ELEMENTARY TEACHERS' PRIORITIES IN RELATION TO

DISCIPLINARY PRACTICES, TEACHING PRACTICES,

AND BELIEFS ABOUT CHILDREN ON THE

SOUTH TEXAS BORDER

A DISSERTATION

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BY

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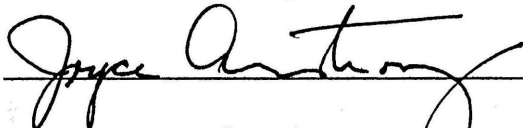AUGUST 2013

TEXAS WOMAN'S UNIVERSITY
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To the Dean of the Graduate School:

I am submitting herewith a dissertation written by Diane Myers entitled "Elementary Teachers' Priorities in Relation to Disciplinary Practices, Teaching Practices, and Beliefs about Children on the South Texas Border"." I have examined this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy with a major in Child Development.

_____
Lin Moore, Ph.D., Major Professor

We have read this dissertation and recommend its acceptance:

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Karen Petty, Ph.D., Interim Chair

Accepted:

_____
Interim Dean of the Graduate School

DEDICATION

Para mi querido esposo,
Raymond Robert Derr, Jr.,
thank you for always
supporting my dreams.

ACKNOWLEDGMENTS

ABSTRACT

DIANE MYERS

ELEMENTARY TEACHERS' PRIORITIES IN RELATION TO
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AND BELIEFS ABOUT CHILDREN ON THE
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AUGUST 2013

The purpose of this study was to investigate teachers' priorities in relation to their

discipline practices, beliefs about children and classroom management practices. A

secondary purpose was to explore family backgrounds and disciplinary practices in

teachers' families of origin. A descriptive study was conducted with a volunteer sample

of preschool through fifth grade teachers employed in elementary classrooms from four

South Texas counties. The study was conducted using a researcher-designed

demographic survey and the Teacher Belief Q-Sort (Rimm-Kaufmann, Storm, Sawyer,

Pianta, & LaParo, 2006). Survey results from Elementary Teachers in South Texas: Part I

and the Teacher Belief Q-Sort informed the study. Teachers reported home environments

that were Fair(78%), Kind(67%), and Consistent(85%). Two teachers revealed that their

families of origin were "Never Fair", "Never Kind", and "Never Consistent". Teachers

priorities included: treating students with respect, kindness, and concern. Other priorities

related to classroom discipline, behavior management, teaching practices, and beliefs

about children. Implications from this study can be applied to classroom practices,

professional development and teacher preparation programs. An important

recommendation for future research is to consider teachers' perspectives based on their

culture and family of origin when designing teacher preparation and professional

education curriculum. The State Board for Teacher Certification may also write new

requirements that develop classroom management and behavioral practices as a best

practices specialization in teacher training.

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CHAPTER I

INTRODUCTION

Educators are faced with many challenges as societal changes demand more proficiency and accountability in the classroom. Teachers are required to demonstrate accurate and timely knowledge of content, implement mandated curriculum, design and administer tests, maintain accurate records, manage classroom behavior and enforce school regulations concerning student conduct (Bredekamp & Copple, 1997)

Students' problem behaviors and classroom management can represent repeated concern for teachers. Culturally specific behavioral practices and classroom management in the elementary classroom are suggested in some studies to be effective practices by effective teachers (Milner & Tenore, 2010). Teacher preparation through professional development has been identified as critical in effecting children's behavior changes in the classroom (Bibou-Nakou, Kiosseoglou, & Stogiannidou, 2000, Rimm-Kaufman, Storm, Sawyer, Pianta & LaParo, 2006). What is not understood is how teachers' families of origin and home cultures can either reinforce the skills and confidence of teachers or play a role in their dissatisfaction with teaching. Understanding teachers' home cultures and teacher priorities about discipline, teaching practices and beliefs about children can lead educators to formulate potential changes and improvements to support teacher competencies at many levels. This knowledge can be used to inform best practices in teacher preparation programs and professional development.

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Statement of the Problem

A paucity of research exists concerning elementary teachers' beliefs based on their own experiences in childhood and disciplinary practices in their family of origin. Elementary teachers demonstrate differences in classroom management based on beliefs about children, classroom management, and disciplinary practices (Rimm-Kaufmann, 2006). A clearer understanding is needed in order to form policies and procedures that can address best practices for teacher preparation and in-service professional development. In order for teachers to feel successful they must feel competent in classroom management. Competence can be imparted by effective teacher preparation and professional development. The purpose of this study is to survey teachers' priorities in relation to beliefs about discipline and classroom management, teaching practices and beliefs about children.

