the supports I coded as extrinsic motivation included

inclusion in PBIS incentives and morale boosters. For the category labeled feedback from the administration, 26.5% of respondents reported to never used these supports, 58.5% used them monthly, 9.4% used them weekly, and 1.8% used them daily. With the category coded as collaboration, 22.7% of respondents revealed they never used these supports, 36.1% used them monthly, 13.6% used them weekly, and 27.2% used them daily. Lastly, the category labeled as extrinsic motivation, 24% of survey respondents shared that they never used these strategies, 50% used them monthly, 20.6% used them weekly, and 4.1%used them daily. These averages are relevant to note because survey respondents claimed they were managing behaviors of disrespect and insubordination up to 13 or more times weekly (Table 1). This rate (13 times weekly) averages to 2.6 instances daily. However, teachers were not using many of the supports. Many of the supports did fall into the categories teachers were requesting (Table 3). However, survey respondents reported they were not utilizing these strategies as frequent as they managed the behavior.

The next stage of comparative analysis (Glasser & Strauss, 1967) was delimiting the theory. This stage sets limits for a possible solution to the problem. The differentiated supports did not influence the behaviors of disrespect or insubordination. The data suggests that while the supports were in place, teachers were not utilizing them possibly ineffectively, or not even at all. Since all of these supports were generated and led by administration, additional research and discussion are needed to identify possible phenomenon surrounding the planning and executing of these supports for teachers.

Supports were in place, but they may not have been used effectively for the desired results of decreased discipline referrals.

   Connection to Theory. The final stage of Glasser and Strauss' (1967) strategies for comparative analysis is the writing theory. The main categories of the analysis involved needing additional supports from leaders, including consistency for school-wide rules and feedback. Maslow's hierarchy was used as a lens from the beginning of this study. I used the different levels of Maslow as I searched for reasons behind unsuccessful PDs or supports from administrators. This lens helped streamline the broad factors impacting student performance down to the specific supports principals use to help teachers manage student misbehaviors. Fisher and Royster (2016) also conducted a study where the results were divided into teacher needs that resembled Maslow's hierarchy. There were factors identified in the literature such as stress and burnout that were impacting teachers physically (Garcia-Ros, Fuentes, & Fernández, 2015). When exploring safety, topics such as implicit racism and bias impacting teacher perceptions of student action. Hammonds (2017) also suggested that many concerns effecting teacher performance and retention connect to Maslow's hierarchy of needs.

   I continued to use Maslow's hierarchy as a lens for identifying categories in the data. I identified themes dealing with enforcement of rules and parental involvement. These two categories connect to Maslow's levels of belonging and acceptance. Teachers could feel acceptance and belonging from administration by getting consistent support with office referrals. For example, if a teacher documents previous interventions with a student and finally writes an office referral, the teacher is most likely looking to

administration to take the documentation and referral and provide a consequence to the student. However, when these consequences are not implemented consistently, teachers could feel frustrated or disrespected by the administration. Shapira-Lishchinsky and Raftar-Ozery (2018) claim that principal leadership style does impact teachers' efforts with teaching, specifically citizenship behaviors such as tutoring or sponsoring an after-school club, those duties not required by the contract, but are necessary for the functionality of a school. The lack of administrative consistency and the lack of parental involvement might be connected. If teachers do not feel supported by the current leadership style, they might not reach out to parents outside of school hours or attend sporting events to meet parents. However, it is at these events and extra-curricular activities that teachers can form strong bonds with their students and families, which could be connected to Maslow's level of belonging.

Teachers also stressed their need for administrative feedback. This feedback could serve a few roles and support different levels of Maslow. The feedback in the form of a clear action plan could help a stressed new teacher prepare for the next unit. The feedback on a referral for a seasoned teacher could be the start of a collaborative session, supporting the esteem level. The feedback from administrators could encourage collaboration with teachers on specific students. For example, principals and teachers could discuss alternative consequences. They could also work collectively with parents for plans for success. These two methods could help build professional relationships between principals and teachers as a unit to work with parents. Teachers could feel a sense of belonging as part of a team working to evoke change. Teachers could also be

seeking confirmation from the administration, or the respect of disciplining the student upon request, via the office referral. This feedback could serve as more than just follow-up communication from administration to teachers about discipline. Positive feedback about discipline from administrators could serve as a tool to help teachers work towards the self-esteem level (Maslow, 1943). Constructive feedback on office referrals could help generate self-reflective practices of the teacher, moving him or her into the self-actualizing level. This feedback could help teachers review their current practices and make adjustments for progress. The theme of collaboration with others connects with Maslow's level of belonging as well and demonstrates a need for a collaborative environment. The minor themes could also support Maslow's hierarchy of belonging, self-esteem and self-actualizations. The minor themes including scheduling concerns and student motivation. These concerns could be managed by teachers, with proper Maslow support. The collaboration to identify new strategies can help teachers find common goals of effective instruction. As teachers continue to collaborate, teacher leaders will develop with solutions to these problems (Papushyna, 2017). The teachers moving into the self-actualizing phase will use critical and innovative techniques to resolve these teacher-managed concerns.

Proposal for Results

The intended goal for the different teacher supports was to help with student discipline. However, the referral rates did not increase, and teachers expressed their needs for additional and different supports from the administration. As the administration team reviews these archival data from the voluntary survey and office

referrals, they may want to shift their priority from the students to their teachers. The

teachers and staff may spend their entire careers at that school. A high turnover of staff

could impact the school climate and overall student achievement. However, students are

only in the school for a few years. It might be possible for administrators and education

leaders to work diligently to support their staff, so the staff can accurately and efficiently

support the students.

Priority shift. SCPS had a procedure called Advanced Professional

Development (APD). Secondary teachers had to stay after once a week an hour and 15

minutes. The two high schools stayed Mondays, and the Intermediate School stayed on

Wednesdays. The APDs were divided up into the following categories school-based,

county-wide, teacher-driven technology, content-based). Year one, the principal started

off by using the school-based APD day for differentiated PD, which lasted two months of

two sessions a month. The English county supervisor led a behavior management

session, as one of the topics for this differentiated PD. Year one also included various

committees—one was a PD committee. This committee, made of teachers, created a

calendar of multiple topics for the school-based and teacher-driven technology days. The

committee presented the proposed calendar to administration. Not only was the calendar

not used, but the administration also did not use the topics, and the committee never met

again. PDs became either time to review student data or have a content PD for upcoming

state assessments, or an opportunity for teachers to grade papers. Teachers who were not

in a tested area or had no one else in the department were usually allowed to stay in their

rooms and grade papers. Even full day PDs throughout the year were allotted for state

assessment training or technology.

With federal grants offering much-needed funds to school systems in exchange for participating in standardized testing, many districts focus on how to prepare for these tests. Districts provide funds to purchase the newest book or reading program to help students improve their reading skills. PD days are used to analyze test data or prepare students for computer-based testing. However, administrators are not communicating with teachers about discipline as much as they are about testing or grades.

Understanding the consumer. Proper teacher training for new teachers should be an essential part of a teacher's first year. Byrne et al. (2015) claim that college provides broad and abstract understandings of educational practice, but that districts and schools need to provide the specific training to a particular school and community. The research team surveyed 220-course managers from 208 teacher preparatory college programs. College programs were led by professors that had the education, but not the recent experience to help make the content directly applicable. Districts need to understand that a college degree of a particular content does not directly translate into practical skills for a specific student population (Bryne et al., 2015).

To further help put teachers as a focus, small gestures could make all the difference. Schools in Spain use a global and career-long approach for PD and focus on specific teacher needs (Batista & Ortega Ruiz, 2015). At the site school, school leaders would often give teachers prizes of pencils, post-its or notecards for drawings or a game during a meeting. They would regularly conduct sessions that dealt with student data from the previous year, on children they will not have anymore. Leaders need to focus on teachers as a priority. They need to market things to teachers, even the small things like door prizes during a PD session. A $5 gift card for gas or lunch may be more appealing to teachers than items that were not intended for teachers—they are for students or classroom use. The prizes of school supplies will be used for students. Those types of prizes are not for the teacher, as a person.

Furthermore, asking teachers for specific input for PD might ensure communication. Cooper and Yan (2015) evaluated the relationship between teacher satisfaction in PD for behavior management and behavior problems within the classroom. They worked with 183 primary teachers from Hong Kong, China by giving them a survey to assess awareness of student misbehaviors, the amount of PD for behavior management, and satisfaction with the training. Teachers were also asked to share their confidence in their ability to manage disruptive behaviors. The team concluded that there was a secure connection to teacher satisfaction of PD and confidence in the ability to manage behavior, which would also influence student behavior in the classroom (Cooper & Yan, 2015).

Long-term change. Bringing teachers into the conversation about their learning plans and PD could change decision making for other matters in the district. For example, committees or pilot groups of teachers could be implemented to test out or research a strategy or training before it is brought to the entire district. School leaders do not use the critical asset of teacher feedback as much as they should (Kraft & Gilmore, 2016). In addition to engaging teachers in their learning, the teacher could also become more involved with their evaluations (Kraft & Gilmore, 2016). Instead of evaluations being a summary of what a principal thought he/she saw or perceived during the school year, teachers could create portfolios demonstrating the different domains of the evaluation tool. Principals and teachers could use the goals and objectives for portfolios as a guide for professional development plans (Kraft & Gilmore, 2016). Teachers would communicate with principals the necessary resources, supports or training needed to achieve the portfolio goals. In addition, teachers could also provide feedback on the evaluation tool to be sure it is a learning tool, not a punishment or a final report of the year. If teachers are actively working on portfolio items, it may help teachers become more familiar with the expectations of the district. Evaluations can become more of a learning plan with goals and objectives, not a punitive report that is provided to teachers at the end of the year—with no time to correct or improve performance (Kraft & Gilmore, 2016). Guiding teachers to use portfolios or other means of measurement for performance is vital for the increased esteem of teachers (Ahmad & Salam, 2018). School leaders need to identify ways to encourage teachers to develop self-esteem within the classroom, besides high tests scores (Ahmad & Salam, 2018).

Recommendations

Building Administrators

Administrative teams, including facilitators and department chairs, have untapped resources in their teachers. Countless degrees and years of experience are at their disposal to better help students. Most schools have teachers working to manage behavior until administrative intervention is necessary. The ratio of administrators to students is much larger than a teacher to student ratio. It may be more useful for building administrators to put the control back into the hands of teachers regarding curriculum and discipline issues. They can collaborate with teachers to create PD plans. At the minimum, administrators could collect feedback from teachers about these issues before making decisions about PD. This strategy could help strengthen the respect and rapport between administrators and teachers. The increased affinity and teamwork could help reduce student misbehavior.

District leaders.

Similarly, to how building administrators can put the control back into the hands of teachers, the same control and responsibility can also be provided to principals. In some districts, politics can dictate hiring, promotions, and policies (Ryan, 2015). This practice can alienate teachers and staff that are not with the "in crowd" of the district (Ryan, 2015). With teacher burn-out and high teacher turn-over, it is critical that districts work to keep teachers satisfied and fulfilled in their positions. Some districts offer tuition reimbursement for teachers working towards their Master's degrees, but some may not pay for a doctorate. Grants and initiatives are popular with districts to help students, but

not so much for teachers. Community agencies might sponsor a teacher lunch, but

districts sometimes overlook teachers. Even the tone of a district could be harmful to

maintaining teachers. For example, teachers are provided with sick and personal days but

are marked down on evaluations if they take their days (Tidd, 2017). Most teachers are

off in the summertime when voluntary professional development is often scheduled. If

teachers choose to go on much-deserved vacations or time with their families, they can

become unofficially marked for not coming to voluntary PD (ATA, 2016). This tone can

be seen as disrespectful as district leaders should have confidence in their teachers to seek

resources as needed. Clarity from districts about expectations might be helpful.

