While currently, there are not any studies investigating the teacher emotion work involved in the management of African American students specifically, there are a small number of studies which examine teacher emotion management as it relates to their various classroom practices. A review of these studies revealed the following themes: (1) regulatory focus theory, (2) emotional suffering vs. emotional freedom and (3) emotion labor vs. emotion work.

Regulatory Focus Theory

Chi-mei Leung and Shui-fong Lam (2003) examined the effect of teachers' classroom management practices on their emotions. Leung and Lam (2003) explain that their study is grounded in Higgins (1997, 1998) regulatory-focus theory:

> His theory explains how people with different regulatory focuses (promotion vs. prevention) select different strategies (approach vs. avoidance) to achieve their goals and what emotional consequences (dejection vs. agitated) they experience when strategies fail. (Leung & Lam, 2003, p. 115)

The researchers randomly assigned 179 elementary teachers to one of the following framing conditions: 1) promotion focus and 2) prevention focus. Framing was achieved by providing each teacher with a hypothetical scenario according to their assigned condition. The 88 teachers in the promotion-focus condition "were told that an outstanding classroom discipline contest would be held in their school and they wanted their class to win the award" (Leung & Lam, 2003, p. 118). The 91 teachers assigned to the prevention-focus condition "were told that their headmaster was annoyed by the recent deterioration of discipline in their school and would like to identify and straighten up the class with the worst discipline as the first step of remedial action" (Leung & Lam, 2003, p. 118).

To investigate the effect of these conditions, Leung and Lam (2003) asked the teachers to choose among the following classroom management strategies to achieve the goal of their assigned condition:

(1) set up classroom rules and oblige students to follow them;

(2) punish the students who do not follow the rules;

(3) look for students' positive behaviors and praise them publicly for it;

(4) remind students to behave during class break;

(5) set up a reward plan and reward those students who perform well in discipline;

(6) praise students whenever they follow classroom rules. (p. 118)

After the teacher participants made their selections, they were asked how they would feel if they failed to achieve their goal. The researchers instructed them to rate their degree of anger, disappointment, annoyance, and despondence on a 5-point scale with 1 indicating "not at all".

The researchers found that the teachers exposed to the promotion-focused condition selected more positive reinforcers to manage student behavior (3, 5, and 6). Leung and Lam (2003) characterized these behaviors as "approach strategies". In contrast, the teachers exposed to the prevention-focused condition chose more punitive strategies to manage student behavior (1, 2, and 4). These strategies were termed avoidance. The most significant, as it relates to the current study, of the researchers' findings was how the teacher participants' management practices affected their choice of emotions. Disappointment and despondence were characterized as dejected-related emotions, and anger and annoyance were characterized as agitated-related emotions. The researchers found that the participant

teachers who selected positive reinforcers identified more dejected related emotions while participant teachers who selected punitive strategies identified more agitated-related emotions.

Applying regulatory-focus theory to the implementation of Culturally Responsive Classroom Management and/or Warm Demander Pedagogy could qualify those covertly alluded to emotions within the frameworks proposed. Within the current study, teachers' and students' emotions emerged as a salient category and the discussion was informed by the lens provided by Leung and Lam (2003). Additional investigations of the role of emotions in the teacher-student relationship would add profoundly to the current discourse. Zembylas' (2005) study looks specifically at the emotional life in the classroom as it relates to the construction of Subjective Disciplinary Moments.

Emotional Suffering vs. Emotional Freedom

Michalinos Zembylas (2005) investigated the role of emotions in a teacher's experiences in an elementary classroom. Zembylas (2005) conducted a 3-year ethnographic study in Catherine's (the participant teacher) "medium-size university city", Illinois elementary classroom (p. 470). She categorized her findings among two themes: 1) emotional suffering and 2) emotional freedom. "Emotional suffering" was used to describe the way in which rules within the school culture function to impose certain roles on Catherine and thus become internalized. "Emotional freedom" was used to describe Catherine's ability to navigate her emotions and challenge the prevalent emotional rules and social norms.

According to Zembylas (2005), emotional suffering occurs because Catherine's goal to teach her students Science conflicts with the school's goal to prepare students for standardized tests. The researcher learns from her interviews with Catherine that in the past she felt shame because she did not embrace her expected role and this internal struggle resulted in her emotional suffering. However, Catherine achieved emotional freedom due to the empathetic understanding and affective alliances she experiences in her classroom.

The researcher defines empathetic understanding as

> … first, becoming aware of how the other feels and moving into rhythm with these feelings … and second, developing a passionate affection for the 'object' one studies – that is, being caring and passionate about what one explores … (p. 478-479)

She found that Catherine applied empathetic understanding to her understanding of self and her pedagogy. These are ideas espoused in culturally relevant pedagogy (Ladson-Billings, 1994) without the overt emphasis on emotions. Zembylas (2005) describes Catherine's increased empowerment and freedom resulting from the affective alliances she formed with her students. "It seemed that the best resistance to the prevalent emotional rules of the school culture was to create spaces for emotional freedom in her classroom – through empathetic understanding and affective alliances" (Zembylas, 2005, p. 479).

Pitt and Rose (2007) conceptualize the significance of the emotional life in the classroom in their article "The Significance of Emotions in Teaching and Learning: On Making Emotional Significance". It is their argument that to effectively address conflicts occurring in schools, affective and cognitive processes must be analyzed separately.

The researchers provide as an example a vignette of an 8-year old girl who, unable to read, says to her teacher with anger, "I can't read the book, I don't know how to read, and, I don't care" (p. 332). They criticize the practice of removing the child from the classroom rather than addressing the emotion in the classroom. They ask that students' exhibition of strong emotions be viewed as "grounds of possibility for knowledge" (p. 332). It is their argument that the intellectual focus of classrooms leaves no space for the emotional life that is present. They continue asserting that when outbursts occur, these moments are not addressed as teachable, but are viewed as disruptive. According to Pitt and Rose (2007) if the significance of the emotional life in the classroom was embraced, student's emotional outbursts would caution teachers to listen and respond affectively.

Emotion Labor vs. Emotion Work

Izhar Oplatka (2007) conducted a study in Israel investigating teachers' subjective understanding and perception of Organizational Citizenship Behavior (OCB) and emotion management in teaching. According to Oplatka (2007), OCB and emotion management are frameworks used in organization studies to examine behaviors in the work place. These frameworks are not commonly used to examine behaviors in schools. Nevertheless, the researcher explains that the tenets of these frameworks provide useful information to further understand the dynamics that nurture and negate effective teacher-student relationships, and he along with a few others have begun to operationalize this conceptual framework in their scholarship.

Oplatka (2007) cites Organ (1988) and Podsakoff, MacKenzie, Paine, and Bachrach (2000) who describe Organizational Citizenship Behavior (OCB) as having seven dimensions:

(1) conscientiousness – the extent to which someone is punctual, is high in attendance, and works beyond normal requirements or expectations;

(2) work-relevant courtesy – the practice of checking with people before taking action that may affect their work;

(3) sportsmanship – tolerating with tact the minor imposition and nuisances that are the inevitable fallout of interdependence;

(4) altruism – behavior that helps others with existing job-related problems;

(5) civic virtue – the extent to which one contributes to political issues in organizations in a responsible manner;

(6) organizational loyalty – the promotion of the organization to outsiders and protecting and defending it against external threats;

(7) individual initiation – change or innovation initiation is far beyond the actions minimally required or generally expected from employees on the day-to-day level. (p. 1380)

The researcher also cites studies that examined the presence of OCB in schools (Christ, Van Dick, Wagner and Stellmacher, 2003; Dipola and Tschannen-Moran, 2001; Somech and Drach-Zahavy, 2000) and described teachers who successfully implement its descriptors as being satisfied with their jobs, exhibiting self-efficacy and professionalism, and having an impact on the climate of their schools.

The researcher used constructions of OCB as a conceptual frame for his examination of teachers' perceptions of their emotion management and he applies

two precepts of emotion management to the discussion of his findings: emotion work and emotion labor. According to Oplatka (2007) the requirement of an employee to exhibit particular emotions is emotion labor; emotion work, on the other hand, is used in reference to an employee's freedom to choose how to feel—"a state in which the individual is autonomous in managing his or her emotions in the workplace and is not paid for doing so" (p. 60).

Open-ended questions were asked of 40 women and 10 men participants, representative of the ratio of women to men in the largest educational system in Israel. Many of the participants described their responsibilities as involving emotion work. In other words, they were not obligated to feel anything. However, the teacher participants also describe their choice to address and express emotions in their work due to their compassion for their students and their view of choosing to teach as a moral calling. When the researcher asked, "What do you expect teachers to feel, even though it isn't their formal duty?" One teacher replied: "I want teachers to feel sympathy, that's all. To feel for students" (Oplatka, 2007, p. 1385-1386). When the researcher asked, "Are there informal things that you do voluntarily, that you are not required to do? One teacher replied:

> I feel it's part of my role as a teacher, though someone else might tell you that to deal with the emotional side is the counselor's job. But I feel like it's my job. Every teacher sees what he has or doesn't have to do. But to me personally, it seems that it's my duty as a teacher to deal with the emotional aspects [of pupils]. (p. 1386)

Hence, the researcher found that many of the participants conceptualized emotional management as a moral, rather than formal, obligation and his findings suggest the need for teachers to master emotional understanding to achieve this.

Oplatka (2007) links teachers' emotional understanding to their attentiveness to their students' needs. He describes two levels of emotional understanding: (1) attentiveness and listening and (2) inquiry and proactive attention. The first level is achieved by the teacher being available to students. "Attentiveness is expressed by the teacher's voluntary readiness to let the students express their emotions, needs, problems and the like" (p. 1387). The second level is achieved by the teacher seeking further information in response to a student's emotional display and providing the necessary support to students in need. "The teacher proactively asks for information necessary to provide for the pupil's emotional, physical, and cognitive needs and shows comprehension with verbal and nonverbal gestures" (p. 1388). One of the participant's explains:

> One of our problems here from the conversations we had with the classes is the fact that teachers don't pay attention to them. There are students who need to be listened to, and they don't find that at school, sadly in large schools it's hard to find it. (p. 1389)

While the researcher's findings provide significant arguments for the need for more studies examining emotions in educational contexts, Hebson, Earnshaw, and Marchington's (2007) literature review suggests that supporting the significance of this type of scholarship may be difficult due to emotion work within educational contexts being increasingly marginalized.

While attending to the cognitive needs of students has always been an objective of education, pass reforms considered the development of the whole child. Hebson et al. (2007) argue that current reforms and high stakes testing are focused on student cognition only and the emotional life in schools is overlooked. Hebson et al. (2007) term this new reform the standards agenda. They argue that the emotional work necessary of teachers is devalued as public school systems focus on holding

teachers accountable for measurable behaviors, i.e. student test scores. One accountability measure with an abstract relationship to teacher emotion work is the discipline gap. In the current study, teachers' emotions played a significant role in the construction of Subjective Disciplinary Moments which have been found to significantly contribute to the discipline gap (Skiba et al., 1997). Both Hebson et al. (2007) and Oplatka's (2007) provide the researcher with a lens for analyzing these findings.

The reviewed studies examining the discipline gap, teachers' perceptions influenced by culture, culturally responsive practices, and teacher emotion management provide the framework and inform the approach of the current study. The most cited study as it relates to the discipline gap is Skiba et al.'s (2002) examination of over 11,000 referrals made in a large school system. It is this study that highlights the subjective nature of the disciplinary reports made about African American student behavior. Presently, the methods employed by studies in response to Skiba et al.'s (2002) findings have been consumed with investigations of best practices. Arguments for culturally responsive management of African American students have been used to support this best practices approach, and within the achieved frameworks, the role of emotions is covertly mentioned.

The current study adds to this discourse an examination of what happens during Subjective Disciplinary Moments like those reported in Skiba et al.'s (2002) findings. In addition, the methods employed in the current study provide data to support the conceptual arguments made by scholars who cite the need for cultural responsiveness to reduce the disciplinary experiences of African American students.

Lastly, findings from the current study overtly connect the emotional life in the classroom with the construction of Subjective Disciplinary Moments.

CHAPTER 3

METHODS

The purpose of this qualitative case study is to examine Subjective Disciplinary Moments experienced by African American students. Presently, scholars have written extensively on the discipline gap in attempts to illuminate factors influencing its exacerbation (Baker, 1999; Brown, D., 2003; Davis & Jordan, 1995; Gregory & Mosley, 2004; Monroe, 2005a; Monroe 2005b; Monroe, 2009; Monroe & Obidah, 2004; Payne, 1994; Rong, 1996; Vavrus & Cole, 2002; Webb-Johnson, 2002; Weinstein et al., 2003).   Much of this scholarly work supports the need for culturally responsive classroom management (Baker, 1999; Brown, D, 2003; Monroe & Obidah, 2004; Weinstein et al., 2003). Similar to the approach espoused by the culturally relevant pedagogy literature to address the achievement gap, researchers examining the discipline gap assumed a "best practices" orientation to respond to this phenomenon, but there have not been any investigations that employed methods to closely examine the beginning point of the creation of the discipline gap: the disciplinary moments in the classroom.   While it has been argued that culturally responsive practices are needed, none of the current research has examined what occurs during these moments and if teachers' practices are able to escalate or de-escalate these moments when they happen.   It was the intent of the current study to examine the factors that construct disciplinary moments which lead to disciplinary referrals and suspensions.

In this chapter, the researcher provides rationales for a qualitative case study design, reasons for employing grounded theory research methods and explicates her positionality. The researcher also provides a description of the study which includes

information about the site, participants, data collection strategies and data analysis procedures. The researcher ends this chapter with ethical considerations. Due to the nature of this study and the involvement of human subjects, extensive reviews were conducted by Temple University's Office for Human Subjects Protections Institutional Review Board and a Certification of Approval for a Project Involving Human Subjects was granted (see Appendix H).

Rationale for Qualitative Case Study

An examination of Subjective Disciplinary Moments necessitated a paradigmatic approach that was both interpretive and inductive to achieve the desired theory generation (Creswell, 2005). Hence, the researcher employed a qualitative case study design. A qualitative case study design was used by the studies reviewed that sought to identify ways of combating the discipline gap (Brown, D, 2003; Monroe & Obidah, 2004; Vavrus & Cole, 2002; Ware, 2006), and for over three decades, qualitative studies have been instrumental in elucidating classroom practices and have proven most useful in studies designed to investigate and explain specific problems in education (Merriam, 1998). Within this design, the researcher employed grounded theory methods to support the goal of theory generation.

Qualitative case studies are particularistic, descriptive and heuristic (Merriam, 1998). Particularistic refers to the case study focusing "on a particular situation, event, program or phenomenon" (Merriam, 1998, p. 29):

> The case itself is important for what it reveals about the phenomenon and for what it might represent. This specificity of focus makes it an especially good design for practical problems—for questions, situations, or puzzling occurrences arising from everyday practice. (p. 29)

It was the objective of the current study to investigate Subjective Disciplinary Moments, a phenomenon that has been found to occur in America's public school classrooms and has a direct affect on the discipline gap (Skiba et al., 1997).

Descriptive is the term used to describe the findings of a qualitative case study. It "means that the end product of a case study is a rich, *thick* description of the phenomenon under study" (Merriam, 1998, p. 29):

> …case studies use prose and literary techniques to describe, elicit images, and analyze situations….They present documentation of events, quotes, samples and artifacts" (Wilson, 1979, p. 448).

The data collected from observations, interviews, and documents enabled the researcher to achieve the thick descriptions indicative of qualitative case studies.

The final descriptor of a qualitative case study is heuristic which refers to the case study illuminating "the reader's understanding of the phenomenon under study" (Merriam, 1998, p. 30). Hence, the heuristic aspect of a case study encourages the discovery of answers by others. It is the researcher's hope that proposing a theory to explain how Subjective Disciplinary Moments happen in classrooms will encourage other researchers to expand this approach in future scholarship which could influence educators to account for current practices that may nurture the construction of Subjective Disciplinary Moments in their classrooms.

The use of grounded theory methods enabled the researcher to uncover relationships between and among the categories that emerged from the analyses of observations, interviews, and documents. Strauss and Corbin (1998) explain that the use of a systematic design in grounded theory facilitates the researcher's development of theory through three phases of coding: open, axial and selective. In the current study, these phases of coding were used to analyze the data. During this process, the

researcher was able to extrapolate meaning from data that contributes to current

discussions of African American students' experiences with discipline in schools.

Researcher Positionality

Due to the qualitative case study design of the current study, it is important

that the researcher explicate the assumptions, values and training that inform her

approach because the researcher was the primary instrument during data analysis.

The researcher's childhood experiences and educational background augment her

approach to the current study because the former enables her to empathize with the

African American experience in inner city public schools, while the latter gives her a

critical eye. The sample of students in the current study share the researcher's

background: poor from predominantly single-parent homes and disenfranchised

neighborhoods. The similarities between the researcher's background and the

socioeconomic conditions of the student subjects of this study afford her a deeper

understanding of their challenges; although she has now achieved mobility and

surpassed the socioeconomic status of her childhood, the researcher's history grounds

her approach to this study.

In addition, the researcher's educational background only adds to her

meaningful approach. The last thirteen years of her professional career have been as

an educator in inner city public schools: seven years in Atlanta, Georgia and six

years in Philadelphia, Pennsylvania. As an educator in Atlanta's most impoverished

neighborhoods, she became familiar with the stereotypes and low expectations that

many educators assigned to African American students. It has been an assumption at

the core of her pedagogy that teachers' expectations are the most valuable predictor

of student achievement. In addition, she believes that teachers' expectations of students determine how they treat (or mistreat) them in their classrooms. As a teacher, trained by Lisa Delpit, author of *Other People's Children* (1995) and *The Skin That We Speak* (2002), and Asa Hilliard, III, Egyptologist (who prefers the term Kemetist) and Psychologist who has written extensively about African American children and their educational experiences, she applied a culturally relevant pedagogy to her teaching. Hence, she believes her socioeconomic history and background in education enhance her knowledge and ability to effectively analyze interactions within the school context.

The researcher's current position with the School District of Philadelphia affords her deep knowledge of the discipline process. She is presently employed as a Manager of Non-Instructional School Services (MNISS). During the year of her pilot study, she was newly assigned to Mead Blumer as Blumer's MNISS. In the following year, she was reassigned to a different school. In this position, it is her responsibility to ensure that prior to disciplinary action that all measures have been taken to remediate problematic behaviors prior to suspension. She does not observe teachers' classrooms or evaluate teachers in the performance of her duties. The researcher's relationship with teachers is limited to processing their office referrals for student behavior. She is, however, the administrator who determines if a reported behavior warrants a suspension or expulsion. For the purposes of this study, document analysis was limited to the initial office referral initiated by the teacher.

The researcher's in depth understanding assisted her analysis of the data collected. She approached this study with belief in the effectiveness of the School District of Philadelphia's mandate that Positive Behavior Supports be initiated prior

to disciplinary action. Based on her experience as a practitioner, she also believed in the importance of the teacher-student relationship. These were factors that also emerged in the literature reviewed and helped to frame her approach to the current study.

Description of Study

The site of the study was Mead Blumer K-8 School (pseudonym) within an inner city region of the Philadelphia School District. In the year of this study, this region served 7,983 students; of this number 71.4% were African American, 2.4% were Asian, 22.3% were Hispanic, .2% was Native American, 2.7% were White, and .6% was from other ethnic groups not identified in the profile (http://phila.schoolnet.com/account/Profiles.aspx?Selected_tab=AboutThisandInstitution_id=42134394-c89d-42da-8574-36ec1068682d). Mead Blumer K-8 School served 406 students; 98.3% of the students were African American; 1.2% was White; and .6% was Latino. Ninety-one percent of the students received free or reduced lunch. There are over 100 schools in the School District of Philadelphia that share Mead Blumer's demographics.

The Philadelphia School District served 210,432 students. Of this number, 184,560 were enrolled in public schools and 25,872 were enrolled in charter schools. Of the number enrolled in public schools, 64.4% were African American, 5.6% were Asian, 15.8% were Hispanic, .2% was Native American, and 13.3% were White (http://www.phila.k12.pa.us/aboutus/) . There are 174 elementary schools, 39 middle

schools, 45 high schools, 19 programs[2], 5 vocational schools and 9 special schools[3].