Micromanagement is another ineffective strategy used by some districts.

Micromanagement is not an effective management strategy with adult autonomous

learners. Providing an expectation and holding staff accountable should be sufficient.

Mattoon (2015) suggested that micromanagement can create a tense relationship between

staff and district leaders and sometimes create a hostile work environment or unnecessary

anxiety for teachers and principals. Additionally, as respect and rapport are built (or

repaired), teachers and principals will feel empowered and supported to be innovative

with instruction (Mattoon, 2015).

Assumptions, Limitations, and Delimitations

The data from this study is archival data from the school district. The facts (referral

data) were assumed to be true, as I did not go back to verify with raw referral reports or

individual teachers. Potential limitations of this study generate from a few factors in the

design. First, this study looked solely at archival data. Only looking at this one snapshot

in this school's history, it was difficult to generalize the results to larger schools or other

areas. I was not able to influence factors such as demographics of teachers, including

years of teaching or type of degree held. This data could have help generalize the results

to other populations of teachers. Additional information could have highlighted other

potential reasons for a change, or lack thereof, in referral rates. A limitation of this study

was that I did not include the general education population of the site school.

Evidence of Quality for Accuracy and Credibility

The triangulation design was helpful in confirming conclusions of individual data

sets by identifying similar patterns. I assumed that the archival data was accurate and

credible because it came directly from the site school and they agreed to provide the

actual results from their own data collection.

I included the results of the frequency of behaviors in Table 3. The top four

categories included class disruption, tardiness, refusal to obey school rules, and

inappropriate use of technology. Insubordination and disrespect are the fifth and sixth

most frequent behavior. Teachers reported that they addressed these behaviors more than

13 times a week. A limitation of this survey design was that the first frequency category

(0-2 times). It is unclear as to which behaviors teachers never addressed or those they

addressed 1-2 times week.

Section 3: The Project

Introduction

In this section, I will support the rationale for this study with a literature review that explores Maslow's (1943) hierarchy of needs and how it relates to adult learning and professional development. I will discuss the project goals and evaluation. I will also include the stakeholders. I will discuss the existing supports, possible barriers, and potential solutions to the barriers. This study involved evaluating the effects of differentiated supports on special education referral rates from 2 consecutive years for the categories of disrespect and insubordination. During the second year, the site school's administration implemented a variety of supports for teachers and staff to help decrease student referral rates. The various supports did not reduce the referral rates for special education students. The purpose of the project was to identify a strategy to help teachers receive and use supports more effectively. The project focuses on training principals on how to successfully provide supports for their teachers. The training will involve proactive strategies to create a supportive climate for teachers. Blaik, Hourani, and Stringer (2015) recommended that principals be proactive with professional development design. They also claimed that not just the content, but also the process of the professional development should be considered in the design.

My research site school was a public, rural high school in Maryland. New legislation required school districts to update the code of conduct documents about suspensions for infractions of disrespect or insubordination (Skiba & Losen, 2016). The 2013-2014 school year supports in the school involved student-focused programs such as

PBIS and guidance supports. Teachers were invited to participate in the school's PBIS

committee, which involved planning student incentives for positive behaviors. Teachers

were also recruited to participate in the district discipline committee, but only a few

teachers were permitted to join. The district wanted two teachers from each school. The

principal chose the first two teachers who volunteered.

Rationale

The rationale for this project is that teachers are needing more effective leadership

from principals. This project is a professional development program for teaching

principals about empathetic leadership and using Maslow's (1943) hierarchy of needs

(1943) to meet the needs of teachers. Fisher and Royster (2016) also used a qualitative

study to identify factors of teacher retention. Using qualitative methods, the research

team collected responses from teachers and sorted teacher needs into the different levels

of Maslow's hierarchy of needs (Fisher & Royster, 2016). Larkin, Brantley-Dias, and

Lokey-Vega (2016) linked different elements of job satisfaction and success to Maslow's

hierarchy of needs.

The research site school provided a variety of supports to help reduce office

referrals, but the number increased. These supports were provided by the administration.

However, principals provided minimal feedback to teachers about expectations.

Administrators simply announced that a particular support was available for use. Besides

the consultant with *Time to Teach*, no teacher training was provided on using the other

supports. Additionally, teachers were not asked what they needed for their individual

professional goals. Furthermore, I also designed this project to address the high staff

turn-over during these 2 years of study. This professional development project will provide principals with strategies to use empathy and professional respect to help collaborate with teachers on goals for the school year. Stewart (2017) claimed that project studies can be helpful in creating a growing and changing tool for change. As educators work through various modules or sections of a training, they can provide feedback. This specific feedback can help direct the next module to be more specific to the needs of the group or school (Stewart, 2017). I have developed a PD for principals focusing on two major parts. The first part is about being an empathetic leader by understanding how human needs, as explained by Maslow (1943), are important for the growth and development of teachers. The second part of the training focuses on using portfolios as a collaborative and functional method for teacher evaluations. As principals explore different artifact options, they will also discover how each artifact supports a different level needs (Maslow, 1943).

In a school district, there are employee needs and budgets. For instance, one Maryland school district reported a $2.5 billion budget for 2017 (Montgomery County Public Schools, 2015). The breakdown included 81.4% of funds for instruction, 2.3% for system-wide support, and 13.7% for school services (Montgomery County Public Schools, 2015). However, the budget did not clarify how much to spend on staff supports, training, or development (Montgomery County Public Schools, 2015). The U.S. Department of Education (2013) stated that with the Race to the Top initiative, funding for the continuation of Common Core State Standards (CCSS) would be available, but there was no mention of behavior supports or classroom readiness skill

training that would help students access the common core. The lack of funding is an

international concern, specifically with special education programs (Chitiyo, Hughes,

Changara, Chitiyo, & Montgomery, 2017). In Zimbabwe, special education is not a

priority for all districts, and there are no federal mandates specific for special education.

The school districts often rely on donations to raise money for their special education

programs (Chitiyo et al., 2017). With little funds and even less time, districts must be

efficient and smart about how and when they provide much-needed supports for teachers

and staff. Globally, funding for special education and behavior supports is not always a

priority. However, some districts have worked to fund programs despite lack of

government support. If principals work along with their teachers for portfolio goals and

artifacts, new resources may not be needed. This project helps principals to use current

resources to help guide teachers to achieve portfolio goals. The collaboration between

principals and teachers might cost time, but the use of email and other digital formats can

help reduce the need for coverage during school hours or after school meetings. The

functionality of the artifact items can possibly reduce the need for purchases of new

training materials or resources, helping schools to withstand fiscal issues.

Review of the Literature

For this literature review, I used the ProQuest database to retrieve all of my

scholarly journal articles. I accessed this database through the Walden University

Library. For the search terms, I used *project study* and *project genre* for the discussion

about using a project study. To link the project study and its elements to Maslow's

hierarchy of needs, the theoretical framework for this project, I used terms and phrases

such as *Maslow's hierarchy, empathy in the workplace, portfolios, empowerment and esteem, collaboration and belonging,* and *reflection and self-actualization*. These terms and phrases helped me identify scholarly sources for this literature review. Once I found scholarly sources, I used the abstracts to help determine the most appropriate sources for this review. I looked for articles that incorporated projects as the solution to educational concerns. I also reviewed alternative forms of professional development to support the various levels of Maslow (1943) and leadership to help provide emotional and empathetic supports for teachers. There were many scholarly sources that highlighted project- and portfolio-based professional development to help teachers. As I analyzed the literature, it seemed that a project study to help principals develop empathetic leadership would be appropriate. As principals work through the various sessions of the professional development, they will promote their unique strategies to use project-based learning with their staff. This project would intertwine the process of the project genre and the content of differentiated supports through empathetic leadership.

Genre: Project Study

The project genre provides an opportunity to create an artifact that can help address an issue (Creswell, 2012). Graviani (2015) explored professional development for Greek teachers and concluded that the project genre allowed for adult learning styles to be utilized for efficiently. Additionally, the project could be adjusted for different learning styles and environments (Graviani, 2015). The literature continued to promote a project genre with the concept of learner-centered instruction (Gilboy, Heinerichs, & Pazzaglia, 2015). Gilboy et al. (2015) claimed that allowing adults to work through projects was an appropriate method for professional development for adults. Further, Mayer, Woulfin, and Warhol (2015) suggested that using coaches from the staff as leaders could help bring reform to the school. This relates to the principals' roles in my proposed professional development. The principals are to be guides to a new way of professional development to help support the teachers. They are using a coaching-type approach to guide their teachers. The project genre is appropriate for this study because principals can lead teachers towards change that promotes adult learning strategies and individual professional growth.

Content: Maslow in the Workplace

The site school administration did provide a variety of resources for teachers to use during the second year. However, the administration did not seek feedback from teachers on their needs or the usefulness of the supports. For example, the principal scheduled a Zumba instructor for Monday's after school. This support was short-lived because teachers did not want to stay after school for another activity. The

administration did not ask if teachers would like to participate in these classes, instead informed them that classes were available after school. The committees seemed to be a way for teachers to voice their concerns, but little action came from these committees, and teachers had to stay after school to participate. However, perhaps because they did not ask or collaborate with teachers on what they would need, these supports were ineffective. A potential solution would be to plan alongside teachers for implementation of training and supports (Parker et al., 2015). The administration could consult teachers beforehand to identify what they need to be successful.

The project will convey how principals can use Maslow's principles in the workplace to support many areas for teachers to help promote exemplary staff. This project also involves using portfolios as a means for evaluation. Portfolios could serve as a tool to help principals develop a personal framework and professional development plan for each teacher. The portfolio planning and artifact development could assist in supporting various levels in Maslow's hierarchy of needs (1943). Current literature has highlighted the importance of leading and understanding different facets of a teacher and the many elements that influence a teacher's performance.

Physiological. This level of Maslow's hierarchy (1943) deals with needs such as physical health. The physiological level may seem like a level that professionals would be expected to meet themselves. However, emotional drain and stress, commonly referred to as burn-out, could impact physical health. Sadeghi and Khezrlou (2016) defined burn-out as emotional and physical exhaustion. In a study of Iranian English Language teachers, the research team used Maslach's burnout scale to identify levels of

burn-out of the teachers (Sadeghi & Kherzlou, 2016). The team also surveyed teachers about their levels of reduced personal accomplishment. There were high levels of both burn-out and reduced personal accomplishment. Principals must be mindful of these needs when supporting teachers. Feelings of tiredness and exhaustion could influence work performance of teachers. Dermirdag (2016) also used the Maslach's burnout scale In conjunction with the School Culture Scale (SCS) with faculty in Turkey to identify possible influences of this exhaustion on school climate. Burn-out was defined as emotional depletion due to the constant sacrifices required. Dermirdag (2016) suggested that teacher burn-out could predict school culture. For this level of the hierarchy, principals may not see the immediate impact of teachers not getting enough rest or experiencing high levels of stress. Based on these studies' findings, principals may want to be proactive in supporting the physical and emotional health of teachers.

With shootings or other intruder attacks a possibility, many school districts require schools to have crisis plans. Sometimes these crisis plans include codes for different threats. Some schools even conduct drills where schools go into lockdown mode to practice these procedures. However, other factors could cause fear in teachers and make them feel unsafe. Federal funds are granted to help various areas for community violence (Sparks, 2016), but principals need to be proactive to be sure teachers feel safe and in control within their classrooms. Disruptive and disrespectful behavior in classrooms could quickly escalate into violent behaviors. Some school leaders are already noticing a need for behavior/classroom management related training (Policy Analysis for California, 2014). Unprepared teachers could engage in a power

struggle with students, resulting in dangerous behaviors. McCreery (2016) suggested that skills such as negotiations with challenging behaviors could help create a caring classroom environment. Teachers need training on creating an emotionally supporting classroom (McCreery, 2016). Additionally, modeling the proper coping and social skills helps students identify appropriate behaviors for the setting (McCreery, 2016). These new skills could replace previous aggressive coping strategies.

      Esteem. Principals should work towards helping teachers feel empowered and successful in their roles. Some teachers may feel inadequate if being compared to other teachers for test scores or pass rates. For example, a teacher of gifted students is going to have higher test scores and pass rates than a class of general level students. By individualizing professional development and goals for teachers, they can feel success for their progress. Communicating with teachers to identify needs and goals, principals can provide opportunities for teachers to be successful. For example, a research team in Zimbabwe surveyed and questioned 204 teachers from two school districts about the needs of special education teachers (Chitiyo et al., 2017). Because funding is not a federal priority, schools look to donations build programs. Teachers presented their priorities and needs such as training on inclusion or materials (Chitiyo et al., 2017). Teachers were able to take ownership of their need and make a plan to reach a goal. If teachers are generating funds by writing grants, for example, they could see the results of their work beyond the classroom.

      Using teachers to guide curriculum choice or direction could also increase professional esteem. Green and Moore (2016) also explored the importance of using

teachers to set goals. The research team surveyed 207 career and technology education

(CTE) teachers and administrators from 38 states for priorities with PD and curriculum

(Green & Moore, 2016). The CTE teachers and administrators shared that PD needed to

relate to real-world experience, which is a critical element needed in this setting (Green

& Moore, 2016). Teachers were able to work along with administrators to develop the

appropriate curriculum actively.

In addition to teachers taking ownership and working towards school and district-

wide concerns, it is also important for principals to provide training in a manner that will

empower teachers. Training does not have to be in lecture or faculty meeting alone.

Smaller districts or those with fewer resources can utilize technology to help promote and

support teachers. Rock et al. (2013) utilized Bluetooth, webcams, and Skype to work

with 28 teachers in their field placements. This program was administered using a grant

for professional development. The research team used four facets to help support

teachers. The first facet dealt with professional dispositions and utilized a 4:1

praise/correction feedback system for the teachers. The second facet focused around

processing content and pedagogical expertise. The researchers used RtI with teachers to

help them apply classroom management strategies efficiently in real-world situations.

This method allowed teachers to practice and improve the strategies with the researchers

providing the encouragement and supports along the way. The third facet involved

incorporating models and demonstrating strategies for teachers. The final facet was

considered the feedback loop; instructing, correcting, encouraging and questioning.

Surveys from the teachers reported that the positive reinforcement from trainers and

training on pro-active strategies had the most impact on the classroom behaviors (Rock et al., 2013). The positive feedback from teachers could also help improve esteem as they see their leaders acknowledging their accomplishments.

Principals can also identify teacher leaders from their staff. They can provide opportunities for these teachers stretch and grow as influential team members that can help cultivate and develop strong teachers. Even if funds are available for consultants, having in-house experts that know and understand the tone of the building could be highly effective. Teacher leaders could provide scaffolding as they instill and expect new strategies for behavior management. Engin (2014) utilized qualitative methods with ESOL teachers in Turkey. Engin (2014) used methods such as interviews, lesson observations, feedback session and respondent validation to provide support with new teaching techniques. Leaders were able to help teachers master new strategies for students with independence (Engin, 2014). This method of ongoing support may help teachers retain and adequately utilize a strategy, while also promoting teacher leaders.

Using outside consultants regularly for training may prevent teachers from successfully adopting and applying new strategies (Holdaway & Owens, 2015). Holdaway and Owens (2015) suggested that a few workshops without any follow-up or skill acquisition teacher behavior would never change. They analyzed literature to examine the limitations of teacher PD. They concluded to use consultation and principal support of feedback and motivation together. The research team then surveyed 157 teachers about the use of behavioral and instructional strategies, teacher burn-out, teacher self-efficacy and the likelihood of intervention adoption. The team concluded that

adoption of new skills from a consultant would improve by making key opinion leaders (influential teachers) in the building consultants for school staff. Having on-site consultants and performance feedback increased skill adoption over common PD strategies (Holdaway & Owens, 2015). School leaders should understand strategies to motivate teachers to help them want to apply new strategies.

As principals cultivate teacher leaders, consultants can be used for coaching and empower their teachers. Poduska and Kurki (2014) worked with 26 teachers in Baltimore, Maryland on the Good Behavior Game. The Good Behavior Game was a team-based challenge that helped build social skills among classmates. After students collaborate with each other and the teacher on classroom rules, students win by not committing any infractions, based on the rule list. Coaches helped teachers along the way with PD plans with teachers (Poduska & Kurki, 2014). With consultants, booster sessions may also be utilized to provide a continuum of support for teachers. The consultants can offer that ongoing support and feedback to help increase autonomy and esteem.

Belonging. For this level of Maslow's hierarchy (1943), people need to feel included and part of the group. Principals can create opportunities for teachers to work together and feel part of the professional community of their schools. Lane, Carter, Jenkins, Dwiggins, and Gerner (2015) found the same need in a study of administrators' perspectives for teacher PD. The administrators expressed a need for peer-mediated supports, self-monitoring and small group collaborative sessions for teachers (Lane et al.,

2015). Principals could work towards making these collaborative groups part of the routine procedures of the school routine.

The collaborative process among teachers could yield more efficient professional development sessions. Acar and Yildiz (2016) explored the effectiveness of collaboration among teachers. The team analyzed the surveys and interviews with three Turkish elementary teachers. They identified for themes of satisfaction with the partnership with peers, the usefulness of the collaboration, improvement of classroom instructional strategies and behavior management. The teachers reported they felt the collaboration with teachers of choice and organic professional relationships helped with on-going professional development (Acar & Yildiz, 2016). As school leaders develop schedules, they could consider these elements and priorities for PD. It may be helpful to attain feedback from teachers about how they feel about current collaboration in the school to help plan for future PD and collaborative opportunities.

Principals will need to be creative with scheduling to allot time specifically for training or collaboration. A Michigan school district implemented a one-hour delay schedule on Wednesdays (Merrit, 2016). Teachers used the time for planning, training and collaborating. Merrit (2016) also reported that other districts offered more elective classes to help elementary school teachers get more time to be trained. Parent and community volunteers were used for "Reading Hour" or other activities to provide time for training or planning with teachers (Merrit, 2016). Principals could rely on other staff or volunteers to help provide time for collaboration and team building.

Once the time and opportunity are available for collaboration, principals need to provide guidance and direction on how to properly collaborate and include others. Perhaps some training on how to collaborate and support one another might beneficial to use time efficiently. Gregory, Allen, Mikami, Hafen, and Pianta (2014) evaluated the effects of the PD program called "My Teaching Partner-Secondary." The main principles of the program involved building supportive and non-evaluative relationships with teachers, collaborating and challenging teachers, provide feedback and base observations and feedback on the program manual. The domains of the program involved emotional support for teachers, classroom organization, instructional support and outcome measure. The research team worked with 87 participants from 12 schools in Virginia. The intervention group attended a one day workshop on new behavior management strategies. These teachers provided videotapes lessons for a coaching session from the teaching partner. The administration provided feedback about behavior management strategies to teachers. The results were that student behavior and engagement improved (Gregory et al., 2014). School districts should not merely pass the responsibility to program or consultant, but work to build experts and strong teams from their staff.

Self-Actualizing. As principals create the supports for the foundation levels of Maslow's hierarchy (1943), teachers may begin to identify personal areas in which they want to change or grow. Issues such a cultural bias or implicit racism might be something teachers have not even explored before. Once they feel the support of co-workers and administration, they might feel comfortable to evaluate for themselves without judgment or repercussion. Ford (2016) defined implicit racism as unconscious

attitudes about different groups when making decisions and influence behavior. He claimed this type of racism is rarely maliciously influenced, but there nonetheless present. He even compares it to carbon monoxide, as something that cannot always be seen, but slowly poisons an institution. Educational leaders can try and remediate and support teachers with bias-reducing to help teachers feel confident in their fair practice.

To reduce this unintentional bias for educators, Carnes et al. (2012) used a single training to teach participants about implicit racism and how it impacts one's decision making or behavior towards another group of people. The trainers highlighted five bias-reduction strategies to help break racist practices. These strategies included stereotype replacement, counter-stereotypic imaging, individuating, perspective taking and increasing opportunities for positive contact. After eight weeks of practicing these strategies, participants reported that they continued to be aware of their own biases and worked towards reducing racial discrimination (Carne et al., 2012). School leaders can provide supports to help teachers reflect and evaluate their own practices with students.

As teachers explore and evaluate their own beliefs and behaviors to grow as educators, school leaders can help guide teachers to help break old patterns and habits to help with professional growth. Matias (2016) argued that taking a colorblind approach and ignoring all of the uncomfortable or tense racial topics in instruction, can create emotional scars for minority students. There are emotional behaviors that staff may exhibit to hide white shame; denial, rage, anxiety, loss, and guilt (Matias, 2016). Matias (2016) shared that she used a pre and post survey in her diversity in urban education course. She also shared that to combat the colorblind classroom, teachers must attribute

whiteness as a factor, if applicable, to struggles of minority students as well as making sure minority students are represented in curriculum and assessments (Matias, 2016).

Fernandez-Fernandez, Arias-Blanco, Fernandez-Alonso, Burguera-Condon & Fernandez-Raigaso (2016) explored the effectiveness of self-reflection as part of PD. They provided 57 teachers from two elementary schools in Spain a ranking tool to assess the priority of reflection with PD (Fernandez-Fernandez, 2016). The teachers shared that 50% of PD provided opportunities for reflection (Fernandez-Fernandez, 2016). Teachers also reported that the practice of reflection helped them improve their perceptions of their teaching behaviors (Fernandez-Fernandez, 2016). These considerations can help them design their own unique classroom management plans that work with their personalities and comfort levels. As teachers move towards self-actualization, their mindsets may shift or become more open to promoting social change. Nutov and Hazzan (2014) suggest that school leaders cannot force their teachers up the Maslow hierarchy, only provide support to guide them through.

Portfolios for Evaluations and Adult Learners

The portfolio can be a tool to help evaluate teachers and promote a culture of ownership with individual professional growth and development. Teachers can collect samples of their exemplary performances from the year to demonstrate the accomplishment of goals (Nutov & Hazzan, 2014). As teachers work alongside principals planning for their own professional development, teachers can convey the types of trainings they need to help their students. For example, Hymers, Steer, and Williams (2015) explored the impact of taking Canadian science teachers on tours to see

the real-life application of the content they cover. Teachers were provided with an

opportunity to visit mining sites, and as adult learners, the ability to translate the

relevance of science content to their students. The results of this study were that teachers

reported they used the information in their classroom with real-world application

activities (Hymers et al., 2015). Trips and outings could be possible resources teachers

could use to help reach their portfolio goals. Artifacts for this trip could be work samples

or photographs from the excursion or unit/lesson plans on how to incorporate information

into instruction. Teachers selecting the best activities and artifacts of the year allows for

opportunities to build esteem (Maslow, 1943), while also assessing an adult learner on

professional development goals.