These schools are divided into 12 regions: Center City, Central, Central East, CEO,

East, EMO, North, Northeast, Northwest, South, Southwest, and West

(http://www.phila.k12.pa.us/aboutus/). All of the regions had access to the 19

programs, and there were 1,113 students enrolled in the listed programs; an exact

count of how many students had been expelled was not available.

Theoretical sampling was used in the selection of this site. In research

employing grounded theory methods, Strauss and Corbin (1998) suggest theoretical

sampling be employed in the selection of the site of the study and participants to

ensure the data collected will support the desired goal of theory generation. The

school selected falls into this category because of the demographics of the student

population and the number of disciplinary referrals submitted for non-violent

infractions during the year of the pilot study. According to the disciplinarian, the

majority of the disciplinary referrals submitted was reports of African American

males' nonviolent behaviors and were from European American teachers. The

disciplinarian described his perception of racial tension between the African

American students and European American teachers. Permission to conduct research

at this site was granted by the superintendent and provided the researcher with access

to the classrooms, teachers, students and documents needed.

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[2] Programs are described as primarily disciplinary schools and alternative placement for students expelled or out of school youth (adjudicated, drop-outs, etc.) who are returning to school.
[3] Special schools have special admission policies in reference to grades, behavior and attendance.

Description of Participants

The objective of the current study was to examine Subjective Disciplinary Moments experienced by middle school students; theoretical sampling was applied to the selection of the middle grade teachers, sixth, seventh and eighth grade, as participants. While Blumer provides instruction to K-8th grade students, the middle grade teachers were selected due to their students traveling as a cohort to their classes, so an examination of the contextual nature of the classroom environment was possible. There was only one teacher at each of the grade levels, and each participant was informed about the purpose of the study and the methods that would be employed. Each participant signed a consent form that clearly stated that disciplinary referrals submitted by them would be reviewed and that follow-up interviews would be conducted with them and the reported student to examine the reported disciplinary moment closely (see Appendix A).

The sixth grade teacher, Mrs. Washington, provided math and English instruction to her students. Mrs. Washington is an African American woman in her fifties who has taught at Mead for seven of her 20 years with the School District. Mrs. Washington's frustration with her students was evident during my observations of her classroom. She spent a lot of time repeating commands to the class with an escalating tone to which the researcher never observed her students respond. During the interview, she shared her understanding of her students' struggles at home, but she also revealed her belief that there was not much she could do to teach them because of their home situations.

Mr. Robert's eighth grade class and Mr. Jones's seventh grade class travel to them both. Mr. Robert provides English instruction to the 7th and 8th graders, while

Mr. Jones provides math instruction to both groups. Mr. Robert is an African American male in his mid forties who has taught at Mead for five of his eight years teaching. He was a favorite of five of the eight student participants in the researcher's pilot study who cited his no nonsense style and focus on instruction as reasons they could learn in his class. During my observations, these characteristics were still evident in his management and pedagogy.

Mr. Jones is a European American male in his late thirties who has taught at Mead for two of his seven years teaching. During my visits to his classroom, I observed his reliance on having students removed when they would not comply with his requests. During these exchanges, his face would turn red and he would appear angered by the student's defiance. During the researcher's interview with him, he revealed that he expected his students to know how to behave and that he sometimes felt like an outsider.

Theoretical sampling was applied to the selection of student participants. Creswell (2005) explains that the sampling procedure for grounded theory allows the researcher to purposefully select participants that will provide useful information for generating a theory. Hence, the school's disciplinarian was asked to provide the names of six students who were repeatedly reported for subjective infractions (a list of the types of infractions was provided to him), two at each grade level. Parental consent forms were sent home with each of these students (see Appendix B) and each student was given an assent form to sign (see Appendix C). Of the six students identified, three provided the required consent and assent and participated in the study, two-7th graders and one-6th grader. Of the two eighth graders identified as potential participants, one was expelled before the interview phase began and it was

difficult to schedule the interview with the other due to his poor attendance. The second 6th grader identified was hospitalized in a mental health institution during the school year and did not return to Blumer.

Data Collection Strategies

To facilitate a thorough examination of Subjective Disciplinary Moments and respond to the research questions, observations, interviews and document analysis were conducted (see Table 3.1).

Table 3.1 Inquiry-Guided Data Collection	
Question	Data Source
1. How do teachers describe their management practices and beliefs?	Teacher Interviews
2. What role, if any, do teachers and students feel race, culture, and/or class play in the construction of disciplinary moments?	Teacher Interviews Student Interviews
3. How do teachers and students perceive reported Subjective Disciplinary Moments?	Field Notes Document Analysis Teacher Interviews Student Interviews

Observations

Observations were conducted in two phases: the end of the school year, April 2009 – June 2009 and in the beginning of the year, September 2009 – October 2009. There is one 6th, 7th and 8th grade class at Mead so the students matriculate as a cohort; hence, the students who were observed as 7th graders in April 2009 were observed as 8th graders in September 2009. Each of the teachers was observed five times for 30 to 60 minutes during each visit. The researcher had collected more data

during her observations from September 2008 through December 2008, but revisions required by the Institutional Review Board prohibited her from using this data.

In the original design of the study, the teacher was unit of analysis, and the researcher's approach was to conduct a comparative analysis between the practices of a teacher with a small number of subjective disciplinary referrals and that of a teacher with a large number of subjective disciplinary referrals.   This however had to be revised due to Temple's IRB indication that it could possibly lead to the teachers and students being labeled as "bad".   Her revised approach shifted the unit of analysis from the teachers' practices to the construction of the disciplinary moment and this approach was approved by IRB.   Due to the timing of her final approval to conduct her research, it limited the number of observations that she was able to complete with this new focus.

The researcher maintained field notes to document her visits to the teachers' classrooms and these were modeled after Baker's (1994) qualitative case study investigating teacher-student interaction in urban at-risk classrooms. Baker (1999) used Good and Brophy's (1994) dyadic teacher-student contact observational system to code observed behaviors in her field notes and she recorded who initiates the contact and the nature of the contact (positive, negative or procedural).   The researcher applied this method to her field notes and all interactions between the teacher and students were recorded and coded (i.e. verbal exchanges, student requests, teacher directives).

Interviews

The researcher interviewed teacher and student participants to examine their perspectives on what was happening during a reported Subjective Disciplinary Moment. These recorded and transcribed interviews provided valuable insights into the similarities and differences in the teachers' and students' views of the same phenomenon – the Subjective Disciplinary Moment (see Appendices D and J). Creswell (2005) identifies interviewing as a central data collection tool when generating a theory because it facilitates the capturing of the experiences of individuals in their own words (p. 412).

The researcher interviewed teachers and students one-on-one and the prepared interview questions were used as bullet points to frame the interview/discussion. The framing questions for teacher and student interviews were influenced by the interview questions used by Gregory and Mosley (2004; p. 29-30) in their study investigating teacher-generated theories for African American student failure (see Appendices F and G). Teacher interviews were conducted in the teachers' classrooms after school, and the instructional leader at Mead scheduled the interview times for students that was least obtrusive and provided a space for the researcher to conduct the interviews.

Document and Data Analysis

Public records and personal documents are the categories of documents analyzed in qualitative case studies investigating various phenomenons in schools (Knight-Diop & Oesterreich, 2009). The office referral is the personal document used by teachers to request administrative action in response to student infractions against the code of student conduct.   At Mead Blumer School the office referral is

termed a pink slip (EH-20) (see Appendix H).   When teachers have exhausted their

efforts to remedy unwanted student behavior in the classroom, they complete an

office referral which solidifies the disciplinary moment for students following a

problematic teacher-student interaction.

Office referrals for the students assigned in the classrooms of the teacher

participants were examined. Behaviors recorded on the office referrals were coded

using Skiba et al.'s (1997) identification of subjective infractions most often

committed by African American students. Interviews were conducted with three

students repeatedly reported for these types of infractions.   In addition to the

prepared questions, the details on the office referral were used to frame the questions

during the interviews.

Grounded theory research methods were employed for the current study. The

data analysis procedures followed are aligned with this methodological approach

which involves three phases of coding: open, axial and selective. Throughout these

coding phases, constant comparisons were made between and among the categories

that emerged. It is through constant comparisons that the identified categories were

grounded in the data (Creswell, 2005, p. 406).

Coding

During the open coding phase of analysis, the information collected from

observations, interviews and document analysis was categorized and the data source

identified (Figure 4.1). The data source was identified to ascertain the level of

saturation and triangulation that the collected data provided. This initial step began

the process of analysis. In the second phase, axial coding, one core category was

selected from the open coding categories. For the current study, this core category or phenomenon was Subjective Disciplinary Moments.

Once Subjective Disciplinary Moments was identified as the core phenomenon, the relationship of all other categories to this core category was synthesized. This synthesis involved determining the following: (1) influential factors that influence Subjective Disciplinary Moments, (2) specific contexts or conditions that influence the action taken to address Subjective Disciplinary Moments, (3) general contexts or conditions that influence the action taken to address Subjective Disciplinary Moments, (4) specific actions that result from Subjective Disciplinary Moments, and (5) the outcome of implementing this action. Creswell (2005) labels the information identified in the synthesis process (1) causal conditions, (2) context, (3) intervening conditions, (4) strategies and (5) consequences. A diagram was then constructed representing the relationships determined during axial coding.

In the final phase, selective coding, the coding paradigm was used to construct a theoretical statement describing the relationship of all categories to the core phenomenon, Subjective Disciplinary Moments. It is during this phase, that the researcher used her notes taken throughout the research process (personal memos) to edit and revise the generated theory. These memos noted connections between and among the literature review and the data collected. They also guided the identification of categories in the open coding phase and assisted the researcher with determining if additional data was needed to achieve saturation and generating the theory.

Ethical Considerations

As it relates to ethics, it was the primary objective of the researcher of the current study to ensure that the rights of the teacher and student participants were not violated. In qualitative case studies, ethical concerns are most often triggered in response to data collection strategies and the dissemination of findings (Merriam, 1998, p. 213). All participants were informed of the researcher's interest in Subjective Disciplinary Moments, which were defined to all participants according to Skiba et al.'s (2002) findings. While conducting observations, the participants were informed of the researcher's role in the classroom. Of the relationships available between the observer and observed, the researcher ensured her role was the least obtrusive available for conducting research in the classroom.

While preparing to interview participants, the researcher understood that even with predetermined questions and bullet points for discussions, conducting an interview is a risky endeavor. However, the teacher participants expressed their gratitude for an opportunity to discuss their perspectives, and the student-participants expressed their desire for subsequent interviews because it afforded them an opportunity to express their feelings. Hence, the design of the current study engendered benefits for its participants. Mr. Jones, who experienced many challenges in the classroom, shared in December 2009, that his relationship with Sam had greatly improved.

The following safeguards were employed to protect the participants' rights: the research objectives were articulated to teacher and student participants; permission to conduct all forms of data collection was received from all participants (see Appendices B, and C); research examination forms were filed with the

Institutional Review Board (see Appendix H) the student and teacher participants were informed of all data collection devices and activities; verbatim transcriptions and written interpretations and reports were made available to all participants; the participants' rights, interests and wishes were considered first when choices were made regarding data; anonymity for all participants were maintained in all written interpretations and reports. In addition to consent, the student participants were required to provide assent as well (see Appendix C).
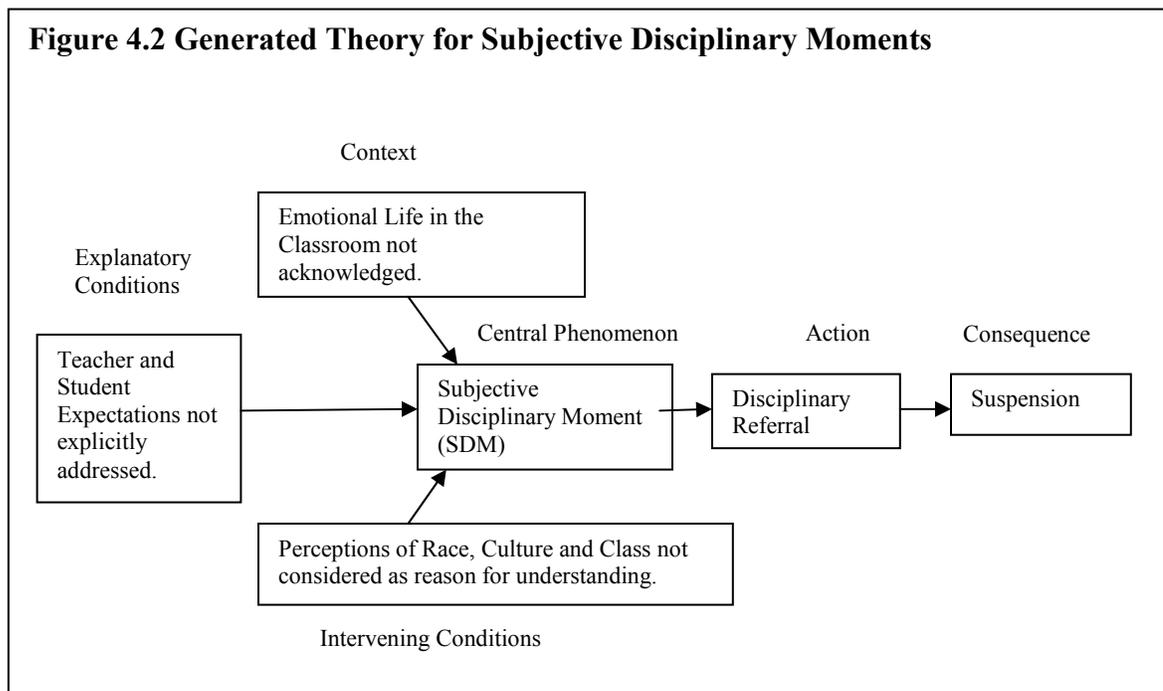
CHAPTER 4

FINDINGS

The present discourse on discipline in schools has built upon the quantitative finding that pronounced the existence of the discipline gap. The studies conducted thus far have resulted in frameworks of best practices for managing and responding to the behaviors of African American students, the identification of the most reported rule-breaking behaviors of African American students as subjective and hypothetical reasoning for the discipline gap (Brown, 2003; Monroe, 2005a; Monroe, 2005b; Monroe & Obidah, 2004; Skiba et al., 2002). These conceptual and theoretical arguments have been limited by the absence of any data resulting from studies that specifically investigated Subjective Disciplinary Moments experienced by African American students.

The findings of the current study provide a theoretical frameork for examining disciplinary moments that occur in the classroom for subjective reasons. Skiba et al.'s (2002) description of subjective behaviors most often reported for African Americans was applied to an analysis of the disciplinary referrals submitted at Mead Blumer School, and the following behaviors reported on disciplinary referrals were termed subjective for the current study: disrespect (verbal), defiance (behavior), out of seat and calling out. The following categories emerged as explanatory and contextual factors in the construction of Subjective Disciplinary Moments in the urban classrooms observed and will be discussed in this chapter: teacher expectations, student expectations, perceptions of race, class and culture, teacher emotions and student emotions (see Table 4.1).

Table 4.1 Open Coding for Subjective Disciplinary Moments: A Qualitative Study of Culturally Responsive Practices in Three Inner City Classrooms	
Categories	Sources
Perception of race	
Reason for conflict	S1, S2, T1, T2
Reason for understanding	T3
Perception of class	
Reason for conflict	S1, T2
Reason for understanding	T3
Perception of culture	
Reason for conflict	T2
Reason for understanding	T3
Teacher Emotions	
Negative	T1, T2, S1, S2, S3, O
Positive	T3
Student Emotions	
Anger in classroom	S1, S2, S3, T3
Dislike of teachers	S1, S2
Likes teachers	S1, S2, S3
Teacher Expectations	
Shared with students	T3, O
Not shared with students	T1, T2, O
Student Expectations	
Cause of student reaction	S1, S2, S3, O
Subjective Disciplinary Moment	
Disrespect (verbal)	D, S1,T1,T3, O
Defiance (behavior)	D, T1, T2, O
Out of seat	D, S2, S3, T2,O
Calling out	S1, S2, S3, T2, O
KEY **S#** **Student Interview** **T#** **Teacher Interview** **O** **Observation** **D** **Document Analysis**	

An analysis of how each of these categories contributes to the construction of

Subjective Disciplinary Moments supported the generation of theory and provided

responses to the research questions (see Figure 4.2).

Teacher expectations and student expectations were found to be explanatory conditions of the construction of Subjective Disciplinary Moments. The source of data in each of these areas was provided by the respective participants and field notes from observations (i.e. teacher expectations were illuminated by data collected during teacher interviews) and will be discussed in this chapter. Teachers' and students' perceptions of race, class and culture are intervening conditions that influence how the Subjective Disciplinary Moment progresses (i.e. does the teacher handle it in the classroom or does the teacher complete a disciplinary referral). Data provided in this area was derived from teacher and student interviews and will be discussed. The final categories are teachers' and students' emotions which provide a specific context influencing the teacher's decision on how to handle Subjective Disciplinary Moments. This is termed the emotional life in the classroom in this chapter and data in this area was derived from teacher interviews, student interviews and observations.

Figure 4.2 Generated Theory for Subjective Disciplinary Moments

Context

Emotional Life in the Classroom not acknowledged.

Explanatory Conditions

Central Phenomenon   Action   Consequence

Teacher and Student Expectations not explicitly addressed.

Subjective Disciplinary Moment (SDM)

Disciplinary Referral

Suspension

Perceptions of Race, Culture and Class not considered as reason for understanding.

Intervening Conditions

These factors all played an important role in the construction of Subjective Disciplinary Moments; the definitive descriptions of each teacher's experience during a Subjective Disciplinary Moment determined if the moment resulted in a disciplinary referral which could then lead to the student being suspended.   Information leading to further understanding in this area was provided by all data sources: observations, teacher interviews, student interviews, and document analysis.

<p style="text-align:center">Teacher Expectations</p>

In response to research question #1, "How do teachers' describe their management practices and beliefs?" expectations materialized as an important category. Teachers' expectations have been argued by some as one of the most important determinants of a student's success in any classroom (Wong and Wong, 2004; Tauber, R., 1997; Delpit, 1995; Ladson-Billings, 1994). It has been connected with the self-fulfilling prophecy which is a theory that explains how one's beliefs about a situation become reality through subconscious and conscious acts (Tauber, R., 1997). Tauber (1997) asserts "what teachers expect of students influences what students come to expect of themselves" and this leads to the self-fulfilling prophecy in the classroom (p. 50).

The interview questions that illuminated the teachers' expectations of their students' behavior were (1) how would you describe the students in your class; (2) how would you characterize your relationship to these students; and (3) what expectations do you have for classroom behavior and responsibility and how do you communicate those expectations to your students (see Appendix E)? Of the three teachers interviewed, only one of the teachers provided specific responses to all

questions. The other two teachers provided general descriptions and explanations for their expectations and neither of the two connected their expectations to their actions. Interestingly, the one teacher who specifically explained his expectations and connected them to his actions was the only one of the teachers who did not submit any referrals to the office and disciplinary moments became teachable moments in his classroom.

Mr. Robert, the 8th grade teacher, who teaches 7th and 8th graders English, described his students as exhibiting "certain challenges as far as social behavior". He viewed his expectations as an important part of classroom life for both him and his students. When asked about his relationship to his students, he immediately began talking about expectations:

> I have a pretty good relationship with most of them. At times it can be strained uh because one of the biggest issues they have is authority or um conforming to certain rules and I am an individual who … I pretty much set it up in a way where here are the expectations and those expectations don't change throughout the year and I push them, I ask a lot of them and sometimes I ask them to do the uncomfortable thing which is the right thing at times and the right thing I should say is often the uncomfortable thing in this environment so my relationship with certain students can be strained at times … some of that falls on me though if I'm not really in tuned to what's going on as far as uh how certain students might not like the way that I'm correcting them [it] might be rubbing them the wrong way and the way I just stay on the program still pushing and still pushing and not giving them the opportunity to feel uncomfortable and say hey I have an issue with this (pause) I find that sometimes the issue can become strained. However, I believe just like most people, people like high expectations; they want to feel like they can achieve; they can do whatever so for the most part it's a relationship of trust and respect because of that. (see Appendix J)

Mr. Robert's description of his students as experiencing challenges could be the reason expectations are significant in his relationship with them. He uses his expectations to consistently push his students despite their challenges, but he applies an understanding of his students' expectations to critique his approach thus

considering their challenges. Mr. Robert describes this as building "a relationship of trust and respect" with his students. This is an affective model to apply to managing his students' behaviors and may be the reason he did not submit any referrals to the office in 2008-2009.