To effectively use portfolios as evaluation tools, principals and teachers need to

communicate about resources that are needed or available. As a team, principals and

teachers can think creatively to identify different methods of trainings or materials that

could be helpful in achieving goals. Derri, Vasiliadou, and Kioumourtzoglou (2015)

examined the effectiveness of short-term PD in Greek elementary physical education

classes. The team used an experimental and a control group for this study. The team

used a two-hour in-person lecture along with a two-hour application session. The team

clarified its definition of a lecture as a demonstration with specific cues and

individualization of teaching. They also watched videos of lessons and practiced being

observers to help them better apply the new skills, as well as practiced the skills (Derri et

al., 2015). The team concluded that PD for adults needed to be included of the following:

adults are self-directed, come with experience, are goal oriented, need practice, require

relevancy oriented and desire respect (Derri et al., 2015). As principals work with teachers on professional development plans, they should keep these elements of adult learners in mind when guiding teachers with the appropriate portfolio goals and artifact selection.

It is important that school leaders work to identify a specific skill deficit of their staff to help make the most of the portfolio evaluation. Principals should pinpoint specific topics that are needed to help teachers reach goals (Kinderzierski, O'dell, Marable, & Raimondi, 2013). Kinderzierski et al. (2013) surveyed teachers about the perceived important topics for training, specifically with managing student behavior and teacher retention. The teachers related that the team needed training that related to factors contributing to teacher retention. The team reported that 70% of the teachers believed that if they had training and exhibited strong pedagogical application and skill, that escalating behavior could be prevented. Proactively planning with teachers may help principals with matching a need with a resource.

As teachers contribute to their PD goals, they are also practicing autonomy with their professional goal setting. Teachers should be allowed to explore options, rather than directed to use a particular intervention or tool (Toom, 2016). Harrington (2013) evaluated the effectiveness of a "one-size fits all" method of training and supporting teachers. Teachers in a secondary school in Australia were able to work together to develop their own framework for professional learning (Harrington, 2013). This program was called the SLIDE Project (School-based Learning for Individual Diversity in Education). Teachers shared what they felt were effective elements for professional

development; extended, collaboration with peers, ongoing support with follow-up, coherent and integrated, inquiry-based, teacher driven and self-evaluation. Researchers used 1:1 interviews with teachers to identify problems with the functionality of the school day. Principals could use this 1:1 approach as they help develop and check progress on portfolios with teachers. The ongoing communication about portfolio goal progress is important. Harrington (2013) mentioned that communication was a problem in regard to expectations with the SLIDE project. They also understood how effective communication could help with classroom management, engaging lessons, and empowering paraprofessionals in instructional support roles (Harrington, 2013).

Portfolio based evaluations can help principals make data driven decisions for teachers, while also appealing to autonomous adult learning styles (Harrison, 2013). Sharifzyanova, Shtreter, and Nauryzbayeva (2015) conducted a three-year study to explore the effectiveness of designing individual teacher professional development plans. The team evaluated patterns of PD to identify elements that could be helpful for district leaders. Over the three years of the study, the team developed a framework and methods to approach the problems with current teacher PD. The team discovered that major issues with current PD for educators were a lack of framework and methods to organize and implement PD. Furthermore, district leaders were not providing enough PD to help teachers become competent in various areas of need. Lastly, they claimed that some districts do not have enough teacher leaders to help train and support teachers within the district. The team recommended using distance learning and other interactive, module based learning to help close this gap (Sharifzyanaova et al., 2015). Working with

teachers to develop their PD plans and portfolio goals can help principals create individual frameworks for each teacher.

Understanding the background and experience of teachers is very important to understand when designing their PD (Derri et al., 2015). While teachers may already have some background knowledge, or acquire it through training, this does not always translate into a successful application of skills (Swanson & Gettinger, 2016). Principals should still be the coach and guiding force behind the plan development and collaboration with teachers.

Project Description

Stakeholders

The stakeholders for this professional development are building principals and district leaders. Directly, principals will identify and develop specific tools to use with their faculty. District leaders can use the data from schools to help direct change with district-wide policies.

Description

The purpose of this training is to provide building administrators of all grades with empathetic and efficient methods to evaluate teachers. The goal would be for evaluations to be a plan for professional learning and growth. The research site school provided a variety of supports for teachers, as well as the option to choose which supports they wanted to use. However, there was little feedback collected from teachers when creating the professional development plan for the year. To help improve planning and execution from the administration, a goal of this project is to help principals understand

adult learners and the importance of empathy with leading and guiding staff. Specifically, administrators will work towards creating individual learning plans and goals alongside teachers. Another goal of this training is to help with a paradigm shift from an end-of-the-year summative evaluation to a collaborative portfolio with ongoing formative assessments. Teachers can plan for their professional growth at the start of the school year and collect data on their progress throughout the year.

The training should be done towards the beginning of the school year, but before teachers arrive to allow them to use the portfolio goals right away. Day one will involve training administrators on the theoretical framework of the exercise. The objective of the training will be for administrators to understand the "why" and the theoretical framework for this training. Building administrators will see the significance in being that empathetic leader who understands that foundations are necessary before the self-actualizing teacher can perform at his or her best. This particular training is informational at first. Administrators will begin to understand how Maslow fits into the workplace and that is important and effective guidelines to help lead the school. Day two will be a work session for administrators as they learn how to provide the support for the first four levels of Maslow. Principals will create their resources to help teachers have the foundation of safety well-being security belonging and esteem and their profession. The goal of the session is for principals to have a playbook for how they plan to incorporate Maslow into the workplace with their teachers. They should have several resources for each level for their teachers to be successful. Principals will also learn about using portfolios to evaluate teachers. The sessions will tie together because it

involves incorporating empathy but also teaching providing choices for teachers as well as a collaborative piece where administrators work with teachers to develop an individual learning plan. This learning plan builds rapport between teachers and administrators and helps promote the safety security the longing in a steam of their teachers. The barriers for this project would be lack of attendance or resistance to the theoretical framework. The suggested strategies are drastically different to current practices of many schools. Principals could be resistant to shifting

The project is in the form of a PD for principals of all grades. The training will take place over three full consecutive work day and utilize lecture, collaboration, project-based learning and interactive learning (Appendix C). The training will be formatively evaluated daily by principals with a survey (Appendix D). Day one of the training will involve Maslow in the workplace. Principals will explore how the various levels of Maslow's hierarchy are relevant to supporting teachers by being empathetic leaders. Principals will have the opportunity to role play to understand how to respond to teacher needs with a compassionate, understanding approach to cultivate for effective teachers. They will also have a work session to collaborate with others to develop tools and strategies to be an empathic leader.

The second day of training will utilize collaboration and project-based learning. Principals will explore samples tools on how to support the various Maslow levels for teachers. They will have several sessions during day two to develop their toolkit with self-made resources that are specific to their schools and teachers. Sample tools will be available for principals to use and modify as necessary.

The final day of the training will explore how to combine Maslow's hierarchy and empathetic leadership to evaluate teachers through portfolios. They will assess their district's current teacher evaluation tools and discuss the flaws and inefficiency. Principals will understand how the evaluation procedures could be more efficient by creating a yearlong plan with teachers for their success, in comparison to a single rubric used for all teachers at the close of the school year. Principals will receive examples of how to blend current evaluation tools with a portfolio/artifact method of assessing teachers. Lastly, they will have a work session to develop a protocol for portfolio evaluations for their teachers, including notes for faculty meeting or memo conveying this plan to teachers and suggested artifacts for different domains and goals. As a follow-up, principals should meet with teachers as a group to discuss these new evaluation procedures, as well as individually for specific portfolio goals.

Existing Supports

The existing supports are district leaders and plans for professional development days. School districts may have a specific time on the annual calendar for professional development. Other supports would include facilitators to help provide other specific feedback and needs of teachers to the work sessions for principals to utilize when creating new tools for their schools.

Potential Barriers and Solutions to Barriers

A significant barrier for this project would be lack of time or funds. A possible solution for this barrier is for this training to complete digitally. The trainer could use tools for principals to post comments, questions, and work samples. The posting would

allow for principals to still collaborate ideas with other administrators. Principals could work in modules or from a checklist of tasks at their own pace. The district could provide benchmark dates for different tasks to help principals keep on track with their training.

Project Evaluation Plan

Evaluation Goals and Method

The goals of the evaluation are to identify the effectiveness of the work sessions. The formative survey allows for principals to reflect on the daily tasks for effectiveness. The daily reflections connect to strategies for adult learners (Akon, 2015; Derri et al., 2015; Bowgen & Sever, 2014) and Maslow's (1943) level of esteem. For a goal for the trainer, the daily feedback can provide insight into how to adjust or modify the work sessions specifically for that group of trainees. The formative assessments provide flexibility to cater daily sessions and activities for the individual needs of each principal. At the close of the training, the daily formative surveys (Appendix D) will be compiled and coded for common themes. These themes will become summative feedback for the specific district. Themes will also be used to help adjust for future training in similar sites. Using formative and summative evaluation techniques will provide data for long and short-term goal setting for the overall training (Arbaugh et al., 2016).

At the end of each training day, session trainees will complete a survey of how likely would they use the skills from the session or the tools the developed (Appendix D). In addition to these formative daily surveys, trainers will follow up with principals mid and end of the year to assess the effectiveness of the portfolio evaluations. The follow-up sessions will be summative for the mid and end of year periods. This assessment will measure teachers meeting portfolio goals by the end of the year. During these follow-up sessions with principals, trainers should also interview principals about strengths of the portfolio evaluations and areas for improvement with the school-wide implementation. The trainer will also use formative and summative evaluation techniques to help with individual long and short-term goal setting for principals (Arbaugh et al., 2016).

Project Implications

Using portfolios and individual learning plans for teachers is a shift for the current and standard practices of evaluation. This project allows principals to go from being managers to coaches. Similar to a sports coach, principals can work alongside teachers to bring out their best and provide them with the proper supports and training to help them grow and meet their potentials. Principals will shift their primary focus from managing students to supporting teachers, allowing the teacher to be the central support system for students. Many principals are dealing with pressure from district supervisors, managing student behavior, working with irate parents, and trying to be supportive of teachers. By helping and supporting teacher to be their most effective, it may take some of the responsibility from principals when handling students and parents, as the teachers will

have the tools to do these things themselves. Furthermore, principals will have a

multitude of data to help make data and goal driven decisions for the school.

      More global, portfolio-based evaluations could become more common practice. It

may strengthen the relationship between employees and supervisors, as communication

will be clean and continuous. Evaluations will become a guide tool, rather than a

punitive report. Employees will have a purpose with clear expectations. Evaluation

results will no longer be a surprise or something involving a rebuttal. Employees would

know which goal or portfolio item is needed and be comfortable to seek assistance from

their supervisors. The portfolio collaboration could increase morale and rapport, and

improve the overall efficiency of work performance. The social change could result as a

community of belonging and professional respect is used to help grow and build an

effective company.

Section 4: Reflections and Conclusions

Project Strengths and Limitations

Strengths

The main strength of this project is that principals will have the opportunity to participate in work sessions to make tools specific to their schools. Principles will learn how to be learners themselves and understand the importance of using portfolios to help teachers grow. They will also see the value of portfolio items as a new way to evaluate teachers. By using these portfolios, leaders have a variety of data to assess teachers and to be more objective when making final evaluations. The variety of data would include self-selected lessons, conference proposals, and other artifacts the teacher deems appropriate. These portfolio items will not only provide flexibility with assessments for teachers, but also will allow principals to see the personalities and uniqueness of each of their teachers.

It could improve morale for principals to see all the wonderful things that are going on in their schools that they may rarely get an opportunity to see. Principals are often focusing on dealing with bad student behavior or irate parents. This method allows principals to see expos of student work or see those teachers who go above and beyond when no one is looking.