When asked how he communicated these expectations to his students, Mr. Robert explained an annual procedure that he implements:

> I do it from the beginning … I take them to the auditorium before I bring them to the classroom setting and I talk to them about the expectations. Not only expectations of the school year or next year going to high school, but expectations in life. (see Appendix J)

When explaining how communicating his expectations continues throughout the year he pointed to a board in his room, "Look at my board over there in the corner … it stays up there all year long so they can always see what I'm expecting of them … it's nonverbal, it's in my actions and the support that I give them" (see Appendix J).

The researcher's observations of Mr. Robert provide support for his descriptions of his way of continually communicating his expectations to his students. During one 60-minute observation, Mr. Robert repeatedly identified students who were on task and meeting his expectations:

> Mr. Robert: Some of you when I check your notebooks it will show if you've been doing your work. Some of you haven't. Others like Ms. Cook here is always on task.

Mr. Robert then walked around the room checking notebooks and praising students who were on task. He then encounters a student who did not have his notebook out and says to the student:

> Where's your homework book? *Then he says to class* - If I find three students without homework books, I will take a recess. That's one. *He walks around the room.* Okay you all are lucky. *He then notices a student with his book bag packed.* That's two. *He stands over student and points down toward his head.*

> If I find one more you will lose another recess. *All students are on task and the two identified students take their books out.* (see Appendix I)

The practice of group contingency is identified by Marzano, Marzano and Pickering (2003) as an effective classroom management practice, but it only works if a teacher's expectations have been shared explicitly with the class. Mr. Robert's ability to manage his students' behaviors by reminding them of his expectations, offering praise and implementing classroom management strategies are the practices that provide a structure to addressing Subjective Disciplinary Moments in his classroom and removes the need for administrative interventions, i.e. removal of a student and suspensions, for these types of disruptions. All of the observed practices in his classroom appear designed to provide students with guidance in meeting social expectations that Mr. Robert shared he believes are a challenge for some of his students.

The other teacher participants shared a negative view of their students' behaviors and their relationship with their students. The 7th grade teacher, Mr. Jones, who teaches math to the same students that Mr. Robert teaches, summed up his students' behavior in one word – horrible. When asked to elaborate, he blamed "the principal, a lack of support, a moral fiber that did not exist in the building and a terrible school environment" (see Appendix J). He additionally described his relationship to his students as "not so good" (see Appendix J). His pessimistic views of the students and his relationship with them may be the reason he did not communicate specific expectations to them. When asked what his expectations were and how he communicated them to his students, he replied:

> I expect them to act like students. You know stay in your seat. Take your notes. Participate in the lesson. Everybody knows what a student is supposed to look like. We all know what basically. (pause) Be a good student. I'm

sure I could put up more things, but I pretty much expect them to do what students are suppose to do. (see Appendix J)

Mr. Jones does not have a procedure for verbally communicating his expectations with his students. The absence of this in the classroom setting has been argued as antithetical to the creation of a trusting and respectful relationship with students (Marzano, Marzano and Pickering, 2003; Ennis and McCauley, 2002; Baker, 1999; Delpit, 1995; Ladson-Billings, 1994). It could be that Mr. Jones's view of his students as "horrible" and his relationship with them as "not so good" reflect his low expectations and may have caused him to feel uncomfortable and unable to nurture a relationship with the students that would begin with him communicating his expectations to them.

In Mr. Jones's classroom, the researcher observed that expectations for behaviors were not addressed and students, who were engaged and attentive in Mr. Robert's classroom, did not follow directives given in Mr. Jones's classroom. Mr. Jones addressed individual students about behaviors he wanted to stop, but he did not follow-up with what the expected behavior was or a consequence other than calling the office for assistance. According to Mr. Jones, he did not discuss his expectations of his students' behavior because he expected them to know how to behave. There were several interactions that illustrated Mr. Jones' neglect to identify his expectations when addressing a student's behavior; one of these interactions resulted in Mr. Jones calling the office for assistance:

> Kevin: Mr. Jones can I get that? *Kevin asks for slide that students were copying from overhead projector because he did not finish and Mr. Jones turned projector off.*
> Mr. Jones: Kevin there's a more appropriate way to get my attention. *Mr. Jones does not give Kevin slide and interaction ends.*
> …

Mr. Jones: James where are you going *Mr. Jones questions student who enters class late.*
James: What you mean? I'm going to my seat.
Interaction ends.

...

Sheila was ripping paper in the back of the room.
Mr. Jones: Please stop that Shelia.
Interaction ends.

…

Mr. Jones: James you're about to go [to the office]. James you're going to turn around and apologize.
Another student comments that James threw a piece of paper. I did not see what happened.
James: For what?
Mr. Jones: You know what.
James does not comply and Mr. Jones calls for assistance.
Interaction ends.
Mr. Jones: Pamela. *Mr. Jones calls the name of student seated at table in the rear of the room. These students have been talking the entire class.* See this is the problem; all of the side conversations. There's like several different conversations going on during instruction. Okay Lisa move to this desk *Mr. Jones points to a desk in the front of the room.* The rest of you move here *Mr. Jones points to different desks in the room. Eight minutes pass and none of the students move, and their noncompliance is not immediately addressed.*
(see Appendix I)

The above examples from Mr. Jones's classroom are possibilities of interactions with students in classrooms when expectations of behavior have not been explicitly discussed. Without establishing a foundation with his students based on behavioral expectations, Mr. Jones has nothing to reference to students as a reminder when they exhibit behaviors that he classifies as defiant or disruptive. These disciplinary moments which are handled in Mr. Robert's classroom through the use of strategies explained to the students, escalate to the teacher calling the office for assistance in Mr. Jones's classroom.

Mrs. Washington experienced student behavioral challenges similar to that of Mr. Jones.   Mrs. Washington, who described her students as "out of control"

(Appendix J), says her students see her as "mean" (see Appendix J). When asked

about her expectations, Mrs. Washington says she has "high expectations" but when

asked how she communicated this to the students she references the use of charts and

African American people to be admired:

> I have high expectations. I try to encourage them and one of the things I use a lot is Barak Obama. I mean now that we have a Black President you can be whatever you want to be, you know strive for the highest office in America. I have charts. I'm finding charts are not as helpful because this group can buy as much candy or whatever but I'm finding with this group you have to purchase more expensive things. (see Appendix J)

Mrs. Washington says she has high expectations but her approach is indicative of the

criticized aesthetic approach to multicultural education (McGee and Banks, 1995) –

"I have posters". The difficulties that Mrs. Washington and Mr. Jones encounter with

their students may have been avoided if they addressed their expectations explicitly

like Mr. Roberts.

During my observations of Mrs. Washington's classroom, she never

referenced any rules or procedures, but she repeatedly complained to different

students about their behavior when they were not engaged in the lesson. The

following commands were shouted to the students over a 32-minute period (1:55pm

to 2:27 pm) during a 60-minute observation:

> 1:55 Stop playing … 1:56 Allen get up … Allen … 1:57 Uh Allen I asked you to stop … 2:01 Allen stop the tapping … 2:10 Put the water in the bag … put it in the bookbag; you interrupting my lesson *to a student whose name was not called*… 2:11 Will you stop whistling please *to a student whose name was not called* … 2:14 Stop talking please … *directive given to class* … 2:20 Thomas you need to be listening … 2:23 Charles 'scuse you … 2:24 Listen *directive given to class* … 2:25 'Scuse you *directive given to class* … 2:25 Scuse you *directive given to class* …2:26 Henry stop …2:27 This is why you don't understand *comment made to class* (see Appendix I)

While there were students during this period who were on task, they were not

acknowledged. Mrs. Washington focused on behaviors she viewed as disruptive but

her way of addressing the students' behaviors did not include a reference to the expected appropriate behavior. While Mrs. Washington was not observed calling the office for support, she submitted several disciplinary referrals in reference to disruption and defiance in her classroom. Hence, the absence of communicating teacher expectations and classroom consequences is an explanatory factor in the construction of disciplinary moments (Figure, 4.3).

Student Expectations

Like teacher expectations, student expectations emerged as an explanatory condition in the construction of Subjective Disciplinary Moments, but the data examined also illuminated how the students experienced the disciplinary moment. In response to research question #3, "How do students' perceive Subjective Disciplinary Moments?" each student participant related their disciplinary moments to their expectations not being met. Student expectations of teachers' behaviors have received less attention in the discourse on the discipline gap. Most addressed in the literature are conceptualizations of what African American students need based solely on the practices of effective teachers. The current study investigated the students' views of their teachers' behaviors regardless of their teachers' effectiveness. The students'

Figure 4.3 Teacher Expectations: Explanatory Factor in Construction of Subjective Disciplinary Moments
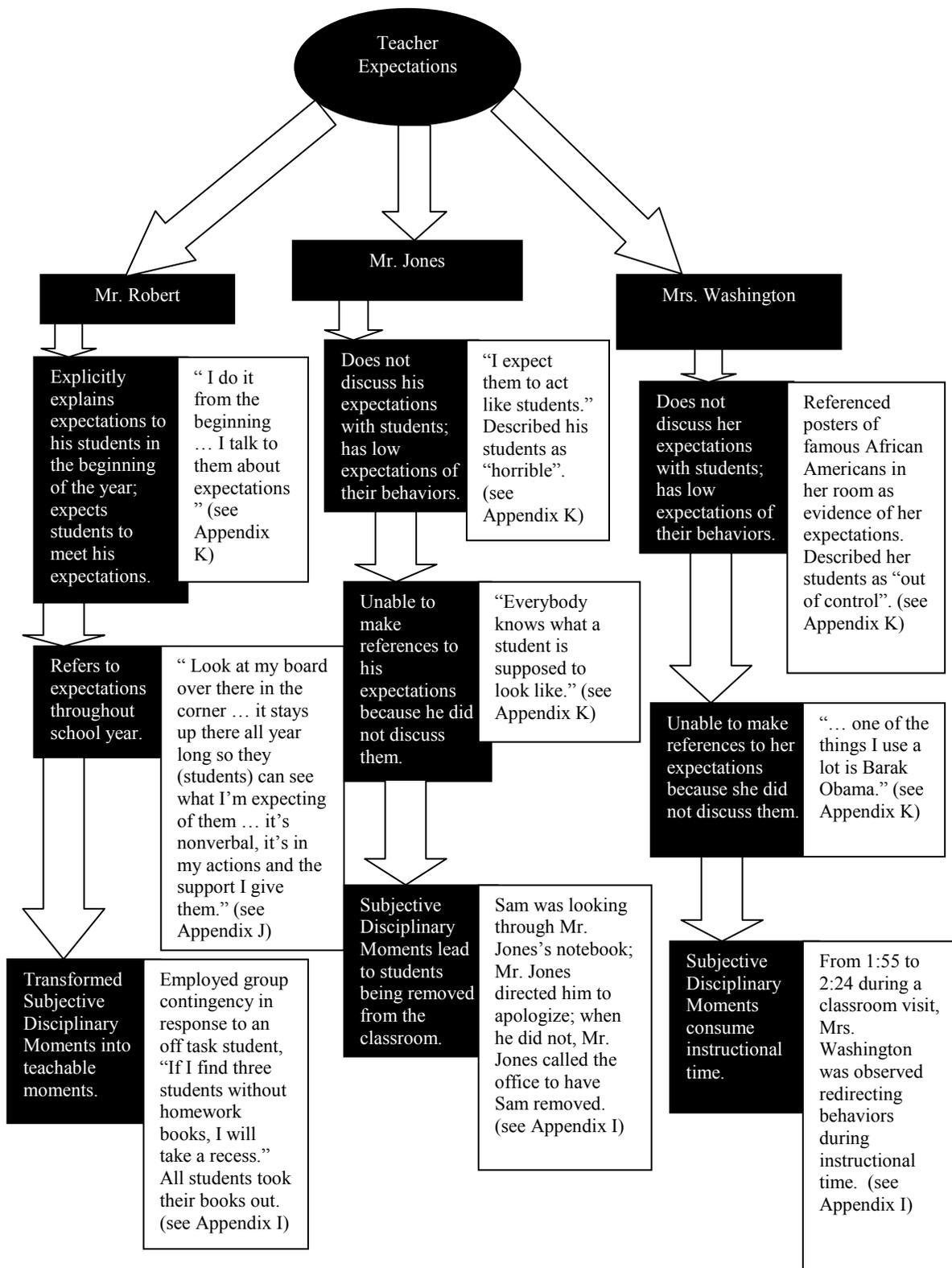
responses to the following questions revealed details about their expectations of their teachers' behaviors in the classroom through an analysis of what the students viewed as ineffective and effective practices: How would you describe your teachers (specific teachers involved in study were named)? How would you characterize your relationship to these teachers? How would you describe your behavior (questions were asked about recorded and/or observed Subjective Disciplinary Moments)?

The three students interviewed describe their own behavior as being dependent on their expectations being met. A common explanation for African American students misbehaving is their academic struggles; this is not an issue for the student participants. The teacher participants described the student participants as being academically bright. Hence, with intellectual struggles removed as a possible explanatory factor, the student participants were interviewed for their perspectives of their disciplinary moments in their respective classrooms. Sam and Kevin, who are in Mr. Robert's and Mr. Jones's classes, describe behaving more appropriately with teachers who treat them fairly, while Quincy, Mrs. Washington's student, describes his disruptive behavior as being in response to the absence of expected instructional practices.

When asked about his reported defiant behaviors, Sam said that most teachers do not like him because they don't have his respect; they have to earn his respect (see Appendix J). The descriptions he gives of teacher behaviors that cause him to not respect them allude to his expectation of what he views as fair. He explained that Mr. Robert initially did not have his respect because he hollered at him. In describing his first impression of Mr. Robert, Sam said, "he want people to jump when he want them to jump" (see Appendix J). Now, he said he respects Mr. Robert. When asked

how Mr. Robert earned his respect, he replied softly, "I don't know" (see Appendix

J). An interaction observed between Mr. Robert and Sam may illuminate how Mr.

Robert earned Sam's respect:

> Sam: Can I go to the restroom?
> Mr. Robert: As soon as you show me you've been working for five minutes straight.
> Sam: What?
> Mr. Robert: 10 minutes.
> Sam: 10 minutes. *With inflection in his voice and he rolls his eyes.*
> Mr. Robert: Are we going to keep negotiating?
> Sam: Huh? What you mean?
> Mr. Robert: Alright 15 minutes.
> Sam: Ain' waiting 15 minutes.
> Mr. Robert: Then I guess you won't be going.
> Sam: Then I guess I won't.
> Mr. Roberts: What? Sam I am not the one.
> *15 minutes pass and Mr. Robert is walking around the room observing.*
> Mr. Robert: Let me see whose following instructions. Looks like Sam here is following instructions. *Mr. Robert and Sam smile.* (see Appendix I)

This provides another example of Mr. Robert pushing a student to meet his

expectation, but also praising the same student and not holding an earlier interaction

against him. He gives the student an opportunity to be compliant by enforcing

classroom consequences and allowing him to remain in the classroom environment.

When asked about Mr. Jones, Sam explained that he does not respect him and

he never will. When asked why, he explained, "He like just want to call down to the

office on everything" (see Appendix J). Sam explains:

> I don't like him. He write me up for nothing … somebody threw a paper right. It come from a whole different side of the room than what I'm sitting on and he blame it on me. … Like if you yell across the room, he will call down to office and throw me out. (see Appendix J)

Kevin's account of his experiences with Mr. Robert and Mr. Jones were similar to

Sam's.

Kevin described Mr. Robert as "really cool" and he said he had a good relationship with him; Kevin said he is "not cool" with Mr. Jones because he gets into more trouble in Mr. Jones's class than he does in Mr. Robert's class. When asked why there was a difference, Kevin explained:

> I actually do my work [in Mr. Robert's class]. Like he [Mr. Robert] always give you a chance. Mr. Jones never give you a chance, or he never talk to you. Mr. Robert talk to you … he really a cool guy (see Appendix J).

Similar to Sam's description of Mr. Jones, Kevin also complained that Mr. Jones would "blame stuff on people for no reason" (see Appendix J).

Sam and Kevin share a perspective of Mr. Jones's behaviors as unfair and they have both been reported to the office for defiance and disrespect by him. Neither of these students has been reported for their behavior in Mr. Robert's class and it may be due to the "chances" that Kevin described Mr. Robert as giving or the expectations that Mr. Robert consistently pushes his students to meet. Regardless of the explanatory conditions, as it relates to behavior, the self-fulfilling prophecy appears to be at work in Mr. Robert's classroom.

While the seventh grade students focused on how their behaviors were addressed, Quincy, the sixth grade participant, explained that he would misbehave when expected instructional practices were not implemented consistently. Quincy described his relationship with his teacher as okay, but he described her as mean because "Mrs. Washington, she'll like tell us to raise our hand but then when we call out after we're done raising our hand she tell us to raise our hand but she never call on us" (see Appendix J). Quincy went on to explain that he would walk out the room because "…she don't even teach us reading good; she only teach us math. I want to learn something else. I'm getting sick of doing the same math problem everyday so I
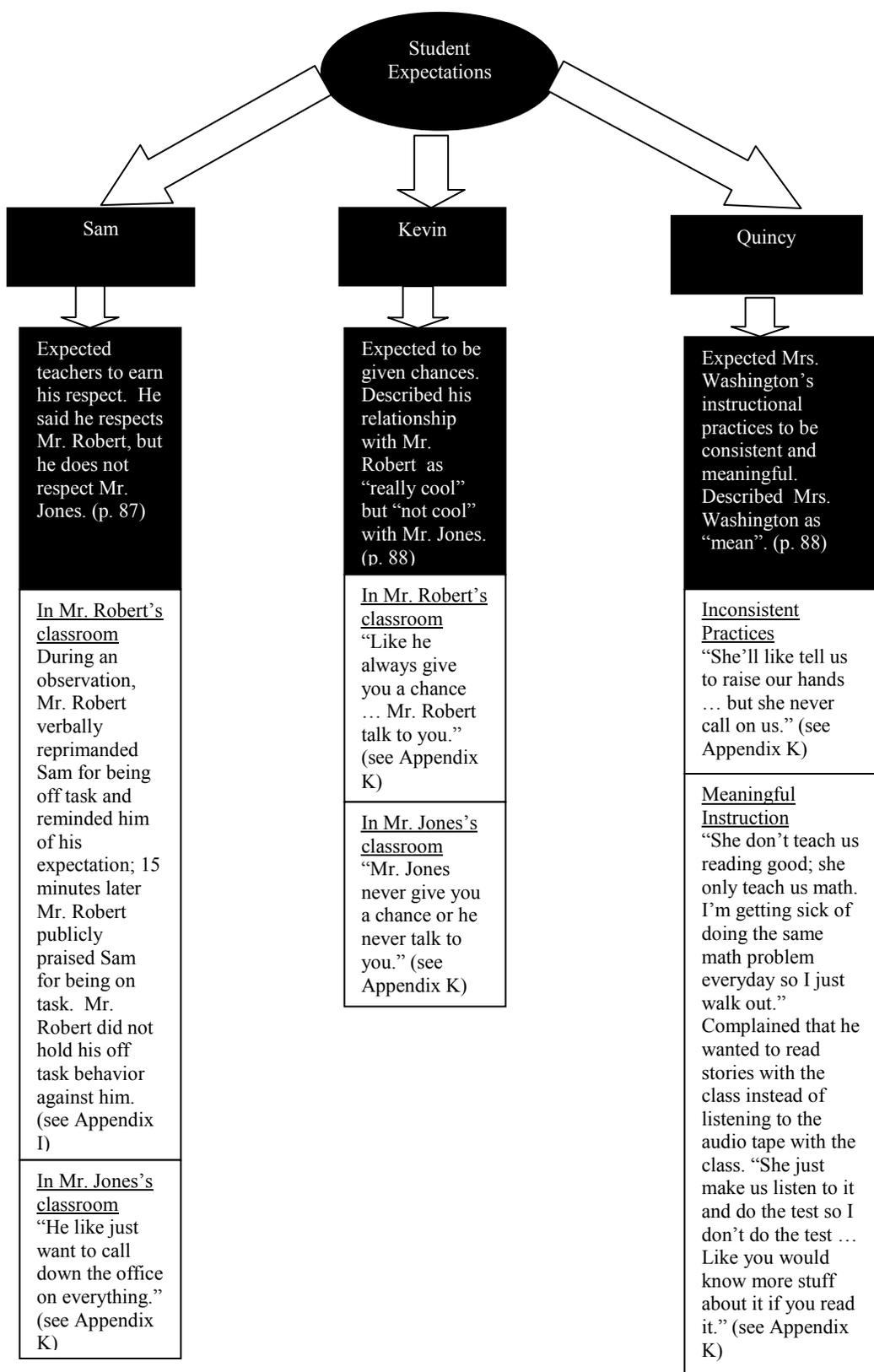
just walk out" (see Appendix J). He criticized Mrs. Washington's approach to

teaching reading:

> She like just turn on the radio and let us listen to it … Like it's the story in the book. But she don't let us read it. She just make us listen to it and do the test, so I don't do the test. I just walk out. … Like you will know more stuff about it if you read it. You not gone know that much if you listen to it. (see Appendix J)

Mrs. Washington is not aware of these complaints that Quincy has of her instructional

practices because there are no procedures in place in her classroom for a conversation

about her students' expectations. Hence, Quincy is repeatedly written up disrupting

the classroom in response to his consistent frustrations that could easily be addressed

if there was a conversation between teacher and student. If Mrs. Washington had

begun the school year like Mr. Robert, she could have provided an opportunity for

students to share their expectations and these types of moments may have been

avoided.

Students' expectations, like teachers' expectations must be addressed. Mr. Robert

addressed both in the beginning of the year and reinforces them throughout the year

when issues arise. In those classrooms where expectations have not been addressed,

the teacher-student relationship suffers (see Figure 4.4). Hence, the absence of clear

teacher and student expectations discussed in the beginning of the year is an

explanatory factor in the construction of Subjective Disciplinary Moments. In

addition, the current study also found that Subjective Disciplinary Moment resulting

in a disciplinary referral also depended on contextual and intervening conditions.

Figure 4.4 Student Expectations: Explanatory Factor in Construction of

Subjective Disciplinary Moments

Student Expectations		
Sam	**Kevin**	**Quincy**
Expected teachers to earn his respect. He said he respects Mr. Robert, but he does not respect Mr. Jones. (p. 87)	Expected to be given chances. Described his relationship with Mr. Robert as "really cool" but "not cool" with Mr. Jones. (p. 88)	Expected Mrs. Washington's instructional practices to be consistent and meaningful. Described Mrs. Washington as "mean". (p. 88)
<u>In Mr. Robert's classroom</u> During an observation, Mr. Robert verbally reprimanded Sam for being off task and reminded him of his expectation; 15 minutes later Mr. Robert publicly praised Sam for being on task. Mr. Robert did not hold his off task behavior against him. (see Appendix I)	<u>In Mr. Robert's classroom</u> "Like he always give you a chance … Mr. Robert talk to you." (see Appendix K)	<u>Inconsistent Practices</u> "She'll like tell us to raise our hands … but she never call on us." (see Appendix K)
<u>In Mr. Jones's classroom</u> "He like just want to call down the office on everything." (see Appendix K)	<u>In Mr. Jones's classroom</u> "Mr. Jones never give you a chance or he never talk to you." (see Appendix K)	<u>Meaningful Instruction</u> "She don't teach us reading good; she only teach us math. I'm getting sick of doing the same math problem everyday so I just walk out." Complained that he wanted to read stories with the class instead of listening to the audio tape with the class. "She just make us listen to it and do the test so I don't do the test … Like you would know more stuff about it if you read it." (see Appendix K)

Perceptions of Race, Class and Culture

The cultural disconnect between teachers and students and its relevance to the construction of the discipline gap has been conceptually discussed by numerous scholars, but none have engaged in a qualitative examination of this phenomenon that included interviews with students and teachers. To collect data in response to research question #2, during one-on-one interviews with teachers and students for the current study, each participant was asked "If at all, what role do you think race, culture and/or class play in the discipline issues in your classroom?" (Question 5, Appendices F and G) The teachers' and students' responses support the need for cultural and racial understanding in the classroom setting and purport the significant role that the absence of this understanding plays in the construction and escalation of disciplinary moments.

While all teacher participants acknowledge how race, class and culture impact their interactions with students in their classrooms, only two identify this as significant. Mr. Jones had very little to say about the students' race, culture and class when questioned. His response was, "Ummm hmmm (pause) to me it's not an issue but I think that you know the students who I can not reach view me as an outsider" (see Appendix J). While Mr. Jones shared that he feels the students he is unable to reach may view him as an outsider, he does not connect this with playing any role in the discipline issues in his classroom. Sam and Kevin see things differently.

In his description of Mr. Jones, Sam says that Mr. Jones is "always bragging about what he got" and he did not like this about him. Sam explained that Mr. Jones would tell the class whenever he bought something new or if he took a trip and Sam

viewed this behavior as Mr. Jones trying "to show off" and he connected this

behavior to Mr. Jones' race:

> My teacher (Mr. Jones) think because he white like he get a lot of money or like try to show off or something. I told him money ain't a thing to me. I'll rip money up. He talks about the things he got in his house like trying to brag like he got a lot of money. (see Appendix J)

Kevin said that Mr. Jones is "always talking about somebody's race" (see Appendix

J). When asked what Mr. Jones said about his race Kevin responded:

> He mostly be taking away from math time and saying that *imitating Mr. Jones's voice* there is more percent of white people that score more on the benchmark than blacks *imitation ends* and the whole class be mad and just hollering at him and calling him names and stuff because he shouldn't be bringing up racial stuff for no reason. (see Appendix J)

While these students' accounts of Mr. Jones's behavior may be harmless, if a teacher

does not reflect on their and their students' perceptions of race, class and culture, they

could lead to misunderstandings and prevent the desired connection needed for a

viable teacher-student relationship.

Hence, Sam juxtaposes Mr. Jones's sharing details about his life to money

(class difference—"he's showing off") while Mr. Jones's intent may have been a

harmless desire to share some of his experiences with his students. Kevin views Mr.

Jones's discussion of the achievement gap as racist, but Mr. Jones may have used it

with the intent of motivating his African American students. Nevertheless, by not

beginning the year with discussions that facilitate him getting to know his students

and vice versa discussions that have anything to do with race and/or class in an

environment where the teacher's race and class are different than the students may

lead to misunderstandings such as those experienced by Sam and Kevin.

Both Sam and Kevin had negative views of their race and culture and this

alone is reason enough for race and culture to be addressed in the classroom. Sam

explained that "people think since I'm a Black, African American male that I'm a go

to jail or be dead somewhere. Everybody say I've been everywhere besides the

cemetery" (see Appendix J). Sam offered this in response to being asked if race

played a role in his behavior. He was then asked to explain how what people thought

made him act in a certain way? Sam looked very serious, opened his eyes wide as if

confronted with a view of himself through the eyes of others and said:

> Sam: I don't know. I act … I act the way my role is. I just play my role.
> Researcher: So your role is what they think about you?
> Sam: Yeah.
> Researcher: Why Sam?
> Sam: I don't know.
> Researcher: Sam *I repeat his name in disbelief.*
> Sam: I can't have nobody thinking I'm sweet or something. (see Appendix J)

In Kevin's descriptions of his African American race, he explained that he considered

the descriptions of his race as his culture because people behaved according to their

surroundings:

> Researcher: What role do you think race plays in the behaviors in your
> classroom?
> Kevin: Uh … none.
> Researcher: What about culture? What do you understand culture to be?
> Kevin: Uh I think it's about the way people take your race as bad, evil and
> disrespectful.
> Researcher: Whose race is like that?
> Kevin: Blacks. People always call Blacks different from White, Asian and
> Caucasian.
> Researcher: So you think that's culture?
> Kevin: It's based in their surroundings.
> Researcher: It's based in their surroundings? So who says that about Black
> culture?
> Kevin: I just think that. I think that it's based on the way you act and the way
> people think that you are because you're that kind of skin tone. Most Black
> kids will be that but some will not be that. It's based on your surroundings.
> (see Appendix J)

The worldview of African American race and culture that are developing in these

students is enough to announce the need for teachers' and students' perceptions of

race and culture to be discussed in the classroom. Teachers need to examine their own views and engage the views of their students in a way that provides a safe and inoffensive setting for the discussions that Mr. Jones attempted to have in his classroom. Without these discussions, those perceptions provide intervening conditions in the construction of disciplinary moments that lead to punitive action.

Both African American teachers were more sensitive to the significance of acknowledging race, class and culture. Mrs. Washington acknowledges it, but it does not translate into action in her pedagogical practices. Mr. Robert acknowledges the importance of cultural understanding and exclaims, "This is why I'm here" (see Appendix J). In response to the question about the role of race, culture and/or class on her students' behavior, Mrs. Washington said:

> They don't have family structure … I mean if you don't have money you know to pay for certain things don't tell them you may be put out. You know these kids are worried so I think it's the family structure. I don't think culturally Black women, I'm not talking about all, I'm talking about the ones that we deal with everyday, really know how to handle this situation and the economy is not helping and all these cut backs so um it could be cultural. They know violence. Everything is the violent way … so um … I think it's this whole area. I think this area is depressed. So yeah, it's cultural, race and class is part of it too. (see Appendix J)

Mrs. Washington applies her understanding of culture, race and class to a critique of her student's neighborhood, but she does not specifically account for how it translates into action in her classroom or how her behavior in the classroom could provide protective factors for her students being worried or coming from a depressed neighborhood as she described. It may be that she does not know how to provide these protective factors, and if that is the case, her colleague, Mr. Robert implements an excellent example to follow.

In Mr. Robert's response to the same question, he critiqued the American educational system and the practices of many teachers who are masters of their content areas:

> In most of America, the way our education system is set up, it's set up to cater to a certain student *(he raises his eyebrows at me)* okay. It caters to the majority and the majority is not any minority okay. You have to come into this environment willing to, especially if you're a person of a different culture – of a different background – willing to at least try to understand where our students are coming from so I think it [race, culture and class] plays a huge role … I've seen teachers come in with masters degrees and a high grasp of the concepts and content but when they get into the classroom they just start to teach and you know you can't do that. I've seen teachers come in and they're able to bring the cultural piece into what they are trying to do and it doesn't matter if you're white, you're black, you're green or whatever if you are able to do that successfully that is excellent. And I definitely do it. I think everything about me says this is why I'm here. The cultural part of this is a very strong part of it without a doubt. (see Appendix J)
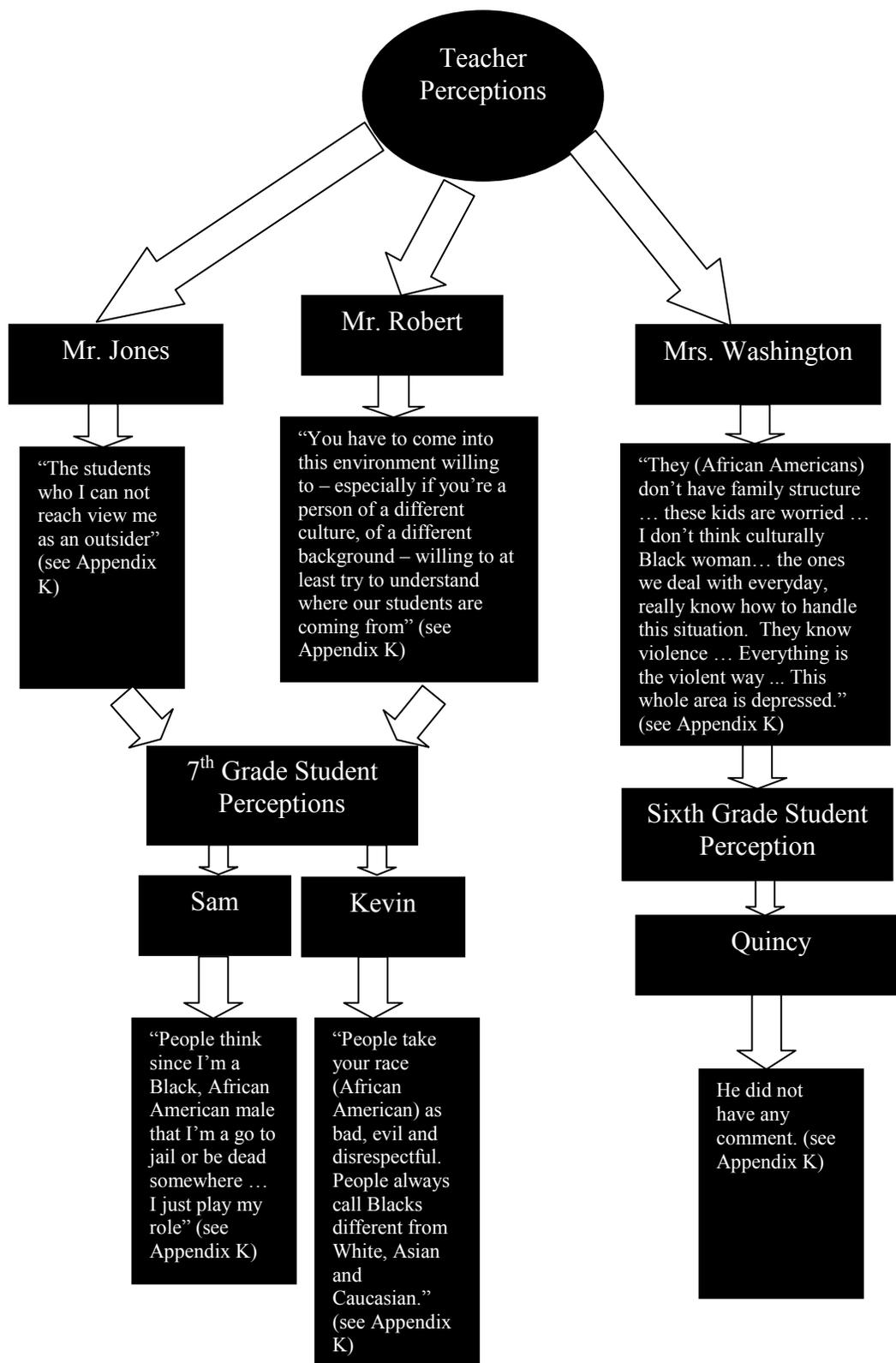
Mr. Robert explains that he is successful with the same students Mr. Jones experiences difficulty with because he adds the cultural piece to his pedagogy. Many of his practices are aligned with the CRCM construct (Weinstein et al., 2003) and warm demander pedagogy (Ware, 2006). According to Mr. Robert's response, to be successful in an urban school, teachers have to address the challenges and strengths that culture, class and racial membership afford their students. Ignoring the significance of these descriptors could possibly lead to the exacerbation of Subjective Disciplinary Moments. Even though they were not acknowledged and addressed by all of the teacher participants, the teachers' and students' perceptions of culture, class and race provide an intervening condition for the teacher and student behaviors in the urban classrooms observed (see Figure 4.5). Mr. Robert acknowledges and addresses his students' culture, class and race through his use of humor and call and response, his attention to their needs and his high expectations (Ware, 2006; Weinstein et al., 2003), Mr. Jones and Mrs. Washington share perceptions related to race, but they are

not aware of any of their classroom practices that are connected to their shared

perceptions.   There is an additional factor that has not been addressed in the literature

or in Mr. Jones and Mrs. Washington's classrooms that the researcher observed Mr.

Robert account for in his practice – the emotional life in the classroom.

<div align="center">Emotional Life in the Classroom</div>

In analyzing the data in response to research question #3, "How do teachers

and students perceive reported Subjective Disciplinary Moments", the participants'

emotions appeared to affect the disciplinary moment. Leung and Lam's (2003)

application of Regulatory Focus Theory provide a lens for examining the emotional

life in the classroom for the current study. The existence of emotions in the

classroom is addressed in the current literature, but the relevance of emotions in the

construction of the discipline gap is not. In the current study, it was the context of

emotions in the urban classrooms observed and the teachers' and students' perception

of race, culture and class that solidified the Subjective Disciplinary Moment which

sometimes led to a disciplinary referral which could then lead to suspension. Similar

to Leung and Lam's (2003) findings, the teacher participant who depended on

positive reinforcers shared dejected related emotions during the interview and

exhibited these same emotions during observations, while teacher participants who

depended on punitive strategies shared and exhibited agitated-related emotions.

Figure 4.5 Perceptions of Race, Class and Culture: Intervening Condition in the Construction of Subjective Disciplinary Moments

Teacher Perceptions

Mr. Jones

"The students who I can not reach view me as an outsider" (see Appendix K)

Mr. Robert

"You have to come into this environment willing to – especially if you're a person of a different culture, of a different background – willing to at least try to understand where our students are coming from" (see Appendix K)

Mrs. Washington

"They (African Americans) don't have family structure … these kids are worried … I don't think culturally Black woman… the ones we deal with everyday, really know how to handle this situation. They know violence … Everything is the violent way ... This whole area is depressed." (see Appendix K)

7th Grade Student Perceptions

Sam

"People think since I'm a Black, African American male that I'm a go to jail or be dead somewhere … I just play my role" (see Appendix K)

Kevin

"People take your race (African American) as bad, evil and disrespectful. People always call Blacks different from White, Asian and Caucasian." (see Appendix K)

Sixth Grade Student Perception

Quincy

He did not have any comment. (see Appendix K)

The teacher participants' views of the emotional life in the classroom and their perception of the reported disciplinary moment were evidenced by their response to "How do you typically handle discipline issues that happen in the classroom" (see Question 4, Appendix E) and throughout the interview process. Observation and document analysis supported each teacher's response. Mrs. Washington and Mr. Jones both identified administrative support as a strategy to address discipline issues. Mrs. Washington explained,

> I try to talk to them. A lot of phone calls. I try to get a lot of parental support. Most of the parents are supportive. My last resort is Mr. Murray [disciplinarian who is authorized to suspend students]. I try to do all I can before getting him involved. (see Appendix J)

Mrs. Washington identifies two strategies prior to submitting a disciplinary referral, (1) talking to the student and (2) talking to the parents. In her responses, Mrs. Washington does not account for her or her students' emotions. When asked to describe the student behavior in her classroom, she placed both hands on each side of her face and sighed, "Out of control". Her response and countenance reflected exhaustion. This emotion was observed during my visits to her classroom as well. When she repeatedly shouted commands to the students, her exhaustion turned to anger.

Her disciplinary referrals for Quincy were for excessive disruption, not participating in class and horse playing. When asked about these incidents, Mrs. Washington described Quincy as "the silencer that creates a lot of problems" (see Appendix J). She said:

> He'll sit and you'll say, Quincy are you doing your work, and he'll say *(Mrs. Washington speaks in hoarse voice as if imitating Quincy)* What? What? What work you talking about? So everyone can say Quincy are you doing your math? You know that type of attention or he wanders. I don't know if he's imitating his grandmother because um she's sick and she wanders and

everything, but he wanders around and you have to say Quincy focus it back. (see Appendix J)

It could be that Quincy is acting out for the reason he gave, "Because I want to learn something else" (see Appendix J), but Mrs. Washington does not consider what Quincy is feeling in her account of his behaviors. She sees his behaviors and interprets them based on information she has, but she does not ask him for any information.