For teachers, this program has secondary benefits as well. Teachers can highlight their best work. It is possible that teachers are being evaluated on the clock-in times or their student test scores, or attendance regardless of the circumstances. Principals can evaluate teachers on the products that their students are creating and the environment

they create. School leaders could also acknowledge teachers for volunteering with dances or hosting clubs that principles may not be aware of.

In a larger school, it is common for teachers to get lost in the shuffle. But with unique portfolios, each evaluation will be different for each teacher. During the initial meetings with teachers, administrators can make a plan for the year. Principals can use these sessions to set a tone for collaboration, where the teachers feel that the principal is genuinely invested in their successes.

Limitations

The initial limitation of this project is the current mindset or status quo. Currently, evaluations can become summative and truly subjective because principals do not have artifacts or any other data besides quantitative data such as test scores or referral rates. Many principals may use notes from the one or two observations he or she was able to conduct during the year. The practice of evaluating teachers is often not an ongoing process for many principals. Many times, principals complete an evaluation form before teachers leave for the summer. Furthermore, teachers do not value these forms any more than any other piece of paper that they will toss into the desk and not review. Not addressing teacher concerns or growth until the end of the year can be seen as a waste. If this teacher is leaving or going to a new job or is going to have an entirely different set of kids next year, the purpose of the year-end evaluation may be unclear.

An additional limitation of portfolios could be that teachers see them as extra work. The principal's job will be to reinforce that these artifacts should not be something that teachers create for the sole purpose of the end of the year evaluation. These artifacts

should be generated organically and purposefully throughout the course of the school year, as the teachers have planned to use these portfolio items from the beginning of the school year.

Furthermore, principals serve as middle-management between teachers and the district. District-level staff will need to understand that principals would need this time to work individually with teachers. Principals will have to be advocates for additional training and support staff needed for teachers to grow and complete their portfolios.

Recommendations for Alternative Approaches

An alternate approach for this would be to allow the principals and the district-level staff to use portfolio evaluations. It is probably even less frequent for district-level staff to visit schools to collect data for principal evaluations. An alternative definition of the problem could be that central office and district leaders have not provided appropriate supports for principals. They might not be helping principals meet goals with effective resources. As a result, principals' evaluations can also become objective with very little mixed method data. They may review graduation rates or suspension data along with test scores, but not any artifacts or data supporting each domain. If principals and district supervisors collaborate initially at the beginning of the year, principals can convey their concerns regarding what is needed to help move the school in the right direction. More importantly, principals will have a plethora of mixed-method data to help plan for the upcoming year. Using a portfolio model for evaluations for principals could be an alternative solution for decreasing suspensions.

Scholarship, Project Development and Evaluation, and Leadership and Change

As I read through resources and studies, I was able to identify common elements of useful studies. For example, many researchers focused on particular topics for a change. Some focused on alternative populations such as students with learning-disabilities and students with ED. Regarding how to prevent disrespect from students, several researchers noted that cultural difference and bias identification seemed to be helpful in bridging cultural divides that cause misunderstandings or unfair disciplinary practices. Additionally, factors such as personal stress and frustration also caused teachers to feel inadequate and unable to manage behaviors in the classroom. As a result, teachers would respond erratically or emotionally to behaviors instead of fairly, consistently, and strategically. Emotional decision making would "become the norm," as opposed to data-driven choices.

Regarding professional development, many researchers have explored different methods for providing professional development to teachers. Techniques such as coaching, modeling, or self-reflection are helpful in supporting teachers (Mayer, Woulfin, & Warhol, 2015). However, in the research, the theme of differentiated approach did not occur frequently. For example, having options for teachers to choose or options for administrators to design a professional development plan for teachers are not typical topics in current research.

Leaders in education need to identify primary causes for achievement gaps, and they must work to address student and teacher needs to help progress. In schools, leaders must provide teachers the opportunities to gain new skills to serve all children. The

solution to the problem cannot be just grouping special needs kids together for all classes, or "rowdy" students in one school. While it may be important for diversity in administration and teaching staff, this could become a slippery slope back to segregation. Putting all of the highly effective minority teachers with minority children could look and appear to be a "separate but equal" response to many issues in the school district. Instead of this option or firing anyone who does not come with skills to teach diverse students, all teacher must be appropriately trained. In the broader workforce, leaders need not only to be concerned with the content the position requires, but also with the social skills. Leaders may need to identify social skills such as collaboration and networking that are essential skills for employees. Similarly, in the way education leadership needs to shift focus to appropriate supports for teachers, employers may also need to make adjustments to training methods. The individualized training and on-going supports might be the new strategy for leadership styles and techniques.

Reflection on Importance of the Work

As I began this journey, I was looking to help reduce student misbehaviors through appropriate training and supports for teachers. However, even when provided with a plethora of supports, behaviors did not improve, and teachers were still quitting. With the high teacher turnover at the site school, I started to link administrators' lack of empathy and understanding to teacher performance and efficacy. Teachers need professional respect from their leaders. Leaders need to respect their teachers as educated professionals who have the experience, education, and drive to make an impact and influence the direction of the school. It seems counterproductive not to utilize teachers as

the vital resources that they are. Using an ongoing, goal-centered evaluation process,

teachers can really self-reflect and help guide their professional growth. The end of the

year evaluation does not seem to be helpful in promoting self-actualization because of its

summative nature. The data shared with teachers with the end of the year evaluations can

often be for that specific year, students and courses. However, this data may not be

relevant or helpful for the following year. I feel this project will help principals take

ownership of the foundation levels of Maslow's hierarchy of needs to help teachers reach

towards self-actualizing.

As a project developer, I feel my strength was in creating training that included

many supplemental materials and samples for trainees to see and use. I was able to take

my personal experiences with unsuccessful PD such as topics being too general and too

much lecture, and remove them from the design. For this project, I included prompts and

ideas for principals, but ultimately sought to guide them and give them time to create

plans for their specific schools. This project allows for principals, the experts on their

schools, to design tools that can use immediately. This project did not involve sessions

of theory and abstract thinking, but concrete examples.

Beyond the classroom, this idea of choices for PD could generalize out into other

fields. Managerially speaking, tapping employees as a resource for training could

drastically improve efficiency and relevancy with PD. Business owners or leaders could

include staff on individual professional development plans based on specific needs.

Instead of providing general videos or PowerPoints to read, staff could focus on

particular areas of interest that could help them develop and grow within the company.

Business leaders could focus on employees as a priority and give ownership of building

the company to the employees. Respect and empowerment of staff could decrease staff

turnover and improve morale. The staff could become very invested and loyal to a

company that is investing in their professional development and respecting them as an

asset to the company.

Implications, Applications, and Directions for Future Research

A major theme both in the literature and my results was the need to remember the

elements of the adult learner when planning for professional development. Adult learners

need opportunities to be autonomous, which could include designing their own

professional development goals. Akon (2015) conducted a study that evaluated the

effects of organizational cynicism on trust levels. Organizational cynicism is an attitude

composed of beliefs and behavioral tendencies toward organization (Akon, 2015). The

study involved 369 participants from primary, middle, and high schools (Akon, 2015).

The results of the study support the idea that a low amount of organizational cynicism

yielded a high trust level in the school (Akon, 2015). Adult learners also need topics and

training that are relevant. Staff response to needs could improve the efficiency of PD.

Teachers who are often left out, such as physical education or art teachers, could identify

needs and desired resources to better help their students. This method of PD and

planning could also improve a respectful relationship between teachers and district/school

leaders. As teachers begin to develop their PD plans, teacher leaders and mentors might

rise to the occasion and share resources and strategies with co-workers. A school might

house teachers with different background experiences, former careers, and different

degrees that could be highly useful if utilized efficiently. School and district leaders could shift leadership from a top-down to a team approach where everyone can collaborate on solutions to district-wide problems.

For future research, I would like to explore the training methods regarding follow-up. The site for this study offered a variety of supports, but little follow through. While research shows that adult learners can learn and work on their own and prefer to, I would be interested to see what administrators do to follow up with training or what expectations are in place to use PD. I think it would be interesting for teachers to explore their learning styles and find what works for them. This would be helpful as they work to develop differentiated learning opportunities for their students.

Conclusion

This section included my reflections on the project and the process of research. I shared my observation about being a researcher and a scholar. I also discussed how the findings and additional research could support specific opportunities or strategic planning for teacher PD. This project will hopefully offer administrators alternative methods for professional development planning and evaluation to help with school change. Administrators can take the role of a supporting coach, getting back to their roots as an educator, and truly impact their team. Students will only be in a school for a few years. But if cultivated and supported correctly, a teacher could remain in a school for his/her entire career.

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Appendix A: The Project

From the
Kingdom to the
Playing Field

Becoming the coach your
team needs

Day 1: Maslow in the Workplace

- 8-830- Introductions/General Announcements
- 8:30-10:00- Maslow in the Workplace
- 10:00-10:15- Break
- 10:15-12:00- Empathy in the Work Place
- 12:00-1:00- Lunch
- 1:00-3:00- Break Out Sessions to Practicing Role Playing with Empathy
- 3:00-4:00- Share about Role Playing and Develop Personal Plan/Strategies to become an Empathetic Leader

Introduction Suggested Script: (Provide General Information about the facilities, silencing phones, respect for training session..). In any type of group, leaders rise and become the guide for everyone else. Sometimes these leaders use a hierarchy system, making decisions at the top and disseminating them down to everyone else. With this form of leadership, little to no feedback is solicited from those under the leaders. Through this method, empathy and general consideration for employees can become secondary to the goals and mission of the leadership. As leaders, we wish for our staff to be innovators and critical problem solvers. Maslow argues that one cannot achieve this status without maintaining the preceding levels. Is it fair to expect and desire to benefit from the top level without taking any ownership over the supporting levels?

Day 2: Maslow Playbook

- 8-9:30- Tools for Using Maslow in the Workplace
- 9:30-11:00- Work Session on Physiological and Safety Levels
- 11:00-12:00- Lunch
- 12:00-1:30- Work Session on Belonging levels
- 1:30-2:30- Work Session on Self-Esteem
- 2:30-2:45- Break
- 2:45-4:00- Work Session on Self-Actualization

Introduction suggested script: Understanding the idea of Maslow in the workplace is just step one. It is one thing to quote a definition of Maslow and rattle off the levels. It is a whole other component to apply this theory into the workplace. Today we will have several intensive work sessions where you can develop very is tools specific to your school and teachers that lady that foundation to create and promote the self-actualizing teacher.
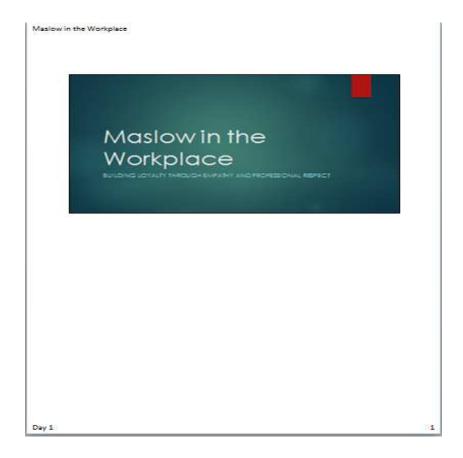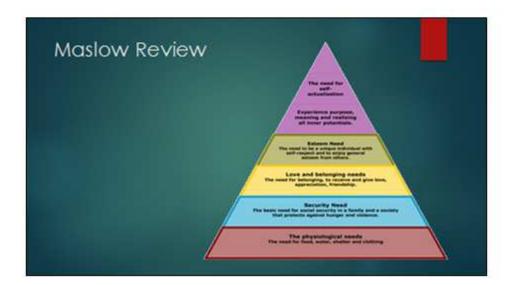
Introduction Suggested Script: Current evaluations often come in the form of a rubric that is modeled from a textbook or another county. These rubrics are provided to teachers on the district website and are presented as part of an observation or end of the year evaluation. Think about the data used to form these end of the year evaluations. What tools are being used to form these conclusions and final scores or codes for your teachers? Today's trainings are going to cover the idea of collaborative evaluations, where you and your staff use evaluations as a blueprint for professional growth—not a citation of all things wrong during the year.