When Mr. Jones was asked how he handled discipline in his classroom, he replied without any visible sign of emotion, "I got to a point where I couldn't" (see Appendix J). When describing the students in his class however, he appeared annoyed as he blamed the principal and the school environment for his students' "horrible" behavior (see Appendix J). Mr. Jones also appeared annoyed when asked how he communicated his expectations with his students. His response was delivered with an impatient tone that seemed to imply the question did not need to be asked. In all that Mr. Jones has said, he does not acknowledge any responsibility for his students' behavior and the emotional life in his classroom happens, but is unaddressed. During a visit to his classroom, a student was observed embarrassed and then angered and Mr. Jones was also angry. These emotions happened without any intervention from Mr. Jones:

> Mr. Jones: Lisa, I talked to your mom on Friday.
> Lisa: *(She looks at him embarrassed)* That wasn't my mom.
> Mr. Jones: Well who was it? Your ant? Your grandmom?
> Lisa: That wasn't my mom *(face is now frowned in anger)*.
> Mr. Jones: Well whoever that was said that if you're not acting like an 8th grader, you don't need to be in 8th grade. (see Appendix I)

Later during this visit, Mr. Jones tries to get the class's attention:

> Excuse me (no response)
> Listen up (no response)

> Excuse me *Mr. Jones' lips are pulled in tightly and his brows create an indention above his nose. He appears irritated by the noise.* (see Appendix I)

During his interaction with Lisa, acknowledging her embarrassment could have been the bridge to establishing a relationship with this student. Instead, it seemed like the teacher's goal was to embarrass her into compliance by announcing in front of the class her family member's warning that she may not need to be in 8th grade. In addition, once she states that it was not her mother, before calling off other possible relatives, it would have been better for Mr. Jones to speak to the student privately because she may have been embarrassed for a personal reason and the teacher would possibly know this if he had a better relationship with this student. During my pilot study at this school, I conducted a focus group with students whose parents had been murdered, abandoned them and were addicted to drugs. There were those with one or both parents in the home as well, but working in a "depressed" environment like this one requires increased sensitivity. Hence, the emotional life in the classroom is of utmost importance.

Mr. Jones professed and observed practices were confirmed by submitted disciplinary referrals. When I began to ask Mr. Jones about specific incidents that resulted in students being referred to the office, he cut my question short with a sigh and announced, "Sam. If you tell him to do anything, he does the opposite. This is my favorite example. I tried to tell him to leave a lunch detention and he wouldn't which sums up Sam" (see Appendix J). When Sam was questioned about this incident he explained that he was upset because the teacher called his house repeatedly without reason:

> I had detention with him right so I asked him could I go to the bathroom and he called my house. Then after that I put my head down and he called my

house and I asked him could I write a letter to the principal. He called my
house. He called my house like three times in three minutes. (see Appendix J)

Although Mr. Jones and Sam's account of the detention incident are different, both

accounts contain emotions present in the interaction that were not acknowledged.

The teacher must take the lead in acknowledging the emotional life in the classroom

so that they model appropriate management of emotions for their students. Kevin's

and Sam's disciplinary referrals resulted in suspensions for repeated disruptions in a

classroom where students' emotions were ignored.

When Mr. Robert was asked how he handles discipline issues in his

classroom, his response acknowledged the importance of expectations, students'

needs, his emotions and students' emotions:

> I look at it like I say we build this relationship from the start. We create an
> environment where there are expectations. I lay out my expectations but we
> also create what we expect so when there are issues first and foremost we try
> to handle it in house. The last step is going outside for whatever. Everyone
> has something that they want so I create an environment where students are
> rewarded and punished. It depends on the child. There are certain things that
> are set up within the environment of the classroom … they [students]
> understand that to have recess they have to do what they need to do in class.
> They understand that there is a consequence for everything … and I stick with
> it. I never change even when I feel like I want to give in and go soft because I
> love them. I really love them so I want to give in at times but I just stick with
> it. That's not to say that I'm not keeping my eyes open to situations—what's
> going on—how this child is feeling today … I see those students who may
> have difficult situations you know. My expectations for them depending on
> the day can be adjusted to some degree based temporarily on what they're
> going through at that particular time. So I'll just say staying firm; say what
> you mean; mean what you say and follow through with both positive and
> negative consequences. (see Appendix J)

Mr. Robert uttered each word with the deepest sincerity. His voice sometimes faded

low as if reflecting on his practice and then when sharing his concern for his students'

emotions, his tone was loud and clear. His love for his students was evident.

His practice of considering how his students are feeling is an important part of his establishment of a positive relationship with them. Sam and Kevin describe their relationship with Mr. Robert as good even though Mr. Robert implements more consequences for unwanted behaviors in his classroom than Mr. Jones. His discipline program includes rewards and punishments which reduce the need for disciplinary referrals, and he describes the roles of emotions in this process as significant.

Although Sam and Kevin have not been referred for behavior from Mr. Roberts' classroom, he was asked about his interactions with these students. In describing both students, he mentions emotions. This provides further evidence of the significant role emotions play in Mr. Robert's relationships with his students:

> Sam is a student who is very intelligent. A lot of the reason he is frustrated is because of legal issues he's had in the past and then it's like a vicious cycle. He plays around and gets behind … then when it's time to do the work, he's frustrated so he plays around. … He can create some issues in the classroom because he knows how to push buttons. … What I've learned about Sam is that his attention span is so short so I keep it moving with him because he's always ready for something else. I have difficulty with Sam as well; not as much as everybody else, but a lot of that stems back to what I was talking about before – expectations – reaching him before I'm trying to teach him. (see Appendix J)

Mr. Robert considers Sam's short attention span when planning activities for him and Sam's frustration when he falls behind because of his playing. In this way, Mr. Robert's consideration of emotions nurtures his relationship with Sam and it may be why Sam, who said Mr. Robert did not have his respect initially, respects Mr. Robert now.

Mr. Robert's analysis of Kevin's behavior applied a similar formula. He focused on Kevin's needs and observed behaviors:

> Kevin is a respectful young man. Immature, plays a lot. Not very motivated. He doesn't see the importance of education … you got to find ways to make it fun and interesting for him more so than some of the other students … Giving

him responsibility in the classroom; letting him be the leader … whatever it takes. I don't have discipline problems with him. It's more him not performing up to what I know he's capable of academically. (see Appendix J)

Kevin, a student who has been repeatedly reported for playing in other classrooms and has experienced a suspension due to this repeated disruption, has a different experience in Mr. Robert's classroom. Mr. Robert acknowledges Kevin being immature and playing too much, but he uses this information to engage him in the learning environment. He sees this as his responsibility to make the learning experience fun for Kevin and gives him additional responsibilities. Hence, addressing the emotional life in Mr. Robert's classroom improved the learning experiences for his African American students who otherwise suffered punitive consequences (see Figure 4.6).

Mrs. Washington and Mr. Jones who depend on punitive strategies, i.e. disciplinary referrals, to address the issues in their classrooms experience agitated emotions like anger, irritation, exhaustion and frustration. Mr. Robert, who implements positive reinforcers in his classroom to promote the behaviors he wants to see, is disappointed when his students do not meet his expectations, but he continues to encourage them and provide them with support. The researcher's findings qualify the results of Leung and Lam's (2003) application of regulation-focus theory. Mr. Robert experienced more dejected –related emotions when his attempts to promote the desired behaviors in his students failed, but he continued to try. His colleagues,

Figure 4.6 Emotional Life in the Classroom: Context of the Construction of Subjective Disciplinary Moments
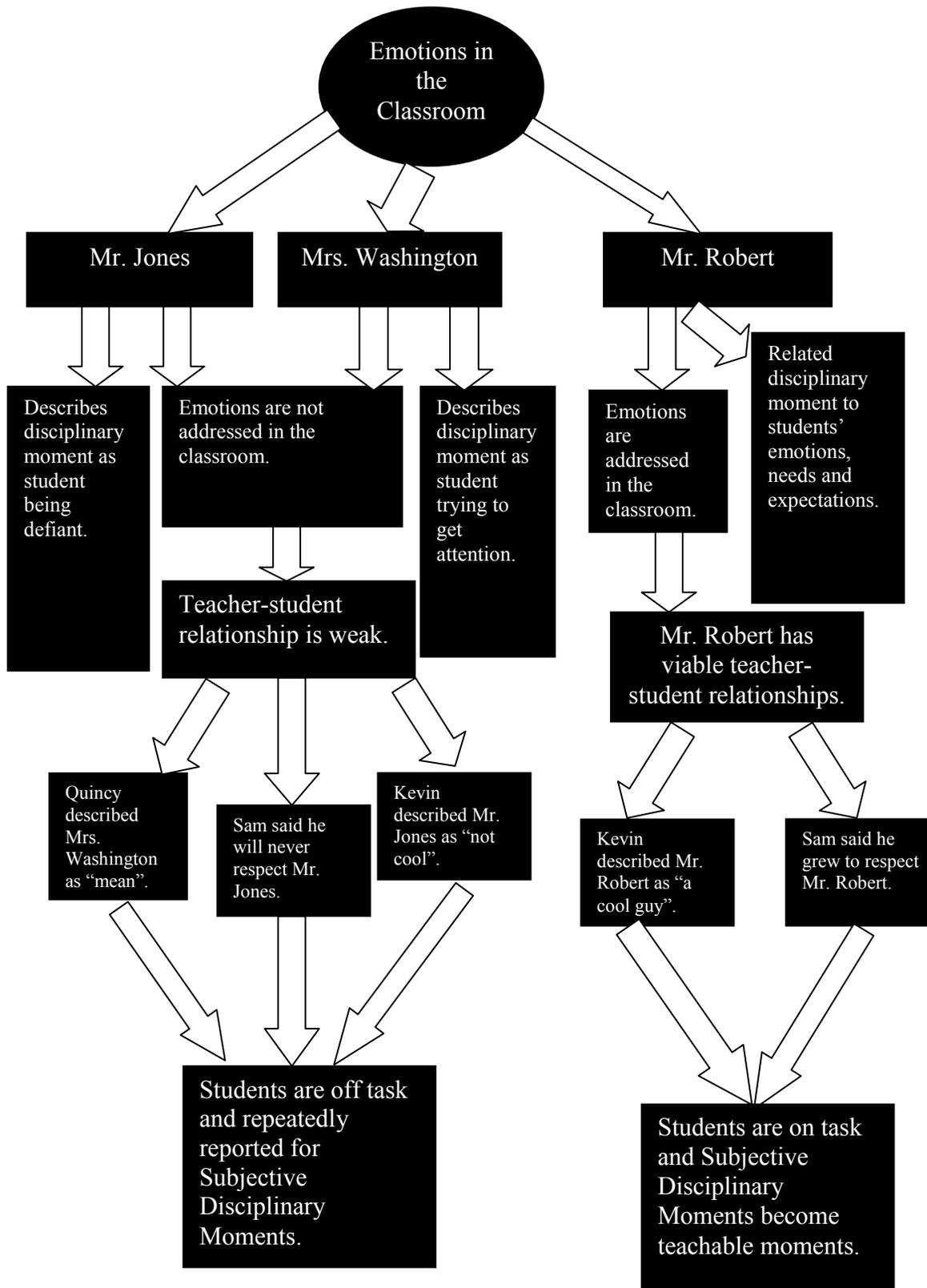
on the other hand, experienced more agitated-related emotions when their attempts to punish undesired behaviors through office referrals did not prevent their students' recidivism. Hence, the context of the emotional life in the classroom plays a significant role in the construction of Subjective Disciplinary Moments and a student's procession towards a suspension.

The Construction of Subjective Disciplinary Moments

In the current study, the explanatory, intervening and contextual conditions identified as variables in the construction of Subjective Disciplinary Moments provide a lens for further examination of this phenomenon. In classrooms where teachers did not explicitly discuss their and their students' expectations (explanatory), perceptions of race, class, and culture were not considered (intervening) and the emotional life in the classroom existed unacknowledged by the teacher (context), Subjective Disciplinary Moments frequently occurred. The intersection of these variables led to a Subjective Disciplinary Moment, which could then lead to a disciplinary referral that could result in the student being suspended. Two of the three student participants of the current study experienced suspensions as a result of disciplinary referrals submitted for subjective behaviors, i.e. disrespect and defiance.

Mr. Robert's pedagogical practices provide a model of how Subjective Disciplinary Moments in the other classrooms became teachable moments in his classroom. Mr. Robert explicitly discussing his and his students' expectations, considering details about his students' race, class and culture as a reason for understanding and acknowledging and giving credibility to the emotional life in his

classroom are tools he uses to nurture a relationship with his students based on trust

and respect.

CHAPTER 5

CONCLUSIONS AND IMPLICATIONS

The current study uncovered salient variables that contributed to the construction of Subjective Disciplinary Moments: expectations, perceptions of race, culture and class and emotions. There are pedagogical guides with the results of meta-analysis which substantiate the importance of teacher and student expectations being addressed in the beginning of the year (Marzano et al., 2003). Likewise, there have been numerous conceptual arguments made and research conducted with findings that purport teachers' perceptions of African American students' racial and cultural membership as a contributing factor to the discipline gap. Absent from this discourse is qualitative examinations of classrooms where Subjective Disciplinary Moments happen and the significance that emotions play in the construction of these moments. The current study provides data which supports prevailing claims, introduces new concepts and encourages further scholarship.

The subjectivity of the disciplinary experiences of African American students was exposed by Skiba et al. (2002). In response, more researchers began to examine teacher perceptions influenced by culture and race and culturally responsive practices (Bondy et al., 2007; Brown, 2003; Gregory & Mosley, 2004; Monroe, 2005a; Monroe 2005b; Monroe, 2009; Monroe & Obidah, 2004; Vavrus & Cole, 2002; Webb-Johnson, 2002; Weinstein et al., 2003). Indicative of these approaches were investigations of best practices with African American students (Bondy et al., 2007; Brown, 2003; Monroe, 2009) and examinations of why African American students experience a disproportionate rate of suspensions and expulsions in public classrooms

(Monroe, 2005a; Monroe, 2005b; Weinstein et al., 2003). While the findings of these studies and the conclusions of the conceptual arguments provide the reader with a number of suggestions for addressing African American student behavior, none of these publications qualify Skiba et al.'s (2002) findings.

The current study provides a theoretical framework for examining Subjective Disciplinary Moments. Similar to the findings and arguments of existing literature, the researcher found that the absence of culturally responsive teacher practices and negative perceptions of race, culture and class contributed to the construction of Subjective Disciplinary Moments which led to suspensions. The researcher adds to this discourse, however, the prevalence of emotions. Of the three teacher participants, Mr. Robert experienced success with his African American students due to his consistently culturally responsive practices and his affective consideration of the challenges his students faced as a result of their racial, cultural and class membership.

Mr. Robert began the school year by reviewing his and his students' expectations for behavior. In addition, he considered the challenges his students faced as poor, African American youth daily and he explained that he used this knowledge to reach them before he attempted to teach them. He critiqued other teachers who stood before African American students and attempted to teach them before addressing the "cultural piece" (see Appendix J); he shared his belief in the impossibility of doing one without doing the other. Mr. Robert's practices are aligned with the tenets espoused by Weinstein et al. (2002), Brown (2003) and Bondy et al. (2007) as culturally responsive.

Weinstein et al. (2002) describe the culturally responsive teacher as one who, after interrogating their beliefs about race, class and culture, establishes expectations for behavior, develops a caring classroom environment and uses appropriate interventions to assist students with behavior problems. Brown (2003) describes the culturally responsive teacher as caring for students, acting with authority and communicating effectively with students. Lastly, Bondy et al. (2007) describe the culturally responsive teacher's practices as nurturing resilience in his students through interactions that are always respectful and focusing on learning. Hence, Mr. Robert's daily practices and philosophy were culturally responsive while Mr. Jones's and Mrs. Washington's practices failed to maintain their students' engagement in the learning environment.

According to the student participants, they misbehaved in the learning environment due to the absence of something they expected. Sam wanted to be respected and not repeatedly reported to the office, Kevin wanted to be given a chance and Quincy wanted an engaging learning environment. The expectations expressed by Sam, Kevin and Quincy are addressed within the culturally responsive practices literature. In reference to Sam's complaints of being sent to the office constantly, within Weinstein et al.'s (2003) Culturally Responsive Classroom Management construct is the suggestion to "use appropriate interventions to assist students with behavior problems". Mr. Jones fails to implement any interventions at the classroom level to address Sam's behavior and for this reason Sam says he will never respect Mr. Jones.

Kevin expected to be talked to and given a second chance. In Ennis and McCauley's (2002) examination of how teachers create classroom communities

worthy of trust, the provision of second chances was a practice that each of the effective teachers implemented in their classrooms. Second chances were defined as giving a student multiple opportunities to engage in the learning environment.

Lastly, Quincy wanted to be engaged in the learning process. In Ware's study of two effective African American teachers' practices, she described these teachers as culturally relevant because of how they placed their students' interests and culture in the center of learning. Likewise, in Monroe's study of four effective teachers, two African Americans and two European Americans, Monroe credited these teachers creation of stimulating and engaging learning activities with maintaining their students' interest and keeping them on task. Unfortunately this was not Quincy's experience and it led to his recidivism.

When one considers the perception of race that the students' shared of themselves, Mr. Robert's culturally responsive practices were needed to nurture the resilience described by Bondy et al. (2007). Sam says that people think because he is African American he is going to end up in jail or dead and when asked how what people thought about him influenced how he behaved, he announced, "I just play my role" (see Appendix J). According to Noguera (2003) and Monroe (2005), African American students will sometimes embrace the pejorative stereotypes assigned to their race; they both argue that African American students exhibit behaviors aligned with the negative attitudes and actions ascribed to the African American personality to counter the control acted upon them. Sam's response, "I just play my role" is an alarming example of this. His interactions with Mr. Robert were sometimes combative, but Mr. Robert did not appear to personalize Sam's defiance and he

provided him with the space and opportunity to make alternate choices when engaged in a disciplinary moment.

     Mr. Robert's emotional understanding made his classroom a space where disciplinary moments became teachable moments. Oplatka (2007) describes emotional understanding as a teacher's voluntary readiness to let students express their emotions, needs and problems and then the teacher seeking further information in response to a student's emotional display and providing the necessary support to students in need. The emotional life of the classroom provided the context in the construction of Subjective Disciplinary Moments. Currently, there are no studies that connect the affect of teacher-student interactions with the construction of disciplinary events. The findings of the current study provide data that may qualify Weinstein et al.'s (2002) description of a caring classroom and Brown's (2003) description of caring for students. In these authors' assertions they suggest that culturally responsive teachers care for their students. In Baker's (1999) study, students associated teachers talking to them about personal problems and providing them with emotional support as caring. Mr. Robert does this by considering his and his student's emotions before responding in any situation. He is aware of the emotional life in his classroom; he acknowledges it and connects it to his and his students' expectations. Mr. Jones and Mrs. Washington do not acknowledge the emotional life in their classrooms, but they exhibited agitated emotions during observations and interviews. Their failure to address their and their students' emotions during Subjective Disciplinary Moments, in some cases, led to their completion of disciplinary referrals which resulted in the referred student being removed from the classroom and in some cases suspended.

Within the emotional context of the classroom, Mr. Robert also did not hold his students' past poor behaviors against them, but each day they entered his classroom, he allowed them to reinvent themselves and start anew. When describing his experiences with Sam and Kevin, he was reflective and he focused on how to best support them in meeting his expectations for them. During my interviews with Mrs. Washington and Mr. Jones, they appeared to relive their negative experiences with their students, and their "grudges" against their students were evidenced by their agitated interactions with them during my observations.

Further elucidating the importance of emotions is the language the teachers used when describing their students. Mr. Robert used collective language such as "our" and "we" when describing his experiences with his students. His language symbolized his emotional connection with his students, while Mr. Jones and Mrs. Washington used "othering" language that suggested an emotional distance from their students. They used terms such as "they", "them" and "their" when describing their experiences with their students.

The contributions of the current research project were to provide a theoretical lens for (1) further examining Subjective Disciplinary Moments, (2) adding the relevance of teacher and student emotions to the current discourse on the punitive experiences of African American students in urban public classrooms and (3) the effective planning of professional development to address teacher practices that exacerbate the discipline gap. The current methodology diverged from existing studies that investigate effective practices to avoid disciplinary challenges in the classroom by examining these disciplinary challenges closely. Central to the current

project was discovering how teachers and students viewed what happens during a Subjective Disciplinary Moment.

The importance of teacher and student emotions in the construction of disciplinary moments in the classroom is a contribution of the current study. The present literature on emotions in education has wrestled with how to view the emotional life in the classroom. Is it emotion work or emotion labor (Oplatka, 2007)? Is the teacher experiencing emotional freedom or emotional suffering (Zembylas, 2005)? Is the teacher angry or disappointed when attempts to address student behavior fail (Leung and Lam, 2003)? The current study examined how teachers managed their and their students' emotions and how this influenced the construction of a disciplinary moment versus a teachable one. The illumination of the role of emotions in the discipline gap could inspire more scholarship in this area which could encourage policy makers to pronounce the relevance of emotion work in a teacher's responsibilities. It is currently a teacher's choice to address or ignore emotions in the classroom (Oplatka, 2007).

A final goal of the current study is to inspire the planning and implementation of professional development that will provide teachers with the tools they need to nurture and sustain a productive and engaging classroom environment for African American students. The current best practices approach has not reduced the gaps descriptive of African American schooling experiences. Hence, a new approach is necessary. Seeing what is happening in classrooms where teachers struggle with African American students and observing this next to "what works" may encourage teachers to reflect on their practice. Identifying with the struggles of a fellow teacher

may make teachers more willing to accept guidance and alter their pedagogy if necessary.

Presently, those teachers who are not able to manage student behavior in urban schools are viewed as weak. The findings of the current study suggest that teachers in urban schools implement the following to reduce the number of Subjective Disciplinary Moments in their classrooms:

- Acknowledge their race and their student's race while interrogating their beliefs about racial stereotypes.

- Begin the school year with clear teacher and student expectations; collaborate with their students to create this.

- Establish a classroom plan for addressing emotions; share this plan with their students.

- Create a list of behavior supports to implement prior to completing a disciplinary referral to the office; share this list with their students.

These strategies will support the teacher's establishment of a relationship with their students. Having an overt discussion about emotions is a first step towards managing students' emotions. When expectations, racial perceptions and emotions are not acknowledged, it does not negate their existence in the classroom. These concepts are still present but when the teacher does not consciously address their presence, their interaction could lead to volatile moments – Subjective Disciplinary Moments. Policy change is data-driven, thus if more scholars begin to examine teachers' emotion work and how it relates to the construction of Subjective Disciplinary Moments, this could lower attrition rates in urban schools and there would be an

increase in the support provided to teachers who experience difficulty managing these

classrooms.

TIMELINE OF RESEARCH PROJECT

August 2008
- Submitted proposal to Doctoral Advisory Committee

September 2008
- Met with Doctoral Advisory Committee
- Completed oral defense of proposal

April 2009 to October 2009
- Conducted observations at school
- Analyzed discipline referrals
- Conducted interviews with teachers and selected students
- Transcribed interviews
- Constant Comparative Data Analysis
- Open Coding of Data

October 2009 to November 2009
- Axial Coding
- Selective Coding
- Met with Advisor
- Began to develop proposal into dissertation
- Submitted first draft to Doctoral Advisory Committee

December 2009 to March 2010
- Completed first set of revisions
- Submitted second draft to Doctoral Advisory Committee
- Completed second set of revisions as needed
- Acquired signatures from the "Dissertation Sign-Off Page" by members of the Doctoral Advisory Committee
- Completed "Request to Schedule Final Doctoral Examination"
- Submitted "Request to Schedule Dissertation" form to the department Chairperson, with Doctoral Advisory Committee members signatures
- Submitted dissertation to members of the Examining Committee
- Submitted one copy of the dissertation to the Office of Student Services
- Picked up required forms for oral defense from Office of Student Services and the Graduate School

April 2010
- Oral Defense
- Handed in "Report of the Final Exam" to the Office of Student Services
- Completed final revisions of dissertation
- Submitted final forms of dissertation to Chairperson, and receive "Certificate of Acceptability"

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APPENDIX A

TEACHER CONSENT FORM

SUBJECTIVE DISCIPLINARY MOMENTS:
A QUALITATIVE STUDY OF CULTURALLY RESPONSIVE
PRACTICES IN THREE INNER CITY CLASSROOMS

PARTICIPANT CONSENT FORM (TEACHER)

Researcher: **Crystal V. Barnes, Temple University, 267-325-7226**

Dear Sixth, Seventh, and/or Eighth Grade Teacher _____ :

The purpose of this letter is to request your consent in participating in a study I am conducting as a student at Temple University. In conducting this study, I will be provided with six disciplinary referrals you submitted for minor infractions committed in your classroom. I would like to interview you to investigate your perception of the disciplinary referral you submitted and the role you believe culture plays, if any, in the construction of these disciplinary moments in your classroom.

There are no aspects of this research project that might cause physical danger to you. You will be consulted for the best interview times to reduce discomfort and being inconvenienced by scheduling. You will also benefit from this study because an understanding of minor classroom disruptions could assist you with addressing these incidents in a way that may reduce the need for administrative support when minor infractions occur.

All names will be changed and these false names will be used throughout the research process and in the final report. I will be the only person with access to the actual identities of the subjects involved in this research project. You are free to decide whether or not to participate in the study. Non-participation in the research or withdrawal from the research will not prejudice future interactions with me or Temple University. If you have any questions feel free to contact me at 267-325-7226 or cvbarnes@temple.edu.

I understand that if I desire further information regarding my rights as a research subject, I may contact Richard Throm, Program Manager & Coordinator at Office of the Vice President for Research of Temple University by phoning (215) 707-8757.

I have read and understand this consent form and I voluntarily agree to participate in this research project. I understand that I will be given a copy of the signed consent form.

_____   _____
Teacher's Signature   **Date**

APPENDIX B

STUDENT CONSENT FORM

SUBJECTIVE DISCIPLINARY MOMENTS:
A QUALITATIVE STUDY OF CULTURALLY RESPONSIVE
PRACTICES IN THREE INNER CITY CLASSROOMS

Researcher: **Crystal V. Barnes, Temple University, 267-325-7226**

Dear Parent/Guardian of _____ **:**

The purpose of this letter is to request your consent in permitting your son/daughter to participate in a study I am conducting as a student at Temple University. To complete this study, I am asking for your permission to review a referral that was made for a minor infraction that was committed by your son/daughter. I would also like permission to interview your son/daughter about how they feel about this referral that was made.

There are no aspects of this research project that might cause physical danger to your child. Students will be consulted for the best interview times to reduce discomfort and being inconvenienced by scheduling. They will benefit from this study because providing an opportunity for them to discuss their reported behaviors could assist them with seeing how the way they interact with teachers affects the teachers' negative responses to their behavior.

All names will be changed and these false names will be used throughout the research process and in the final report. I will be the only person with access to the actual identities of the subjects involved in this research project. You are free to decide whether or not to participate in the study. Non-participation in the research or withdrawal from the research will not prejudice future interactions with me or Temple University. If you have any questions feel free to contact me at 267-325-7226 or cvbarnes@temple.edu.

I understand that if I desire further information regarding my rights as a research subject, I may contact Richard Throm, Program Manager & Coordinator at Office of the Vice President for Research of Temple University by phoning (215) 707-8757.

I have read and understand this consent form and I voluntarily agree to participate in this research project. I understand that I will be given a copy of the signed consent form.

_____   _____
Parent/Guardian's Signature   **Date**

APPENDIX C

STUDENT ASSENT FORM

SUBJECTIVE DISCIPLINARY MOMENTS:
A QUALITATIVE STUDY OF CULTURALLY RESPONSIVE
PRACTICES IN THREE INNER CITY CLASSROOMS

PARTICIPANT ASSENT FORM (STUDENT)

Researcher: **Crystal V. Barnes, Temple University, 267-325-7226**

Dear Student _____ **:**

The purpose of this letter is to request your assent to participate in a study I am conducting as a student at Temple University. To complete this study, I am asking for your permission to review a referral that was made for a minor infraction that was committed by you. I would also like permission to interview you about how you feel about this referral that was made.

There are no aspects of this research project that might cause physical danger to you. You will be consulted for the best interview times to reduce discomfort and being inconvenienced by scheduling. You will benefit from this study because providing an opportunity for you to discuss your reported behaviors could assist you with seeing how the way you interact with teachers affects the teachers' negative responses to your behavior.

All names will be changed and these false names will be used throughout the research process and in the final report. I will be the only person with access to the actual identities of the subjects involved in this research project. You are free to decide whether or not to participate in the study. Non-participation in the research or withdrawal from the research will not prejudice future interactions with me or Temple University. If you have any questions feel free to contact me at 267-325-7226 or cvbarnes@temple.edu.

I understand that if I desire further information regarding my rights as a research subject, I may contact Richard Throm, Program Manager & Coordinator at Office of the Vice President for Research of Temple University by phoning (215) 707-8757.

I have read and understand this consent form and I voluntarily agree to participate in this research project. I understand that I will be given a copy of the signed assent form.

_____   _____
Student's Signature   **Date**

APPENDIX D

PERMISSION TO AUDIOTAPE

Permission to Audiotape

Investigator's Name: Crystal V. Barnes
Department: Educational Leadership
Project Title: Subjective Disciplinary Moments: A Qualitative Study
                                 of Cultural Responsive Practices in Three Inner City
                                 Classrooms

Subject: Date:
Log #: _____

I give Crystal V. Barnes permission to audiotape me. This audiotape will be used as a part of a research project at Temple University. I have already given written consent for my participation in this research project. At no time will my name be used. The audiotape will be stored with the researcher for three years.

WHEN WILL I BE AUDIOTAPED?
_____
I agree to be audiotaped during the time period: _____ to _____.

HOW LONG WILL THE TAPES BE USED?
_____
I give my permission for these tapes to be used from: _____ to
_____.

WHAT IF I CHANGE MY MIND?
_____
I understand that I can withdraw my permission at any time. Upon my request, the audiotape(s) will no longer be used. This will not affect my care or relationship with Crystal V. Barnes in any way.

_____
OTHER
_____
I understand that I will not be paid for being audiotaped or for the use of the audiotapes.

FOR FURTHER INFORMATION
_____
If I want more information about the audiotape(s), or if I have questions or concerns at any time, I can contact

Investigator's Name: Crystal V. Barnes

Permission to Audiotape - Page 2 of 2

Department: College of Education

Institution: Temple University

Street Address: 1301 Cecil B. Moore Avenue

City: Philadelphia State: PA Zip Code: 19122

Phone: 267-325-7226

This form will be placed in my records and a copy will be kept by the person(s) named above. A copy will be given to me.

Please print

Subject's Name:

Date:

Address:

Phone:

Subject's Signature:

(Or signature of parent or legally responsible person if subject is a minor or is incompetent to sign.)

Relationship to Subject:

Subject cannot sign because:

but consents orally to be audiotaped under the **conditions described above**.

_____

Witness Signature   Date

_____

Witness Signature   Date

APPENDIX E

TEACHER INTERVIEW QUESTIONS

Teacher Interview Questions

SUBJECTIVE DISCIPLINARY MOMENTS:
A QUALITATIVE STUDY OF CULTURALLY RESPONSIVE PRACTICES IN
THREE INNER CITY CLASSROOMS

Crystal V. Barnes, Temple University, 267-325-7226

1. How would you describe the students in your
   class?

2. How would you characterize your relationship with
   your students?

3. What expectations do you have for classroom
   behavior and responsibility? How do you
   communicate those expectations?

4. How do you typically handle discipline issues in
   your classroom? (Questions will be asked about
   recorded and/or observed subjective disciplinary
   moments)

5. If at all, what role do you think
   race/culture/class plays in the discipline issues
   in your classroom?

   a. In your relationship to your students?

   b. How your students view you?

APPENDIX F

STUDENT INTERVIEW QUESTIONS

Student Interview Questions

SUBJECTIVE DISCIPLINARY MOMENTS:
A QUALITATIVE STUDY OF CULTURALLY RESPONSIVE PRACTICES IN
THREE INNER CITY CLASSROOMS

1. **Crystal V. Barnes, Temple University, 267-325-7226**

   How would you describe the students in your class?

2. How would you describe your teachers (specific
   teachers involved in study will be named)?

3. How would you characterize your relationship with
   these teachers?

4. How would you describe your behavior? (Questions
   will be asked about recorded and/or observed
   subjective disciplinary moments)

5. If at all, what role do you think race/culture/class
   plays in your behavior in your classroom?

   a. Your relationship to your teacher?

   b. How your teacher views you?

APPENDIX G

COPY OF OFFICE REFERRAL

DATE OCCURRED   LAST NAME   FIRST NAME   MIDDLE INIT   PUPIL I.D. NUMBER

NAME OF SCHOOL   ORG.   RM/SEC/BK   SEX   RACE   GRADE

PUPIL SOCIAL SEC. NUMBER

PUPIL EXCEPTIONALITY

Race Codes
0–White–Not Hispanic Origin 2–Hispanic 4–Asian/Pacific Islander
1–Black–Not Hispanic Origin 3–Amer Indian/Alaskan Native

REASON FOR REFERRAL - Check appropriate box(es)
LEVEL 1 OFFENSES
Rule 1: Prohibition of Disruption of School
Rule 2: Compliance with Dress Code
Rule 3: Prohibition of Gang Colors and Symbols
Rule 4: Prohibition of Offensive Language
Rule 5: Mandate of Academic Honesty
Rule 6: Abuse of Computer or Internet Privileges
Rule 7: Prohibition of Destruction & Theft of Property (less than $150)
Rule 8: Prohibition of Gambling
Rule 9: Prohibition of Reckless Endangerment
Rule 10: Prohibition of Threats
Rule 11: Prohibition of Fighting
Rule 12: Prohibition of Simple Assault
Rule 13: Prohibition of Indecent Exposure & Inappropriate Touching
Rule 14: Prohibition of Tobacco Products and Paraphernalia
Rule 15: Prohibition of Drugs or Alcohol for Personal Use

LEVEL 2 OFFENSES
Rule 16: Repeated Violations of the Code
Rule 17: Prohibition of Destruction & Theft of Property ($150 or more)
Rule 18: Prohibition of Bullying and Serious Threats
Rule 19: Prohibition of Harassment
Rule 20: Prohibition of Voluntary Sexual Acts
Rule 21: Prohibition of Sexual Assault
Rule 22: Prohibition of Assault on School Personnel
Rule 23: Prohibition of Aggravated Assault
Rule 24: Prohibition of Robbery
Rule 25: Prohibition of Possession of a Weapon
Rule 26: Prohibition of Distribution of Drugs or Alcohol
Rule 27: Prohibition of Placing Another in Danger

LOCATION OF INCIDENT:
CLASSROOM   SCHOOL YARD   HALL   LUNCHROOM   SCHOOL BUS   OTHER:
Details of reason(s) checked: (Use reverse side, if necessary)

MEASURES TAKEN BEFORE REFERRAL FOR DISCIPLINE:
PHONE CALL TO PARENT
CONFERENCE: TEACHER/PUPIL
CONFERENCE: TEACHER/PARENT
REFERRED TO COUNSELOR
PRIOR SUSPENSION
COMPREHENSIVE STUDENT ASSISTANCE PROGRAM (CSAP)
OTHER (i.e. peer mediation, community service)
(SPECIFY BELOW)
DATES MEASURES WERE TAKEN:
Comments: (Use reverse side, if necessary)

REPORTED BY SIGNATURE DATE REPORTED:

ACTION TAKEN BECAUSE OF REFERRAL:
CONFERENCE WITH PARENT
DETENTION
PLACED ON DAILY REPORT
SUSPENSION FOR SCHOOL DAYS (IN/OUT)
REFERRAL TO COUNSELOR
REQUEST FOR DISCIPLINARY TRANSFER
TRANSFER TO OTHER CLASS
OTHER (SPECIFY BELOW)
ACTION TAKEN BY (NAME):   TITLE   DATE

Go to http://webgui.phila.k12.pa.us/uploads/dG/gV/dGgVOsXb_nSVT5MNgkrIFg/EH-20.pdf for actual document

APPENDIX H

IRB APPROVAL LETTER

Research Review Committee B

Certification of Approval for a Project Involving Human Subjects

Protocol Number:	**11854**
PI:	**DAVIS, JAMES**
Approved On:	21-Apr-2009
Review Date:	17-Jul-2009
Committee:	B BEHAVIORAL AND SOCIAL SCIENCES
Department:	ED'L LEAD/POLICY STD (1903)
Project Title:	Subjective Disciplinary Moments: A Qualitative Study of Culturally Responsive Practices in Three Inner-City Classrooms

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In accordance with the policy of the Department of Health and Human Services on protection of human subjects in research, it is hereby certified that protocol number 11854, having received preliminary review and approval by the department of ED'L LEAD/POLICY STD (1903) was subsequently reviewed by the Institutional Review Board in its present form and approved on 21-Apr-2009 with respect to the rights and welfare of the subjects involved; appropriateness and adequacy of the methods used to obtain informed consent; and risks to the individual and potential benefits of the project.

In conforming with the criteria set forth in the DHHS regulations for the protection of human research subjects, and in exercise of the power granted to the Committee, and subject to execution of the consent form(s), if required, and such other requirements as the Committee may have ordered, such orders, if any, being stated hereon or appended hereto.

It is understood that it is the investigator's responsibility to notify the Committee immediately of any untoward results of this study to permit review of the matter. In such case, the investigator should call Richard Throm at 707-8757.
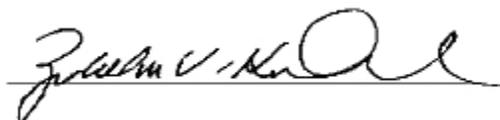
ZEBULON KENDRICK, Ph.D.
CHAIRMAN, IRB

Office for Human Subjects Protections
Institutional Review Board
Medical Intervention Committees A1 & A2
Social and Behavioral Committee B

3400 North Broad Street
Philadelphia, Pennsylvania 19140
Phone:215.707.3390 Fax:215.707.838
7
e-mail: richard.throm@temple.edu

MEMORANDUM

DAVIS, JAMES
ED'L LEAD/POLICY STD (1903)

From: Richard C. Throm
        Institutional Review Board

Date: 17-Jul-2009

Re: Expedited Request Status for IRB Protocol:
        11854: Subjective Disciplinary Moments: A Qualitative Study of Culturally Responsive Practices in Three Inner-City
        Classrooms

This addendum is to be affixed to the IRB Approval Certificate

45 CFR 46 Protection of Human Subjects.

Expedited review is a type of review that can be conducted by the IRB Chair, other IRB members designated by the Chair, or a subcommittee of the IRB. A major criterion for research that can initially (initial review) reviewed through expedited process is that it must involve no more that minimal risk. The DHHS regulations and FDA regulations define minimal risk to mean that "the probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in the daily life or during performance of routine physical or psychological examinations or tests."

This research protocol was reviewed under the following Expedited Review Category:

Expedited Category #7: Research on group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

APPENDIX I

TYPED FIELD NOTES

Washington Room
Observation 1
All students are African American

Students are seated at individual desks placed in groups of four.

21 students are present.

Ms. Washington is seated among students --- I am in rear of room.

Mrs. Washington: I don't want you to stay on the number line all day. I want you to move on.

Students are working in groups; male student, Allen, keeps beating on desk. Three different conversations are going on.

Mrs. Washington: I need everyone's attention.

Students do not respond.

Mrs. Washington: 'Scuse you (she claps twice). I'm waiting. Stop. Listen to me … um … You're taking too long with the number line.

Allen laughs out loud.

Mrs. Washington: Now you know what … you're taking too long with the number line. The deal was you could work in groups if you worked quietly.

Allen: Mrs. Washington.

Mrs. Washington: 'Scuse you.

Allen repeats her name.

Mrs. Washington: 'Scuse you.

Allen: It's boring (says this loudly).

Mrs. Washington: It's gone always be boring if you not doing your work.

Allen: I am doing work and it's still boring.

Mrs. Washington: No you not and I'm not going to debate with you.

Mrs. Washington goes to chalkboard and begins to review number line. Chalk is not showing up on board.

Mrs. Washington: This board not working.

Male student, Henry: You not working.

Debate begins between Allen and Mrs. Washington because he asked to go to the bathroom, and she said no because he was being disrespectful. He complained that she didn't say anything when other students were being disrespectful and he argued that he was not being disrespectful. Mrs. Washington walked over to him and leaned over him.

Allen: Naw get off of me.

Mrs. Washington walked away and then returned to him; she leaned over him again and whispered something in his ear and then walked away again.

Allen raises his hand: Mrs. Washington, can I please go to the bathroom?

Mrs. Washington: No you haven't done any work.

Allen: I am doing my work and remember yesterday when I was the quiet and doing all my work.

Mrs. Washington: I am not going to be surprised by your parent when they wonder why I didn't tell them you weren't doing any work. I am staying late today to call parents.

Mrs. Washington's Room
Observation 2
All students are African American

Female student, Lisa, walks into classroom and bumps into Allen as he is seated at his desk.

Allen: Oww. She bumped me.

Mrs. Washington to Lisa: See, look at the confusion you caused.

Lisa: I caused.

When students would begin talking Mrs. Washington would repeat: 'Scuse you. Excuse you; I know you are use to talking, but you need to be doing your work.