Session 1 Suggested Script: How difficult is it to complete your end of the year evaluations? How subjective do you find yourself being as you make notes or rankings on evaluations. How much data do you actually use to complete the evaluations? The once or twice you observed your teachers? Their grades? Their clock in times? What data is used to evaluate you? How many times do your supervisors ask you for data other quantitative?

Session 2 Suggested Script: Take a look at your district's current evaluation tool for your teachers. You will notice that there is not differentiation for teachers who are not in a classroom full-time, such as your ESOL teachers or speech and language therapists? You might also have to use this same tool for media specialists or guidance counselors. If you examine the tool closely, I am sure you have already realized that many of these objectives are not appropriate for someone who is not planning and conducting lessons daily. If you have found yourself simply using this tool as a form to complete at year's end, is it really a valid or reliable tool? This about this today as you work towards a plan to use portfolios to help evaluate your teachers. While your district may require you to still complete this form at the year's end (we will just wait for them to catch up), using portfolios as a collaborative tool for you and your teachers will help them have a clear direction for growth, and provide you with a variety of data to make your final evaluations.

Maslow in the Workplace

Suggested Script: This graphic is used in many human development or education foundations courses. In systems practice, or leadership styles, the bottom levels are often left up to the employees to figure out, while the top level is desired, and required, from employees. Leaders want to have critical problems solvers and innovative teachers, but many do not provide attention and support to the foundations that support these self-actualizing teachers.

Physiological Needs

- Bathroom Breaks (outside of planning or lunch time)
- Sick Days
- Breaks for Meals

School starts soon. Time to show my bladder who's boss and stop letting it go to the bathroom more than once a day.

someecards

Suggested Script: How often does the joke go that teachers have the largest bladder? That teachers have to hold their bladders all day and are used to it. As funny and common as those jokes are, it does come from a very real truth that teachers are expected to literally hold bodily fluids until their lunch or planning period. They are not permitted to go to the bathroom during classes or between classes, as they are supposed to be on hall duty or monitoring arriving students. There are many unwritten rules in education that affect this level from Maslow. Teachers are expected to remain in their classes at all times, regardless of needing to use the bathroom. Teachers are expected to come to school every day, even if they have sick days to take. Think about the tone and environment that is set that promotes these unwritten rules. Of course we want teachers to come to school and be in the classroom, but what are the procedures for teachers to use the bathroom throughout the day? How are teachers treated if they need to leave early or take a sick day? What is the response to taking sick leave? Are teachers made to feel guilty about taking days off or reassured that their health is more important that work and to rest and get well? While taking care of these needs may not seem important or needed from a supervisor, just like a flock and a shepherd, you have been trusted to guide and lead your teachers.

Suggested Script: Feeling safe and in control is important to making sound decisions. When we are in fear, we fall into the fight or flight pattern. What does that look like in the classroom? How can teachers feel unsafe in the classroom? Obvious reasons could be a larger class size, unclear crisis plans or community violence. However, there are other elements that could play into fear in a teacher. Implicit bias could be a reason a teacher feels unsafe. If teachers have underlying bias, this may cause them to feel unsafe. What is the protocol if students began to fight in the classroom? What happens if children fight in the hallway in between classes? Do your teachers know what to do in a crisis bigger than a verbal altercation, but smaller than a code red?

Suggested Script: Collaboration is a buzz word in education that most educators can provide a collegiate definition for. However, many teachers struggle to get from the definition to the practice of collaboration. As the picture states, how are teachers supposed to collaborate if they do not even like each other? This is beyond being professional in the work place, as forced collaboration does not often yield positive results. It is important to provide opportunities for teachers to bond over personal and common interests. Once they like each other, then organic conversation will occur and teachers will form their own collaborative peer groups.

Suggested Script: As people grow personally and professionally, they change and evolve in many ways. It is critical as leaders, that you understand and help cultivate this growth. A teacher that was hired at 21 as a math teacher may have very different interests 10-15 years later. How are they able to explore other professional interests without leaving their current position? What ways are teachers allowed to explore other professional interests in your school building? Are their opportunities for teacher leadership? Mentorship? Sponsoring a new club after school or starting a new class option for students? How are teachers able to explore new interests and reignite their passion for education?

Suggested Script: What might this look like in your building? Just as this level is something to strive for and never actually attain, this vision should be constantly changing. Keep in mind the foundation and environment you set to help your teachers strive towards the critical problem solvers that are necessary for change.

Day 1: Empathy in the Workplace

Trainer Notes: Provide these scenarios to principals and allow them time to collaborate

on a response for each.

Scenarios for empathetic leadership

Scenario one: Sally has been teaching in your high school for seven years. She has

chaperoned middle school dances and is often at sporting events. She has been a student

favorite and gets along well with her peers. However this year Sally has been arriving to

work 5 to 10 minutes late a few times a week. She's called out at least twice in the last

six weeks and leaves as soon as the bell rings for the day. She often eats her lunch alone

in her room and doesn't speak much to her co-workers anymore. You have not seen her

at any sporting events and she missed last year's homecoming dance.

Possible response to scenario one: Find time to visit Sally's class and speak to her about

something non-school related to build rapport Meet with Sally and use some of the

following responses: "Sally we miss seeing you at the basketball games. You were

always such a good cheerleader and the kids and parents love having you there." You

may find out that Sally no longer has the spare time after school because of a child care

issue or perhaps she has gone back to college and is taking courses in the evenings.

There may be an issue with her parents that she has to go visit them in a nursing home or

check on them before she goes home to her own children. Trying to identify the *why* for

the change maybe more beneficial than disciplining her for arriving to school late or not

participating in extracurricular activities. By understanding some obstacles and challenges Sally is facing this year, the two of you may be able to identify other ways Sally can participate in school activities and feel less overwhelmed about her family concerns.

Scenario two: Ben is a new teacher this year and seemed very excited to join a team. However when you walk passed Ben's social studies classroom, you notice that there are videos playing quite often and Ben is sitting up at his desk on his computer. When you check his grade book he has the minimum required amount of grades. These grades often consist of movie notes, class discussion, and class participation. You are concerned that his lack of assessments and daily lesson plans or not aligning with the current pacing guide for his class.

Response for scenario two: Come in and observe Ben's classroom and speak to him about something non-school related to help build rapport. Perhaps comment on the topic of the video to allow him to share its relevance. It may be a movie worth showing the students, but perhaps Ben needs him assistance on how to have students interact with and apply the information better than simply taking notes or discussing the film. Ask Ben about his time management and his process for writing lesson plans. You may find that Ben, as a new teacher, has become overwhelmed with planning for multiple classes and keeping up on grades. He uses the time during movies to catch up on lesson plans for his other classes as well as inputting put his grades. It may be possible to link Ben up with the

facilitator or mentor to help strengthen and streamline his lesson planning and grading to help him produce more effective lessons.

Scenario three: Nancy is a new special education teacher and your building. She has worked as a special education teacher at the elementary school level for four years before transferring to your high school. As a special education teacher, it is expected that she attend her special education meetings, complete her special education paperwork, manage her caseload as well as provide support in the classroom. You have heard from some of the general education teachers that she is not showing up for her assigned classes and when she does show up she sits in the back and works on her computer.

Response for scenario three: Come visit Nancy during her planning, as she completes her special education paperwork. Build report by asking how the transition is going and if she has identified any coworkers that can help her continue with the transition. Ask her how things are going in the general education setting and how does she like it in comparison to elementary school. Ask her how she's coming along with the paperwork and if she's feeling overwhelmed at all. You may find out that in fact she is overwhelmed with the amount of paperwork for secondary students, as well as having to support in the classroom. She is not able to stay after school for our hours and complete her paperwork, so she has to get it done during the school day. She feels badly that she has missed some of her general education classes, but she has to get the paperwork finished. The two of you can work out a plan to help get her short-term additional planning to get caught up on

her paperwork. Link her up with a mentor or the special education supervisor to help her streamline her data collection and paperwork process. Then help coordinate between her and the general education teachers for Sally to help modify assignments and lesson plans before the class in case she is unable to attend. Be sure that she communicates with her general education teacher to let them know if she is or not able to attend. If she is not able, have Sally communicate with the general education teachers to see if they need any assistance that she can provide such as modifying tests or assignments or developing vocabulary activities for various students. Help Sally be able to manage her time properly so that she can cover all of her duties.

AWESOME HIGH SCHOOL

PRINCIPAL BROWN

MASLOW IN THE

WORKPLACE

HANDBOOK

SUPPLIMENTAL MATERIALS

Physiological Needs

(a) Supplemental Materials

IN THIS SECTION:
- Lesson Plan Bank Memo

- Email/Memo for Mental/Health days

- Healthy Habits Activity Calendar

- Bathroom Break Memo and Schedule

Memo

To: Teachers

From: Principal Brown

Date: September 1, 2020

Re: Lesson Plan Bank

In addition to your **three** emergency lesson plans, please also provide **two** additional lesson plans that can be used for fellow teachers during extreme emergencies such as major illness, death in family or other concern that a co-worker may miss work suddenly and unexpectedly. These additional lesson plans should include the following:

- Reading activity with questions

- Vocabulary Activity (puzzle, wordsearch…)

- Map/Graphic/Coloring Sheet (some filler activity)

- Written directions for the substitute
       ** Activities should be student-paced and able to be completed independently with little adult intervention

The purpose of these lesson plans is to help our co-workers in an extreme emergency and keep the students busy. The priority is that our co-workers feel at ease and focus their energy on their families in a time of need. We do not want them coming into school to print out lessons or at home developing lessons for substitutes—we can do that for them.

Thank you for your teamwork,

Mr. Brown, Principal

Safety Needs

(b) Supplemental Materials

IN THIS SECTION:

- School Maps

- Hallway Coverage Materials

- Minor Incident Tips and Responses

- Calendar for drills

- Trainings for Crisis De-escalation

Minor Incident Tips and Response

Incident	Initial Response	Second Response	Follow Up Action	
Verbal Aggression towards peers	Verbal Redirection	Proximity	Move seats or allow one student to take a bathroom or water break	
Verbal Aggression towards staff	Active Ignore/Reduce Demands	Redirect attention to other students	Ask a buddy teacher to swap out for a few minutes until the student is calm	
Work Refusal	Clarify directions to entire class/ Written and	Nonverbally provide task to student (work sheet, page numbers/directions	Document work refusal and email	

	verbal directions if possible	written down) on his/her desk- No talking	parent with assignment if possible. If pattern occurs more than twice in two weeks, call parent and alert guidance.	
General Class Disruption by one or two students	Verbal request to improve behavior	Actively ignore disruptive students and focus attention on compliant students with verbal praise and attention	Provide tasks to the disruptive student (take a note to teacher or office, staple papers) to redirect	

			his/her energy	
General Class Disruption by entire class	Begin speaking in a low tone for directions and continue with lesson/activity	Pull the few students who are quiet and ready to work into a small group and being.	As class begins to settle, begin enlarging the group until the entire class is included.	**If class does not settle, work with the few that are ready. Document work refusal and re-evaluate class opening routines (administration and/or facilitator/department chair has ideas for you)

Agenda

❧

- ❧ Areas of Guiding Motivation:
  - ❧ Response to Behavior
  - ❧ Class Discipline

Responding to Behavior

❧

"Life is 20% what happens to you, 80% how you respond to it."

Responding to Behavior

03

os Bribes vs. Incentives
os Actively Ignore/Focus on the Positives

Bribes vs. Incentives

03

Bribes

os Student is in control
os Reward can be limitless
os Reward's value decreases overtime

Incentives

os Staff is in control
os Expectations are set to earn reward
os Reward is earned, not given
os Reward must be something student cannot receive through any other means

Actively Ignore/Focus on Positives

ଔ Ignore nuisance behaviors while still being aware of what student is doing

ଔ Actively respond to the student's negative behavior through acknowledging the positive/appropriate behaviors of other students

Response to Discipline

ଔ Once expectations of behavior are set, respond to minor offenses/nuisance behaviors as follows:

ଔ Provide positive or neutral comments only to students who are acting accordingly

ଔ Only address students who are following rules

ଔ Actively ignore minor offenses/nuisance behaviors

ଔ If students shout out questions about work or make statements that you are ignoring and refusing to help, address the entire class with the response. For example "Class, if any of you have a question, I would be more than happy to help. If you need assistance, please raise a quiet hand and I will be over to help."

ଔ Do not address a student specifically if he/she is not following class procedures

Classroom Discipline

∞

- ∞ Refer to the Tiers in the SCPS handbook
- ∞ Establish consequences for teacher-managed behaviors or minor offenses
- ∞ Only chronic minor offenses or egregious offenses (administration-managed behaviors) should result in a referral

Classroom Discipline Cont.

∞

- ∞ Classroom consequences should follow a progressive discipline model
  - ∞ Redirection
  - ∞ Student conference (Prepare a behavior agreement to establish consequences for future infractions)
  - ∞ Seat Change (if applicable)
  - ∞ Loss of classroom privileges (participating in discussion, group work, labs, technology usage…)
  - ∞ Lunch/after school detentions
  - ∞ Parent contact

Make them THINK they have control…

- Provide choices for student to avoid power struggles
- All choices MUST result YOUR desired outcome
  - For example: "You can either work quietly in your seat, or take your things and leave." If the student leaves, he/she has chosen to leave- you have not referred him/her to the office. But provide opportunity for him/her to return to class if he/she chooses to work quietly in the seat.
  - This teaches students to make choices and take ownership over behavior– they cannot blame you for always sending them out– they chose to leave, and can choose to come back

Exit Out

- Choose a scenario. 1. 2. 3. 4. 5. 6. 7. 8.

- Make a plan for prevention or de-escalation (keeping student in class) based on the areas of "Guiding the Motivation"
  - Class Climate
  - Class Routine
  - Student/Teacher Rapport
  - Response to Behavior
  - Classroom Discipline
  - Make the THINK they have control…

- Email your response to Mr. Johnson.

Scenario 1

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ᘒ Scenario 1: Tyanna comes into class late, again. She then wants to go to the bathroom. You tell her no because she had extra time in the hallway — seeing as she was late. Tyanna begins to suck her teeth and run her mouth about you and your stupid class. She also states that she is going to walk about because her mom said she could if she had to use the restroom.

ᘒ Back to areas of "Guiding Motivation"

Scenario 2

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ᘒ Scenario 2: Class has started and Travon takes his General Tso's Chicken out in his Styrofoam container and begins to eat right in class. You ask him to please put it up — he chuckles and continues to eat his food.

ᘒ Back to areas of "Guiding Motivation"

Scenario 3

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Scenario 3: Kia and Felicia begin talking during the instructions. The teacher asks the girls to be quiet—they refuse to stop talking.

Back to areas of "Guiding Motivation"

Scenario 4

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Scenario 4: Sierra comes into class and sits in her seat. She pulls out her phone and start texting. You ask her to put it away and she says no and that she is texting her mom. She said her mom said she could text her during the school day.

Back to areas of "Guiding Motivation"

Scenario 5

ℭ

ℭ Scenario 5: Jovan comes into class with his hood on. You ask him to take it off. He tells you Mr. Johnson said he could wear it. You send Jovan out.

ℭ Back to <u>areas</u> of "Guiding Motivation"

Scenario 6

ℭ

ℭ Marc and Will are throwing paper balls in the back of the class. They only do it when you're turned around writing notes on the board, so you can't see who is starting it. You ask both boys to stop. Marc says you always blame him for everything.

ℭ Back to <u>areas</u> of "Guiding Motivation"

Scenario 7

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ଓଃ Dia has walked by you every morning this week and said hello. However, she has failed to show up for your 4th period class.

ଓଃ Back to areas of "Guiding Motivation"

Scenario 8

ଓଃ

ଓଃ Lydia comes into class and sits in her seat with her head down. When you ask her to sit up and get to work she tells you to leave her the "H*ll alone!"

ଓଃ Back to areas of "Guiding Motivation"

Have a Fresh Start

PERSONAL BEHAVIOR MANAGEMENT

Getting them from 60 to 0…

Step 1: Identifying You are Upset

Physical Signs	Physiological and Emotional Signs
☐ Pacing	☐ Sweating
☐ Verbal Aggression	☐ "Knots" in stomach
☐ Property damage	☐ Dry mouth
☐ Tapping	☐ Racing thoughts
☐ Rocking in seat	☐ Heavy breathing

Step 2: Communicating Frustration

- When in a crisis, expressive language is difficult.
- Often verbal aggression is "code" for "I need some space" or "I'm not sure what is going on, I need a minute."
- By making statements describing the child's emotion allows for him/her "borrow" your words to express how he/she is feeling.
- Use your own observations of their behaviors in your statements

Step 2: Communicating Frustration

- Be careful with this strategy as to not overwhelm the child with your own statements. Use good judgment and insight when making a statement about their frustrations.
- Sometimes use of TIME and SPACE is a great way to assist in de-escalation. If a student is in extreme crisis, receptive language is difficult as well. Giving time and space to process what is going on can be helpful and avoids overloading a student.

Step 2: Communicating Frustration

- □ "I see you're pacing. You seem upset."
- □ "I notice you're yelling, are you mad about something?"
- □ "You tore your worksheet up, are you upset about the work?"
- □ "I saw you had your head down in first period. Did something happen at home this morning? Or on the bus?"
- □ **You're acknowledging that they are having a crisis, but not judging or reprimanding**

Step 2: Communicating Frustration

Verbalizing	Non-Verbal Communication
□ Having statements written around the room to "borrow"	□ Card to flip over □ Walking to the back of class □ Appropriate Hand Gesture (thumb down…) □ Emotion Charts (with faces displaying different emotions) □ Color coded passes to take a break indicating reason for frustration (ie. Blue-upset at work, yellow-upset with peer, green- upset with staff, orange-unknown)

Step 3: Plan of Action

- Use strategies from "Self-Soothing Strategies" survey from intake packet
- Practice using these strategies often when student is not in crisis so they become a habit
- Just like with language, other processing skills decrease during a crisis. Having these strategies as a habit will aid student in using them automatically with little thought during the crisis.
- Work from more extreme strategies (walk outside, break from class, listening to music) to more subtle that can be done in a regular class setting (journaling, drawing, seat change, breathing strategies)

Practice

- Scenario 1
- Scenario 2

Scenario 1

Kamryn comes in to school with her hoodie up over her head. She sits in the back of the room and puts her head down. When assignments are passed out, she shoves in on the floor and puts her head down. Mr. English comes to her desk and tries to give her another paper. Kamryn refuses and yells at Mr. English. He sends her out.

Assess the Scenario

Assessment of Scenario 1

- ☐ What nonverbal communication (observable behaviors) is Kamryn displaying?
- ☐ *Hoodie up, head down, work refusal*
- ☐ What is something Mr. English could have said to Kamryn to help her communicate her frustrations?
- ☐ *"I see your head is down." "So you do not want to work" "You seem tired." "You seem down this morning" "Seems like you don't want to be here."*
- ☐ What might have been a very easy soothing strategy that would not have interrupted the learning process of Kamryn and others?
- ☐ *Take a break from work with her head down in the class*

Back to Scenarios

Scenario 2

Marcus comes in from just meeting with his community therapist. When prompted to get his work from the back table, he seems inattentive and confused. He does not get his work, but goes right to his desk. He stares at the desk, arms folded, and his leg shaking. Marcus does not seem to be listening to instruction whatsoever. He finally looks up and seems to be "back" and looks around quietly at other students' desks to see what is going on.

Assess Scenario 2

Assessment of Scenario 2

- What nonverbal communication (observable behaviors) is Marcus displaying?
- *Arms folded, staring off, leg shaking*
- What is something staff could have said or done to Marcus to help him communicate his frustrations?
- *"You seem 'out of it'" "I see your leg is shaking- are you upset about something?" "I noticed you seem upset after therapy. Are you upset?" Provided a pass for him to go to guidance/admin to talk- just set it on his desk if he needed it*
- What might have been a very easy soothing strategy that would not have interrupted the learning process of Marcus and others?
- *Given a break from work until ready, provided a pass to talk to a staff if he needed it, give Marcus his space-* **it seems like he was already using his own soothing techniques to remain in class without being disruptive**

Scenario Comparison

Kamryn	Marcus
□ Difficulty with expressive language	□ Difficulty with expressive language
□ Behaviors are disruptive	□ Difficulty with receptive language (not listening to what is going on in class)
□ Visual Clues of Frustration (verbal aggression, tossing paper to floor, head down…)	□ Behaviors were not disruptive
□ Self-soothing technique needed to decrease classroom disruption	□ Visual Clues of Frustration (shaking, "staring off," folded arms)
	□ Little staff intervention was needed

Get them from 60 to 0

- □ Guide them through 3 steps
- □ Sometimes they have to "borrow" your words because they are having trouble finding theirs
- □ Sometimes their verbal aggression is "code" for "help me, I need more time, I didn't understand…"
- □ Time and Space can be secret weapons—use them often when behaviors are not disruptive
- □ Practice self-soothing strategies when calm- will become second nature

Love/Belonging Needs

(c) Supplemental Materials

IN THIS SECTION:
- Team Building Activities

- Staff Birthday Calendar

- Family Nights Calendar

- Tips and Expectations for Flex and Organic Collaborative Groups

- Student-Teacher Rapport Program

Teacher-Student Rapport Project

Every other month, students and their future teachers will have an opportunity to work on rapport building. 8th graders will spend time with their 6th grade teachers.

Once a week, students and their current teachers will have an opportunity to work on rapport building.

Roll-Up Rotation

Group	Teachers	Suggested Activities
6th graders	7th grade teachers	Cards, board games, kickball,
7th graders	8th grade teachers	dodgeball (no movies please)
8th graders	6th grade teachers	

Weekly Rotation

We will run on 8-week rotations to cover each class. Rapport Building will be held on Mondays.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Roll-Up Sessions

Rapport Building Guidelines

1. This is to build rapport between students and teachers in a non-academic, semi-structured setting during the school day.

2. Teachers should look to provide activities that are unique to their personalities and show some of the "person" behind the teacher.

3. Activities should be student focused and include all students.

4. Movies or video games should not be used, as they do not offer opportunities for students to engage with each other or the teacher.

5. This is not a planning period, and no "teacherly" duties are to be done during this period—play with the kids and have some fun!

6. If school is scheduled to be closed or closed due to weather, that session will not be rescheduled. If we have a delay, we will have the sessions per the scheduled periods.

7. Flex groupings within grades is allowed for activities such as kickball or dodgeball, but other activities such as board games, cards, charades, are better in smaller groups (one class).

Esteem Needs

(d) Supplemental Materials

IN THIS SECTION:

- Quarterly Awards Program

- Tips for Informal Praise

- Learning Expositions

- Applications and Resources to Present at State or National Conferences

Quarterly Rewards Program

Each quarter, we will recognize those staff members who have gone above and beyond,

as well as reached various goals individually.