In response to this a female, Janet, replied: I'm doing my work.

Mrs. Washington: Did I say Janet? I am talking to the class.

Janet: Well you looking at me.

Mrs. Washington spent a lot of instructional time admonishing the class about their behaviors:

1:55 Stop playing … 1:56 Allen get up … Allen … 1:57 Uh Allen I asked you to stop … 2:01 Allen stop the tapping … 2:10 Put the water in the bag … put it in the bookbag; you interrupting my lesson *to a student whose name was not called*… 2:11 Will you stop whistling please *to a student whose name was not called* … 2:14 Stop talking please … *directive given to class* … 2:20 Thomas you need to be listening … 2:23 Charles 'scuse you … 2:24 Listen *directive given to class* … 2:25 'Scuse you *directive given to class* … 2:25 Scuse you *directive given to class* …2:26 Henry stop …2:27 This is why you don't understand *comment made to class* … 2:28 Shhh … *directive given to class* … 2:29 Now I'm asking you to stop; you can't sit up front if

you can't be quiet … stop the tapping please *(to Allen)*. 2:30 See you think it's funny; I don't think it's funny right now – you need to focus *(to Allen)*. 2:31 Don't write in the book *to a student whose name was not called* . 2:32 Listen … Listen … *directive given to class* … 2:34 I'm waiting …. 'scuse you … *directive given to class.*

Mrs. Washington's Room
Observation 3
All students are African American

Mrs. Washington is reviewing factoring.

Mrs. Washington: You are the first class since I've been teaching 6th grade here that came up with factors for factoring.

Mrs. Washington instructs the class to turn to page 23 – ratios.

Girls at a table in room are talking. Quincy tells them to be quiet. Mrs. Washington reprimands him.

Quincy: I can't concentrate.

Mrs. Washington: Are you on page 23?

Quincy: Can I write in book?

Mrs. Washington: (points to sign hanging in front of room) What does this sign say, "Do not write in book."

Quincy: Why can't we write in book.

Mrs. Washington: Because school can't afford to buy books every year.

Students laugh.

Mrs. Washington: I'm just being honest.

Mrs. Washington begins to review ratios. Student makes three-tone dunce sound "bwamp, bwamp bwamp".

Quincy: That was Charles.

Mrs. Washington: I didn't ask who it was.

Mrs. Washington continues to review of ratios.

Mrs. Washington: The majority of you are doing your homework.

Majority of class begins to clap really loudly and shout Whew Whew.

One unidentified student begins chanting: Jerry, Jerry, Jerry

Mrs. Washington: See that's how y'all mess up. I wanted to give y'all praise.

Mr. Jones's Room
Observation 1
All students are African American

Mr. Jones is facilitating a lesson at the overhead projector.

Kevin: Mr. Jones can I get that? I didn't finish (referencing slide from overhead

projector).

Mr. Jones: Kevin, there's a more appropriate way to get my attention.

Mr. Jones is now reviewing student's notebooks.

Male student, Jim, mumbled a question that researcher could not discern.

Mr. Jones: Okay Jim asked a good question.

Mr. Jones responds to student's question and continues reviewing students'

notebooks.

Sam walks into class late.

Mr. Jones: Sam where are you going?

Vincent: What you mean? I'm going to my seat.

Another male student, Joey, walks in late and says: Yo, it's hot in here.

A female student, Sonya, is ripping paper in the back of the room.

Mr. Jones: Please stop that Sonya.

Mr. Jones continues with instruction. Sam is looking through a binder at his desk.

Mr. Jones: Sam why you going through my binder?

Sam: It was on my desk.

Mr. Jones: Well once you opened it up and saw my name and my schedule you knew

it wasn't yours. Sam you're about to go. You're going to turn around and apologize.

Sam: For what?

Mr. Jones: You know what?

Sam does not respond. Mr. Jones goes to the phone to call for assistance.

Jones's Room
Observation 2
All students are African American

Mr. Jones is facilitating a lesson. A female students in the rear of the room are talking.

Mr. Jones: Lisa (one of the female students in the rear of the classroom) see this is the problem all of the side conversations. There's like several different conversations going on during instruction.

Several students, in addition to the students at the back table, continue to talk.

Mr. Jones: Okay Lisa move to this desk (he points to a desk in the front of the classroom) and the rest of you move here (he points to different desks in the room). No one moves.

Mr. Jones continues with lesson, but talking continues.

Mr. Jones: Excuse me. There are patterns to everything. I know I told you ladies to move. Lisa I talked to your mom on Friday.

Lisa: *(She looks at him embarrassed)* That wasn't my mom.

Mr. Jones: Well who was it? Your ant? Your grandmom?

Lisa: That wasn't my mom *(face is now frowned in anger as she moves to previously directed seat)*.

Mr. Jones: Well whoever that was said that if you're not acting like an 8th grader, you don't need to be in 8th grade.

Lisa: You already said that.

Mr. Jones's Room
Observation 3
All students are African American

Mr. Jones is lecturing students about their behavior in class affecting their grades. A female student is sleeping.

Mr. Jones: Some of you are already failing because you're not paying attention; you have your head down. You need to pay attention.

Mr. Jones begins lesson, but constantly stops because of various conversations in the classroom.

Mr. Jones: Excuse me (students do not respond).

Mr. Jones resumes teaching.

Listen up (students do not respond).

Mr. Jones resumes teaching.

Excuse me *Mr. Jones' lips are pulled in tightly and his brows create an indention above his nose. He appears irritated by the noise.*

A male student (tall student referred to by Mr. Robert during his interview) admonishes the class: Yo be quiet so he can talk.

Class gets quiet and Mr. Jones continues with lesson.

This same young man is playing with something in his hand. It is a thumbtack and he leans down and places it on the ground with the sharp end facing up. He sits back up in his seat, looks back at the researcher and then leans back down and picks it up.

Student seated at the rear table began talking. Mrs. Cash, Teacher's Aide, enters room and immediately goes to the rear of the class and sends all of the students to desks. A rumble of complaints begin.

Mr. Jones continues teaching.

Mr. Robert's Room
Observation 1
All students are African American

Mr. Robert is trying to get the students' attention so that he can review their homework.

Mr. Robert: Let me have your attention (stands up; he was seated at the center of the room).

Most students are still talking. A table of boys continue talking loudly.

Mr. Robert: When I stand up and ask for your attention it is for you to get quiet so you can hear me … not so everyone can hear you. Take out your homework and pay attention so tomorrow you will not tell me I didn't know what to do; I didn't hear you; no excuses will be accepted. You are to turn in your homework tomorrow completed.

All students have their books out except one male student.

Mr. Robert: What are you doing? Did you hear the instruction?

Student nods yes.

Mr. Robert: What were you suppose to do?

Student: Take my book out.

Student takes his book out.

Mr. Robert reviews homework and begins lesson for the day. Students remain on task.

Mr. Robert's Room
Observation 2
All students are African American

Mr. Robert introduces objective to class and instructs them to begin their assignment.

Mr. Robert: Thank you Yvonne; she's in the back of the room doing everything she is suppose to do.

Sam: Can I go to the restroom?

Mr. Robert: As soon as you show me you've been working for five minutes straight.

Sam: What? (with attitude)

Mr. Robert: 10 minutes.

Sam: 10 minutes (with attitude)

Mr. Robert: Are we going to keep negotiating?

Sam: Huh? What you mean?

Mr. Robert: Alright 15 minutes.

Sam: Ain' waiting 15 minutes.

Mr. Robert: Then I guess you won't be going.

Sam: Then I guess you won't.

Mr. Robert: What? Sam I am not the one.

Sam gets up and walks passed the front table where Mr. Robert is seated working one on one with a student on her reading. Sam then returns to his seat. Mr. Robert moves from that student to a male student who then begins to read to him. They are communicating in hushed tones. The researcher can only hear the mumble of words being read, but the actual words are difficult to discern.

Mr. Robert leaves this student and walks around the room offering verbal praise to students who are on task.

Mr. Robert: Let me see whose following instructions. Looks like Sam here is

following instruction. (Mr. Robert and Sam smile) Looks like Ms. Cook is following

instruction as usual.

Mr. Robert's Room
Observation 3
All students are African American

Mr. Robert is reminding students of the importance of being on task daily because of the upcoming notebook check.

Mr. Robert: Some of you when I check your notebooks it will show if you've been doing your work. Some of you haven't. Others like Ms. Cook here is always on task.

Mia: Huh? (with an attitude)

Mr. Robert: I said Ms. Cook because she always has her work done. I am celebrating her because she is doing the right thing. Don't hate.

Mia: I'm not hating. (with playful attitude)

Male student, Joshua, places his papers in textbook and Mr. Robert notices this.

Mr. Robert: Nope you're not taking that textbook home.

Joshua: But I wanted to memorize the story.

Mr. Robert: You should have completed your work in class. You have other homework.

Mr. Robert instructs students to take out their homework books. He identifies students who are on task and have their homework books out. He then notices a student without his homework book out.

Mr. Robert: Where's your homework book? If I find three students without homework books, I will take a recess. That's one.

He walks around the room.

Mr. Robert: Okay y'all are lucky. (He notices a second student with his bag packed.) That's two.

(He stands over student and points down toward his head). Okay if I find one more

you will lose another recess.

All other students are on task with their notebooks out. The two identified students

have their notebooks out now also. Mr. Robert reviews the homework and all

students are on task.

APPENDIX J

TRANSCRIBED INTERVIEWS

S1 TRANSCRIPTION OF INTERVIEW 1
SAM

MRS. BREEDLOVE: I'm with participant 1 Sam Mouglas. He is in what grade are you in?

SAM: 7th

MRS. BREEDLOVE: 7th grade. I've explained to all participants that the reason that I'm here is because I went through the discipline records and there name came up uh as having more reported records than any of the other students. So my question to you first Sam Mouglas is why do you think you were reported for your behavior?

SAM: Because teachers don't like me.

MRS. BREEDLOVE: Why do you think they don't like you?

SAM: Because most some of my teachers don't have my respect.

MRS. BREEDLOVE: Why?

SAM: Because you got to earn my respect .

MRS. BREEDLOVE: And how do they earn your respect.

SAM: By not writing me up.

MRS. BREEDLOVE: By not writing you up?

SAM: Yeah. And respect me.

MRS. BREEDLOVE: What is a way what is a teacher that has your respect right now? Name a teacher.

SAM: Mr. Robert.

MRS. BREEDLOVE: Okay. Did he always have your respect.

SAM: At one point he did. And the next point he didn't. But now he do again.

MRS. BREEDLOVE: So at times when he doesn't have your respect what does he do that makes him not have your respect?

SAM: Cause he be trying to holler at everybody. Try to holler at me.

MRS. BREEDLOVE: So when someone hollers at you they don't have your respect?

SAM: Mm mm. And then he want people to jump when he want them to jump.

MRS. BREEDLOVE: Okay what about um what other teachers do you have?

SAM: Mr. Davis.

MRS. BREEDLOVE: Mr. Davis? He has your respect?

SAM: Always.

MRS. BREEDLOVE: And why does he always have your respect.

SAM: Because he don't tell everything.

MRS. BREEDLOVE: So he he has your respect because he doesn't tell everything?

So he could see you do something and he won't tell?

SAM: It depends what it is.

MRS. BREEDLOVE: Okay. Um now a lot of your write ups are from Mr. Jones.

Does he have your respect?

SAM: No.

MRS. BREEDLOVE: Why not?

SAM: He never will have it.

MRS. BREEDLOVE: Why?

SAM: I don't like him. He write me up for nothing.

MRS. BREEDLOVE: What's nothing?

SAM: Cause I threw … somebody threw paper right.

MRS. BREEDLOVE: Mm hmm.

SAM: It come from a whole different side of the room than what I'm sitting on and

he blame it on me.

MRS. BREEDLOVE: Do you think he likes you?

SAM: No. I don't like him.

MRS. BREEDLOVE: What makes you think he doesn't like you though?

SAM: Cause of the things he do.

MRS. BREEDLOVE: What like what?

SAM: He writes me up for nothing. He just try to act like everything … like try to show off.

MRS. BREEDLOVE: What makes you think he's trying to show off?

SAM: Cause he always bragging about what he got.

MRS. BREEDLOVE: Okay. Um how is your relationship with … you mentioned Mr. Robert … how is your relationship with Mr. Robert?

SAM: Now?

MRS. BREEDLOVE: Mm hmm

SAM: Good.

MRS. BREEDLOVE: What made it good?

SAM: I don't know. (soft spoken)

MRS. BREEDLOVE: You don't know? (student nods in agreement) Okay. Um how is your relationship with Mr. Jones?

SAM: Bad. Very bad. (Energy shifts)

MRS. BREEDLOVE: Why?

SAM: I don't like him.

MRS. BREEDLOVE: Is there something that he could have done that would have made you like him?

SAM: I don't know. If … Probably.

MRS. BREEDLOVE: If he did what Mr. Robert and Mr. Davis does could that make you like him.

SAM: No.

MRS. BREEDLOVE: Why not.

SAM: I just don't like him. I never liked him.

MRS. BREEDLOVE: So the first day you saw him did you not like him?

SAM: Yeah he was alright.

MRS. BREEDLOVE: At first?

SAM: Except when you get to know him.

MRS. BREEDLOVE: So what did you get to know about him that made you dislike him?

SAM: Like like he act "bougie" … he act like a female.

MRS. BREEDLOVE: He act "bougie"?

SAM: He act like a female.

MRS. BREEDLOVE: How?

SAM: Like he like just want to like call down to the office on everything.

MRS. BREEDLOVE: Okay.

SAM: Like if you yell across the room, he will call down to the office and throw me out. Like one day I had detention with him right so I asked him could I go to the bathroom and he called my house … then he called my house then uh then after that I ask … I put my head down and he called my house and I told him I could write a letter to the principal. He called my house. He called my house like three times in like three minutes

MRS. BREEDLOVE: Um so how would you describe your behavior?

SAM: My behavior I I describe my behavior as me as a good young man.

MRS. BREEDLOVE: Really? What about when you fought because in some one of your write-ups you fought a female student? Why?

SAM: Cause, you see me a girl hit me I'm hitting them back.

MRS. BREEDLOVE: Why?

SAM: Cause you man enough to hit me, you man enough to get hit back.

MRS. BREEDLOVE: But if you're in school … were you in school when that happened?

SAM: Yeah.

MRS. BREEDLOVE: So why couldn't you tell someone?

SAM: I don't know. What came to my mind first was to hit her back.

MRS. BREEDLOVE: Hmm. That's what came to your mind first? If a teacher hit you would you hit them back?

SAM: Yes. Of course.

MRS. BREEDLOVE: Um What role do you think your race plays in, or race at all, in the behavior in your classroom?

SAM: A lot.

MRS. BREEDLOVE: Explain.

SAM: Because people think since I'm a Black, African American male that I'm a go to jail or be dead somewhere. Everybody say I've been everywhere besides besides the cemetery.

MRS. BREEDLOVE: They say you have?

SAM: Yeah.

MRS. BREEDLOVE: So well how does that make you act a certain way?

SAM: I don't know. I I act … I act the way my role is. I just play my role.

MRS. BREEDLOVE: So your role is what they think about you?

SAM: Yeah.

MRS. BREEDLOVE: Why?

SAM: I don't know.

MRS. BREEDLOVE: Sam?

SAM: I can't have no body thinking I'm sweet or something.

MRS. BREEDLOVE: Uh what role do you think your teacher's race plays in the classroom? (repeat)

SAM: My teacher he think because he white like he think (pause) he think because he white like like like like like he love money or something like like like he get a lot of money or like try to show off or something.   Like I told him money ain't a thing to me. I'll rip money up.

MRS. BREEDLOVE: He talks about money?

SAM: Like like like he talks about the things that he get in his house. Like he about to get and stuff. Like trying to brag like like he got a lot of money.

MRS. BREEDLOVE: Alright well this con oh culture … culture and class so obviously now that would be class so that if money is an issue with how behavior works in your class that means how much money your teacher makes, how much you make you think that affects what's going on in the classroom?

SAM: No.

MRS. BREEDLOVE: No? But he just talks about it.

SAM: Like he talks he'll talk about money like it depends it depends like he'll talk like he going on a trip or something like that's when he will like really talk about

money like really say money like he really like talk about how much like like how much stuff he get and stuff. I just don't like him cause he act like a female.

MRS. BREEDLOVE: Okay culture. Do you think culture plays any role in the classroom? Do you understand culture?

SAM: A lil bit.

MRS. BREEDLOVE: Tell me a little of what you think culture means?

SAM: I think culture is like things you do something like that.

MRS. BREEDLOVE: Okay. This concludes session 1 with participant 1 Sam Mouglas.

S2 TRANSCRIPTION OF INTERVIEW 2

KEVIN

MRS. BREEDLOVE: Okay we are starting now with participant 2 Kevin Murray, 7th

Grade. Um As I explained before you are here because you've been reported for

your behavior. Why do you think your teachers have turned in reports about your

behavior in class?

KEVIN: Cause I was be … I'm not bad I just be in bad situations.

MRS. BREEDLOVE: Okay you be in bad situations. Um how would you describe

the students in your class?

KEVIN: Sometimes disrespectful uh sometimes careful sometimes overwhelming.

MRS. BREEDLOVE: Sometimes what?

KEVIN: Overwhelming.

MRS. BREEDLOVE: How are they disrespectful? Give me an example of

something they do.

KEVIN: Uh they call the teacher names and they be blurting out stuff they not pose

to. Walking out of they seat … moving out of they seat and stuff like that

MRS. BREEDLOVE: Um what kind of names do they call the teacher?

KEVIN: Call them punk, faggot, queer.

MRS. BREEDLOVE: What teacher is this?

KEVIN: Mr. Jones.

MRS. BREEDLOVE: Um why do they call that teacher these names.

KEVIN: Cause he acts like one and he always getting on somebody, getting on people nerves and taking detentions and taking their lunches and time from their weekends and stuff, writing up people.

MRS. BREEDLOVE: Okay um how would you describe your teachers? Lets start with uh Mr. Robert. How would you describe him?

KEVIN: Really on the cool side. Mr. Robert is cool. I I I got a good relationship with Mr. Robert.

MRS. BREEDLOVE: Okay how did you establish a relationship with Mr. Robert?

KEVIN: Well we well we cool like he … I don't get in trouble as much in his class.

MRS. BREEDLOVE: You said what why do you have a good relationship with Mr. Robert?

KEVIN: Cause I don't get in trouble as much as I do in Mr. Jones class.

MRS. BREEDLOVE: Why is that?

KEVIN: Because I actually do my work. Like he like he always, he always give you a chance. Mr. Jones never give you a chance. Or one he won't never talk to you. Mr. Robert talk to you. And if you really get on his nerves, and he'll he'll like he'll get mad at you and start hollering at you like he really a cool a cool guy.

MRS. BREEDLOVE: Okay. And so what about Mr. Jones?

KEVIN: I'm not cool with him.

MRS. BREEDLOVE: Why not?

KEVIN: Cause he's he's he's just always talking about somebody's race.

MRS. BREEDLOVE: What did he say about your race?

KEVIN: He always saying always he mostly talk bout he be taking away from math time and saying that like it's *(begins to imitate teacher's voice)* it is there is there is is

more percent of white people that score more on the benchmark than blacks and the whole class be mad and just hollering at him and telling him calling him all these names and stuff because he shouldn't be bringing up our uh our uh black telling us like racial stuff for no reason.

MRS. BREEDLOVE: Now you said before that your behavior, you believe your behavior is reported because you're in bad situations. Give me an example of a bad situation?

KEVIN: Like if I'm at a table, I be as focused at a table I'm I'm I'm right there I'm right there at a table sitting right there just just chillin just looking at the teacher talk this math problem copying down everything I pose to and it's two people it's two girls talking right just chatting and I then I take my eye off him for one second. We talk he say Kevin and it's somebody else talking I get real mad. It's somebody it's not me he calling on me because I ain' gone lie I do be talking sometime but he just he just blame stuff for no reason . Blame stuff on people for no reason. And it don't even be them sometimes.

MRS. BREEDLOVE: Um if at all, what role do you think race plays with the behaviors in your classroom?

KEVIN: Uh… none

MRS. BREEDLOVE: What about your teacher's behaviors.

KEVIN: None.

MRS. BREEDLOVE: No. What about culture? What do you understand culture to be?