● Goal	● Incentive
Perfect Attendance	Extra 10 minutes of lunch every day
On Time Every Day	Causal Week
Sponsoring a Club (unpaid positions only)	Free Lunch
Weekly Grades On-Time	Ice Cream Social
Peer Mentor (weekly meetings)	Family Movie night at school with pizza

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Learning Expo

Show off this quarter's best work!!

Show all the amazing things from your class!

Self-Actualization Needs

(e) **Supplemental Materials**

IN THIS SECTION:

- Teacher Leadership Proposal Form

- Lesson Plan Reflection

- Curriculum Development Proposal

- Application and Procedures for National Teacher of the Year Certification

Teacher Leadership Proposal

Name: _____Date: _____

Check one:

◯ Peer Mentor ◯ New Club/Extra Curriculum Development ◯ New Course Offering

◯ Community Partnership ◯ Grant Opportunity ◯ School Improvement

◯ Professional Development Offering ◯ Team Building ◯ Other _____

Provide a brief outline of your proposal:

List a few short and long term goals of your proposal with a tentative timeline.

List resources you need from administration to move forward with your proposal.

How might your proposal influence positive change in our school?

Lesson Plan Reflection

Date of Lesson					
Objective					
Student Product					
Student Response					
	Hate it	Could have been more fun	I learned something	I want to learn more about this topic or with an activity like this again	I forgot I was in school
What did you love?					
What did you need to make it better?					

How can you expand to help students make connections beyond today's lesson?	

This tool is not to focus on the disasters or be documentation of a failure for an evaluation, but to build and move forward. This also is not to be expected for every lesson. This can be used as the teacher's discretion if he/she is trying something new or feels like the need to get more feedback from the students and be a more reflective teacher. This tool is solely for the teacher's personal records or portfolio purposes.

Curriculum Development/Revision Proposal

Date	
Proposed By	
Define Current Need *What is missing from current curricula? What have been the results of this deficit?*	
Tentative Outline of Topics/Skills *Can include as an additional attachment*	

Pacing Guide for Instruction *Can include as an additional* *attachment*	
Assessment Types and Procedures *Portfolios, Incremental Tests,* *Summative, Formative,* *Performance-Based, Project* *Based, Self-Paced Modules…*	

Portfolio Based Evaluations

Working with Yoir Team on a Plan for their Success

Current Evaluations

- Car a valuations often subjective. principles use a rubric type a valuation to evaluate teachers usually at least a year and the end of the school year. The same rack is often used for classroom observations.

Problems with current evaluations

- Completed with one or two observations

- Very little variety of artifacts

- Data that can be quickly gathered by administration such as attendance, clock in times and student test scores sometimes become the main foundation for teachers evaluation.

How does this impact evaluation process

- Teachers often have a little buy-in when it comes to evaluations

- Evaluations become more of a citation at the end of the year listing what teachers have done, wrong rather than being a tool for teachers to grow

The Citation Evaluation

- By using evaluation tool at the mid and end of the year, it's simply becomes a report of the teachers activity.

- Many of the positive things can been missed by administration simply because of the busy day-to-today doings.

Today's activity

- Review your county's teacher of evaluation form. For each domain and objective identify several artifacts that you would find acceptable as evidence for meeting that domain. In addition think about your special ed teachers and your is all teachers . Think about if they should be evaluated in the same way as a general classroom teacher. How could you take your counties current teacher of evaluation form and modified it slightly so that your support teachers are able to not only feel included a properly evaluated with a valid tool?

Trainer Notes: Allow time for principals to review the sample revised teacher evaluation form. They will have a work session to create one for their teachers.

Teacher Evaluation Planning Sheet

Domain 1: Planning and Preparation	Portfolio Item(s)	Administrative Supports
1a. Demonstrates knowledge of content and pedagogy	Unit Plan for *Romeo and Juliet*	Meeting with Department Chair to Plan
1b. Demonstrates knowledge of students	Lesson- Shakespeare and Hip Hop	Peer Mentor to View Lesson
1c. Sets instructional outcomes	Student Portfolio- Shakespeare Project-Based Learning	Facilitator to Help Design
1d. Designs coherent instruction	Vocabulary Menu- Students choose which vocabulary activities to do with each week's list	Special Education Teacher to Help Design
1e. Designs student assessments	Week 15 Vocabulary Quiz	Special Education Teacher to Help Design

Domain 2: The Classroom Environment	Portfolio Item(s)	Administrative Supports
2a. Creates an environment of respect and rapport regardless of cultural or development differences	Pictures of bulletin boards	Time dedicated to creating a welcoming classroom and be able to updated it monthly
2b. Establishes a culture for learning	Documentation of Meetings with other teachers that share my students	Time to meet with other teachers or coordination with other teachers to help create meetings either in person or digitally
2c. Manages classroom procedures	Classroom Management Plan (not PBIS exclusively)	Learning Support Specialist to help design a classroom management plan
2d. Manages student behavior	Parent Contact Log	Guidance for updated phone numbers
2e. Organizes physical space	Photos of classroom	None

Domain 3: Instruction (General Education Teachers)	Portfolio Item(s)	Administrative Supports
3a. Communicates with students	Project Rubric for STEM activity	Time with department chair or peer mentor to help design rubric
3b. Uses questioning and discussion techniques to promote higher level thinking	Video of Lesson	Media Specialist to film my lesson

Portfolio items can be general at initial planning meeting. Administrative supports can be modified as needed throughout the year   Page 1

Teacher Evaluation Planning Sheet

3c. Engages students in meaningful learning	Alcatraz STEM Project	Collaboration time with science and math teacher who also teach my student for some horizontal, cross-curricular planning
3d. Uses assessment in instruction	Student Grouping Charts and Pre-test data	Time with facilitator to help with initial data analysis and group planning
3e. Demonstrates flexibility and responsiveness	Daily Remediation Routine and Documentation	Meeting with tech support or facilitator to help keep documentation digitally and efficiently

Domain 3: Instruction (Special Education and ELL Teachers)	Portfolio Item(s)	Administrative Supports
3a. Communicates with students	Documentation of Student Conferences about IEP/ELL Plan goals, progress, grades schedule and upcoming tests and study skills	Protected time to meet with students for case management purposes
3b. Uses questioning and discussion techniques to promote higher level thinking	Modified reading comprehension questions with guide questions to help answer the larger, main question	Planning time with classroom teacher, or provided with lessons/activities a few days in advance
3c. Engages students in meaningful learning	Small Group Charts and Documentation of these in-class supports	Time in classroom routine to work with small groups, but not have them miss new instruction
3d. Reviews assessments and provides pre, during and post supports	Study guide for students for geography test	Provided with test a week in advance to prepare study guide for students.
3e. Demonstrates flexibility and responsiveness	Modified Biology Test	Planning time with classroom teacher to evaluate test to make modifications

Domain 4: Professional Responsibilities (General Education Teachers)	Portfolio Item(s)	Administrative Supports
4a. Reflects on teaching and lesson effectiveness 1. Assesses lesson effectiveness, both individually and collaboratively, based on student learning 2.	Kalief Browder Lesson Reflection Form	Reflection Form, Peer Mentor to debrief lesson

Portfolio items can be general at initial planning meeting. Administrative supports can be modified as needed throughout the year   Page 2

Teacher Evaluation Planning Sheet

Identifies specific alternative instructional options for future teaching		
4b. Maintains accurate records 1. Maintains records of student progress, assignment completion, and achievement aligned to the SCPS grading policy 2. Maintains non-instructional records (such as attendance, sub plans, etc.)	Documentation of Behavior Interventions in Class	Trainings on how to manage behaviors in the classroom. Connection with Learning Support Specialist for follow up on progress of strategies from trainings.
4c. Communicates with families 1. Provides information about the instructional program 2. Provides information about individual student progress on a regular basis 3. Makes an effort to engage families	Parent Contact Log	Updated numbers from guidance
4d. Participates in professional community 1. Maintains professional relationships with colleagues and community stake holders 2. Works collaboratively and cooperatively with professional staff 3. Contributes to the achievement of school improvement goals and system-wide initiatives 4. Participates in a culture of professional learning	Calendar of chaperoned dances and sporting events	none
4e. Grows and develops professionally 1. Provides evidence of professional growth 2. Acknowledges and uses feedback from supervisors and colleagues	Transcript from fall class at University	none
4f. Shows professionalism 1. Displays integrity and ethical conduct 2. Advocates for all students 3. Exhibits a professional attitude and positive demeanor 4. Presents an appropriate professional appearance 5. Maintains satisfactory attendance	Calendar and personal notes from IEP meetings for my students as the general education teacher	To be scheduled in the same students IEP meetings if he/she requires several throughout the year (annual, change of placement, manifestation meeting) Time with Special Education Department Chair or training to understand my role in the meeting

Portfolio items can be general at initial planning meeting. Administrative supports can be modified as needed throughout the year   Page 3

6. Complies with county and school regulations		

Domain 4: Professional Responsibilities (Special Education and ELL Teachers)	Portfolio Item(s)	Administrative Supports

4a. Reflects on teaching and lesson effectiveness
  1. Reflects on meetings and assessment session with students
  2. Reflects on needs for data collection and individual record keeping practices
  3. Collaborates and reflects with co-teacher and paraprofessionals for future lessons
	Documentation of meetings with paraprofessionals to discuss IEP plan updates to provide services classroom	Protected time regularly to meet with paraprofessionals
		Department chair to help facilitate these meetings

4b. Maintains accurate records 1. Keeps current and accurate IEP or ELL Plan paperwork and files	2 peer audits of current caseload files	Time and collaboration from administration or department chair for these audit to occur

4c. Communicates with families
  1. Relays updates to parents via quarterly progress notes
  2. Provides families with frequent updates on grades and behavior of student
	Parent Contact Log
	Copy of Quarterly Progress Note
		Sample progress notes

4d. Participates in professional community
  1. Participates in content department meetings
  2. Participate in peer mentor program (mentor or mentee) for paperwork and meeting procedure training
  3. Conveys updates to general education teachers
	Receipt/Signature page from general educators providing updated IEP information and concerns from IEP team	Administration promoting accountability for general education teachers to keep and utilize this information

4e. Grows and develops professionally
  1. Attends department meetings, trainings, or courses to help build repertoire
  2. Acknowledges and uses feedback from supervisors and colleagues
	Modified pacing guide for U.S. History developed with history teacher	Time and expectation for participation in this planning

Teacher Evaluation Planning Sheet

4f. Shows professionalism 1. Displays integrity and ethical conduct 2. Advocates for all students 3. Exhibits a professional attitude and positive demeanor 4. Presents an appropriate professional appearance 5. Maintains satisfactory attendance 6. Complies with county and school regulations	Personal Checklist and Documentation of pre-IEP meeting preparation	Shadow, then co-chair IEP a few meetings before doing them on my own

Meeting Type and Date	Type of Meeting In person, Email, Group	Administration Printed Name and Signature	Teacher Printed Name and Signature
Initial Planning*-			
Follow Up-			
Mid-Year*-			
Follow Up-			
End of Year*-			

*These meetings are recommended to be in person

Appendix B: Daily Survey

Date:		Training Title:		
How likely will you use the skills or tools from today's training in your school in the next month?				
Highly Likely	Likely	Maybe	Probably Not	Never
How likely will you use the skills or tools from today's training in your school in the next semester?				
Highly Likely	Likely	Maybe	Probably Not	Never
How likely will you use the skills or tools from today's training in your school in the next year?				
Highly Likely	Likely	Maybe	Probably Not	Never