KEVIN: Uh I think it's … it's about I think it's about the way people take your race as bad, evil, disrespectful

MRS. BREEDLOVE: Whose race is like that?

KEVIN: Blacks. People always call Blacks different from White, Asian, Caucasian

MRS. BREEDLOVE: So you think that's culture.

KEVIN: It's based in their surroundings.

MRS. BREEDLOVE: It's based in their surroundings. So who says that about Black culture?

KEVIN: I just think that.

MRS. BREEDLOVE: You think that it's … say those things again.

KEVIN: It is … you didn't copy it down?

MRS. BREEDLOVE: It's on there (pointing at the tape).

KEVIN: Uh I think that it's based on the way you act and the way that people think that you are because you're that kind of color skin cause your skin tone. Most Black kids it will be that but some people will not be that. It's based on your surroundings.

MRS. BREEDLOVE: Okay. Alright what about class? Class will be related to the amount of money that your parents make. That's your economic class. Do you think that affects how you behave in class?

KEVIN: No.

MRS. BREEDLOVE: Alright this concludes our session.

S3 TRANSCRIPTION OF INTERVIEW 3

QUINCY

MRS. BREEDLOVE: Okay this is participant 3 a sixth grade student right uh Quincy Thompson and he understands that I'm interviewing him because his named appeared in a lot of write-ups I received. So my first question to you Quincy is why do you think your name came up in the write-ups?

QUINCY: Cause I be throwing papers and I be walking out of class.

MRS. BREEDLOVE: You be walking out of class? So how would you describe the students in your class?

QUINCY: Uh irritating and disrespectful.

MRS. BREEDLOVE: Okay. You said the students are irritating and disrespectful. Why? What do they do that's irritating?

QUINCY: Cause like like if they don't even raise their hands first they just call out. They should raise their hand up first.

MRS. BREEDLOVE: And how are they disrespectful?

QUINCY: They be calling Mrs. Washington fat and they be singing they be singing a song about her sneakers.

MRS. BREEDLOVE: A girl a girl in your class?

QUINCY: Huh?

MRS. BREEDLOVE: A girl in your class?

QUINCY: No everybody in my class be like she wear shoes bobos

MRS. BREEDLOVE: They're talking about one student?

QUINCY: No.

MRS. BREEDLOVE: Just different people?

QUINCY: They're talking about Ms. Washington.

MRS. BREEDLOVE: Really?

QUINCY: And they call her fat.

MRS. BREEDLOVE: Does she know they're talking about her?

QUINCY: Yeah, but Ms. Washington will be like you're talking about your Mom.

MRS. BREEDLOVE: Okay. That's her response.

QUINCY: Yeah.

MRS. BREEDLOVE: Um How would you describe your teacher, Ms. Washington?

QUINCY: Uh. She she good in math, but she mean.

MRS. BREEDLOVE: How is she mean? What does she do?

QUINCY: Like she tell us to raise our hand, but when we raise our hand she don't never call on us. And then and then she yell, she yell too much.

MRS. BREEDLOVE: What are some of the things she yells?

QUINCY: Be like sit down, don't get out your seat.

MRS. BREEDLOVE: Okay … um … how is your relationship with Mrs. Washington?

QUINCY: Okay.

MRS. BREEDLOVE: It's okay? So would you say do you feel she likes you.

QUINCY: Yeah.

MRS. BREEDLOVE: Do you like her?

QUINCY: A little.

MRS. BREEDLOVE: A little bit? Um how would you describe your behavior? You said you throw paper and you walk out … Why?

QUINCY: Because Mrs. Washington, Mrs. Washington she'll like she tell us to raise our hand but then when we call out after we're done raising our hand she tell us to raise our hand but she never call on us and then like we do work she don't even teach us reading good she only teach us math.

MRS. BREEDLOVE: So so so how does that get you in trouble?

QUINCY: Because I want to I want to learn something else. I'm getting sick of … we do the same math problem everyday so I just walk out.

MRS. BREEDLOVE: Um you said she doesn't teach you reading. What happens during reading?

QUINCY: She teach us reading but she don't teach it good.

MRS. BREEDLOVE: How does she teach it?

QUINCY: She like she just turn on the radio and let us listen to it.

MRS. BREEDLOVE: What are you listening to?

QUINCY: Huh?

MRS. BREEDLOVE: What are you listening to?

QUINCY: Huh?

MRS. BREEDLOVE: Alright you said in reading she turns the radio on, what's on the radio?

QUINCY: Like it's the story in the book. But she don't let us read it she just make us listen to it and do the test, so I don't do the test I just walk out.

MRS. BREEDLOVE: Okay because you want to read the story? Why do you want to read it?

QUINCY: Like you will know more stuff about it if you read it. You not gone know that much if you listen to it.

MRS. BREEDLOVE: Okay when you listening to it aren't you following in the book?

QUINCY: Yeah.

MRS. BREEDLOVE: But it's … you want to read it?

QUINCY: It's not the same.

MRS. BREEDLOVE: It's not the same? Okay … um what role do you think, if at all, what role do you think race plays in your behavior in your class? Do you understand what race is? Do you think it plays a role in your behavior in your class?

QUINCY: No.

MRS. BREEDLOVE: No. Do you understand what culture is?

QUINCY: (student nods no)

MRS. BREEDLOVE: No well culture is defined in different ways. Two of your peers have defined it as being affected by your surrounding but culture is related to your ethnic group. Our ethnic group would be African American okay but you have some people who are Spanish some people who are Puerto Rican …

QUINCY: Native American?

MRS. BREEDLOVE: Right so that would be your ethnic group I guess now American is I guess becoming a type of ethnic group but it's more of a nationality because it has to do with the country you live in but anyway our cultural group is African American and what would be culture is what customs we have; how we get married, what religion we practice, what language we speak, um just our behaviors and how where we come from, how our surroundings affect our behaviors. So do you think culture has anything to do with behavior in your classroom?

QUINCY: No.

MRS. BREEDLOVE: No. Alright that concludes session 3.

T1 TRANSCRIPTION OF INTERVIEW 4

MR. JONES

MRS. BREEDLOVE: How would you describe the students in your class?

MR. JONES: Horrible

MRS. BREEDLOVE: What is the basic problem? What makes it so horrible?

MR. JONES: The principal. A lack of support. A moral fiber that does not exist in the building. And a terrible school environment.

MRS. BREEDLOVE: How would you characterize your relationship to the students?

MR. JONES: Not so good.

MRS. BREEDLOVE: Why would you say that it isn't so good?

MR. JONES: Because once certain students are able to get away with certain things, like if someone says "fuck you I'm not doing anything" and someone sees it and nothing happens well that is the start of the problem.

MRS. BREEDLOVE: What expectations do you have for classroom behavior and responsibility and how do you communicate those expectations?

MR. JONES: I expect them to act like students. You know stay in your seat. Take your notes. Participate in the lesson. Everybody knows what a student is suppose to look like. We all know what basically … Be a good student. I'm sure I could put up more specific things, but I pretty much expect them to do what students are suppose to do. Take notes. Do the right thing.

MRS. BREEDLOVE: Is there a specific way that you would communicate that to them or would you expect them to come into class knowing?

MR. JONES: I communicate that to them, but the fact is that there is no bite to any of the consequences. Any child who learns that there is no consequence for an action, learns that that is an action that they can do.

MRS. BREEDLOVE: How did you typically handle discipline issues in your classroom?

MR. JONES: It got to a point where I couldn't.

MRS. BREEDLOVE: What happen between you and Sam (teacher says students name with me)? Many of his reported behaviors were for …

MR. JONES: It was defiance. If you tell him to do anything, he does the opposite. This is my favorite example I tried to tell him to leave a lunch detention and he wouldn't which sums up Sam.

MRS. BREEDLOVE: What role do you think race plays in the discipline issue in your class? Race, culture or socioeconomic class?

MR. JONES: ummm hmmm You mean to me it's not an issue but I think that you know the students who I could not reach viewed me as an outsider.

T2 TRANSCRIPTION OF INTERVIEW 5

MRS. WASHINGTON

MRS. BREEDLOVE: How would you describe the student behavior in your classroom?

MRS. WASHINGTON: Out of control. This is a class that has been uh totally out of control for years and um the fifth grade teacher left because of this class and their behavior. It seems as though we are not able to meet the needs of the students and there are some severe problems that they have. One of the students are in SBBH. And the workers are finding themselves frustrated in how to work with them. I don't know what I can do. They have some serious problems that their bringing and uh we're not able to help them in that area … emotional.

MRS. BREEDLOVE: So how would you describe your relationship to the students?

MRS. WASHINGTON: I try to be a neutral person but they don't see it as a neutral person. They see it as a firm, neutral person. They see it as someone that is mean because you're asking for them to complete a task for trying to get them to do the things that they are suppose to do. That I think at home they are use to getting away with. So what I'm trying to be, I don't know if it's coming off … the funny thing about it is it's always when they leave they can see.

MRS. BREEDLOVE: What expectations do you have for your classroom's behavior and how do you communicate your expectations to your students?

MRS. WASHINGTON: I have high expectations. I try to encourage them and one of the things I use a lot is Barak Obama. I mean now that we have a Black President you can be whatever you want to be, you know strive for the highest office in

America. I have charts. I'm finding that the charts are not as helpful because this group can buy as much candy or whatever but I'm finding with this group you have to purchase more expensive things.

MRS. BREEDLOVE: How do you typically handle discipline issues that happen in the classroom?

MRS. WASHINGTON: I try to talk to them. A lot of phone calls. I try to get a lot of parental support. Most of the parents are supportive. My last resort is Mr. Barry. I try to do all that I can do before getting him involved.

MRS. BREEDLOVE: What do you think are the causes of Quincy's behavior being the way that it is?

MRS. WASHINGTON: Quincy is quiet; the silencer that creates a lot of problems. Like he'll sit and you'll say, Quincy are you doing your work and he'll say, "What, what, what work you talking about so everyone can say Quincy are you doing your math?" *(says with loud hoarse voice)* you know that type of attention or he wanders. I don't know if he's imitating his um grandmother because um she's sick and she wanders and everything, but he wanders around and you have to say Quincy focus it back

MRS. BREEDLOVE: What walking around the room? Not bothering anybody, but just walking around the room?

MRS. WASHINGTON: First it was the walking, "uh I want to sit here; I want to sit there" *(says with deep voice)* and he moves himself around the room. Now the latest is he taps, he hits someone and then "uh ain mean to do that, ain mean to do that" *(says with deep voice)*. But you see I haven't seen him in action outside the classroom and know all the times that he's been written up. But he's a quiet type of

person that keeps disturbances going on. I didn't expect him. I thought it would be another person.

MRS. BREEDLOVE: Who?

MRS. WASHINGTON: Malik Simpson.

MRS. BREEDLOVE: What is the biggest issue with Malik?

MRS. WASHINGTON: He's trying to control his mom and dad. He's angry because his dad is trying to come back into his life or his mom's life and he feels as though he's just going to abuse mom and he comes in here everyday angry … very angry. It takes a lot for him to just calm down so he'll throw a book or he'll start singing or he'll start rapping, just like yelling out.

MRS. BREEDLOVE: How did you find out about his mom and dad?

MRS. WASHINGTON: Talking to him. "Malik what is it?" *(says in hoarse exaggerated tone)*

MRS. BREEDLOVE: and he shared that with you?

MRS. WASHINGTON: constantly. I kept saying "Malik what is going on. I can't go through another day you know just tell me at least I'll know what to work with just tell me." *(says with emotion as if reenacting their conversation)* and he shared the fact that his dad was coming back into his life and he didn't like that. He didn't want it because he feels as though his dad is going to leave his mom and he feels as though everything is fine and he doesn't want his mom hurt and I told him I said "you can not control this your mom has to control it," *(changes her voice to deep tone as she says)* "no I'm going to control it"

MRS. BREEDLOVE: So what does he do when tries to control it?

MRS. WASHINGTON: Well he argues; tries to fight with this dad. I said, "You can't handle this. You can not deal with this. You have to let your mom deal with this." That's a lot of anger there.

MRS. BREEDLOVE: So with the different issues that you encounter in your classroom, what role do you think race, culture and class play? We can start with race.

MRS. WASHINGTON: I think um the fact that they don't have family structure. You know it's one thing to be a single parent but it's another a single parent that's in your child's life. Whatever you're going through, you're not sharing it all where as though the kids feel like it's a part of their burden you know … I mean if you don't have money you know to pay for certain things don't tell them you may be put out … you know these kids are worried so I think it's the family structure. Not so much single but being able to handle um the problems without involving the children. I don't know if it's a Black thing because I've seen it in the Hispanics. Um I don't know too much about the Asians so I don't know if it's a Black thing … might be a cultural thing. Yeah. I don't think culturally Black women – I'm not talking about all – I'm talking about the ones that we deal with everyday really know how to handle this situation and the economy is not helping and all these cut backs so um it could be cultural.

MRS. BREEDLOVE: and what about class?

MRS. WASHINGTON: Of course. Of course. They know violence. Everything is the violent way. That's just like this mother today she got so upset before I had someone else in here because I guess it was her time, she wanted to call the principal

and make a big "to do" about it you know. So um I think it's this whole area, I think

this area is depressed. So yeah it's cultural, race and class is part of it too.

T3 TRANSCRIPTION OF INTERVIEW 6

MR. ROBERT

MRS. BREEDLOVE: How would you describe the students in your class?

MR. ROBERT: Describe in reference to ?

MRS. BREEDLOVE: Behavior

MR. ROBERT: Behavior. Wow.   I believe that many of our students exhibit certain

challenges as far as social behavior. What we might consider normal behavior how to

resolve different conflicts, things like that, so I would say it is more uncommon to

find a student who has good social skills especially when it comes to conflict

resolution.

MRS. BREEDLOVE: How would you characterize your relationship to these

students?

MR. ROBERT: I have a pretty good relationship with most of them. At times it can

be strained uh because one of the biggest issues they have is authority or um

conforming to certain rules and I am an individual who you know when I set up this

classroom at the beginning of the year uh I pretty much set it up in a way where here

are the expectations and those expectations don't change throughout the year and I

push them, I ask a lot of them and sometimes I ask them to do the uncomfortable

thing which is the right thing at times and the right thing I should say is often the

uncomfortable thing in this environment so my relationship with certain students can

be strained at times especially some of that falls on me though if I'm not really in

tuned to what's going on as far as uh how certain students might not like the way that

I'm correcting them. I might be rubbing them the wrong way and the way that I just

stay on the program still pushing and still pushing and not giving them the

opportunity to feel comfortable and say hey I have an issue with this I find that

sometimes the issue can become strained. However I believe just like most people,

people like high expectations they want people to feel like they can achieve, they can

do whatever so for the most part it's a relationship of trust and respect because of

that.

MRS. BREEDLOVE: How do you communicate your expectations to your students?

MR. ROBERT: Um I do it from the beginning. I take them to the auditorium before

I bring them to the classroom setting and I talk about the expectations. Not only

expectations of the school year or next year going to high school, but expectations in

life. What this is all about. So I do it verbally from the beginning. Look at my board

over there in the corner … it stays up there all year long so they can always see

exactly what I'm expecting of them. My benchmarks, service learning project … it's

nonverbal; it's in my actions. The support that I give them.

MRS. BREEDLOVE: How did you typically handle discipline issues in your

classroom?

MR. ROBERT: I try to take care of everything in house first okay. I look at it as like

I say we build this relationship from the start uh we create an environment where

there are expectations. I lay out what my expectations are but we also create what we

expect … so when there are issues first and foremost I try to handle it in house okay

the last thing the last step is going outside for whatever. I'm a firm believer with a

psychology background I know that everyone wants something. Everyone has

something that they want so I create an environment where students are rewarded and

punished. It depends on the child. There are certain things that are set up within the

environment of the classroom from pizza parties to after school situations where we watch films to stuff throughout the day … they understand that to have recess they have to do what they need to do in class. They understand that there is a consequence for everything. They know from the door that if you step out of line or if you're not doing the right thing there's going to be a consequence; you're going to lose something and I stick with it. I never change even when I feel like I want to give in and go soft because I love them I really love them so I want to give in at times but I just stick with it … that's not to say that I'm not keeping my eyes open to situations- what's going on- how this child is feeling today. Once I meet the parents and interact I see those students that have difficult situations you know. My expectations for children at different time and this may sound contradictory to what I just said earlier. My expectations for them depending on the day can be adjusted to some degree based on-- temporarily I should say adjusted based on-- what they're going through at that particular time. So but I'll just say staying firm; say what you mean; mean what you say and following through with both positive and negative consequences.

MRS. BREEDLOVE: Now I'd like to ask about specific students to because for a part of my study I look at the discipline records. I didn't see any records reported by you, but you teach some of the students that were reported by other teachers. How are you able to have success with these students as it relates to their behavior? Like Sam?

MR. ROBERT: Sam is um he's a challenge okay because really Sam is a student who is very intelligent okay academically okay. A lot of the reason that he is so frustrated is because legal issues that he's had in the past and then it's like a vicious cycle. He plays around and gets behind; now he's behind and then when it's time to

do the work he's frustrated so he plays around. But he is very intelligent and street wise. Discipline wise in the classroom, he can create some issues because he knows how to push buttons; he knows how to manipulate other students; he knows the rules- what teachers can't do; he talks openly about his disciplinary acts; he says I have a file as thick as a phone book and I'm still here. Very clever. What I've learned about Sam is that his attention span is so short so I keep it moving with him because he's always ready for something else. I'll set him up on the computer with Study Island and different programs when he finishes his work because that will keep him focused because he likes the computer. I have to be honest, he is one that will test your ability to manage a classroom. So I have difficulty with Sam as well; not as much as everybody else, but a lot of that stems back to what I was talking about before --- expectations --- reaching him before I'm trying to teach him. You know he is that other extreme. There is always going to be at least one you're going to have difficulty with, but I have much less difficulty with him than everybody else you know so that tells you that my system works you know and it is adjusted for extreme cases like Sam.

MRS. BREEDLOVE: Kevin?

MR. ROBERT: Kevin is a respectful young man. Immature, plays a lot, but a lot of young boys are at his age. Not very motivated. He is a student where the connection hasn't been made yet. He doesn't see the importance of education. So when that connection isn't made for him, it's hard especially when I'm always pushing them if they're not buying into the academics it's tough. And that 's where it is with Kevin. So you got to find ways to make it fun and interesting for him more so than some of the other students who get the vision so they stay on task. Giving him responsibility

in the classroom; letting him be a leader; one day passing papers out; whatever it

takes. With Kevin, I don't have discipline problems with him it's more him not

performing up to what I know he's capable of academically. Another student I have

who is taller than everyone in the class; including me now. All the young men look

up to him so he's going through puberty and with him, if he does not respect you …

he will not listen to you and that is what the problem was with some of his other

classes. We talk all the time; he and I spent a lot of time communicating and building

that one on one relationship and we had our falling outs as well and we would come

back and talk it out. He's not a problem academically; he has all the promise of any

individual academically; the problem is he makes emotional decisions and he acts out

based on how he's feeling so in the classroom I always talk to him about thinking

things through; just a situation yesterday, we were taking a test and the principal's

mentor was in here helping me out and she asked him to put his things away and he

refused and they started going back and forth and he started calling her all kinds of

b's under his breath. So I had to take him out and talk to him. I asked him what did

she ask you to do and he told me so I asked him who is truly in the wrong. So he

came back in and he apologized to her, but you have to walk him through that.

Me: What role do you think race, culture and/or class plays in the discipline issues in

your classroom?

MR. ROBERT: In most of America, the way our education system is set up, it's set

up to cater to a certain student *(raises his eyebrows at me)* okay. It caters to the

majority and the majority is not any minority okay. You have to come into this

environment willing to especially if you're a person of a different culture-of a

different background willing to at least to try to understand where our students are

coming from so I think it plays a huge role. I've sat in on site selection and I've seen

teachers come in with Masters degrees and a high grasp of the concepts and content

but when they get in the classroom they just start to teach and you know you can't do

that. I've seen teachers come in and they're able to bring the cultural piece into what

they are trying to do and it doesn't matter if you're white, you're black, you're green

or whatever if you are able to do that successfully that is excellent. And I definitely

do it. I think everything about me says this is why I'm here. The cultural part of this

is a very strong part it without a doubt.