Significance of the Study

Teachers' practices in their families of origin can reveal information that elucidates parental influence on teachers' attitudes. Teachers' disciplinary experiences during childhood are an unexplored source of information when explaining both classroom management practices and beliefs about children. Understanding how and where teachers learn their discipline interventions and behavior management skills can lead teacher preparation programs to better prepare pre-service teachers. An assessment of teachers' beliefs about children can assist administrators in designing professional development plans that increase teachers' attitudes about self-efficacy. University

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faculty, school administrators and teachers need the fundamental knowledge of how teachers relate in the classroom in order to formulate vital and effective professional development, teacher curriculum, and district policies in regards to behavior interventions and classroom practices. Teachers may gain insight into teaching and disciplinary practices that better serve their classrooms in a time of increasing accountability.

Research Questions

Teachers' classroom practices, disciplinary practices, and beliefs about children are the focus of this study. Teachers' disciplinary practices are specifically looked at through the lens of their families of origin. The research questions are:

Research Question 1. What are teachers' beliefs about parental disciplinary practices during their childhoods in their families of origin?

Research Question 2. What are teachers' priorities in relation to beliefs about children, classroom practices, and disciplinary practices?

Definitions

Best Practices: Serious, thoughtful, informed, responsible, state-of-the-art teaching (Zemelman, Daniels, & Hyde 2005). Professional teachers perform solid, reputable, researched practices. Schools adopt student-centered, active, experiential, authentic, democratic, collaborative, rigorous, and challenging teaching standards.

Classroom management: The effective management of a classroom environment by a teacher. The teacher observes, evaluates and strategizes as necessary to facilitate a

safe learning environment in which creative and critical thinking are fostered and responsive communication and activities take place (Texas Education Agency, 1997).

Culture: The way that a people organize shared meaning, understandings and patterns of interpretation e.g. right and wrong, truth and error, good and bad (Richardson, 1999).

Family of origin: A group which may consist of parents, grandparents and extended family who shape attitudes, values, beliefs, and practices learned from experiences, culture and family heritage (Lum, 2007).

Discipline: a guidance approach that uses encouragement and logical consequences to shape children's behavior (Dinkmeyer & McKay, 2007).

Punishment: An unpleasant, aversive, or harsh action that squelches an unwanted behavior. Punishment is meant to cause suffering or loss in the form of retribution (Yang, 2009).

Teachers: Classroom teachers of pre-kindergarten, kindergarten, 1st through 5th grade.

Delimitations

The sample of teachers were exclusively those who were employed in public, private, or faith-based elementary programs located in a four county area of South Texas; Starr, Hidalgo, Cameron, and Willacy.

Summary

In this chapter, the research topic, the problem and the research questions were introduced. Research which examines teachers' beliefs based on their experiences in their family of origin is needed in order to inform best practices. The purpose and need for the research was stated. Understanding how and where teachers learn their discipline interventions and behavior management skills can lead teacher preparation programs to better prepare pre-service teachers. Research questions that inquire about teachers' beliefs and perceptions about their family of origin and cultural contexts were posed. An understanding of teachers' experiences and cultural background can better equip teacher preparation programs and professional in-service to design curriculum for teachers that targets teachers' knowledge and skills about child development, classroom management, and disciplinary practices. An assessment of teachers' beliefs about children can assist administrators in designing professional development plans that increase teachers' attitudes about self-efficacy. Definitions and delimitations of the study were also outlined.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

This chapter includes a review of theoretical frameworks including bio-ecological

systems theory and social learning theory. A brief discussion of South Texas socio-

geographical factors and border culture is given. A review of the literature focuses on

teachers' practices in relation to discipline and classroom management, teaching

practices, and measuring teachers' priorities in relation to disciplinary practices, teaching

practices and beliefs about children. Teachers' preparation programs for Texas and the

National Association for the Education of Young Children (NAEYC) are also

summarized.

Theoretical Framework

A study of teachers' family of origin and socialization practices in their childhood

homes and how these practices shape teachers' beliefs about children and classroom

management can be viewed through Bronfenbrenner's bio-ecological systems and

Bandura's social learning theory. Bio-ecological systems model will provide a

framework for understanding the environment in dynamic interplay with the developing

child and specifically as it relates to teachers' childhoods. Social Learning theory

provides knowledge of behavior and cognition during child development. A discussion of

cultural contexts will be valuable in the understanding of teachers' families of origin, development, and socialization in South Texas.

Bio-ecological Systems Model

According to Bronfenbrenner's theory of human development (1973), children develop within the context of genetics and layers or systems of external environments; a developmental process known as bio-ecological systems model. In the bio-ecological systems model, a child grows within several nested systems: the microsystem, mesosystem, exosystem, macrosystem and chronosystem. The microsystem includes all those with whom the child personally interacts such as his/her family, extended family and others such as daycare caregivers. There can be several microsystems in a child's life that play a role in his or her socialization. As the child develops he/she increases the number of enduring reciprocal relationships. Church and school, the doctor, dentist, mailman and grocer are some of the socializing factors that can play a major or minor role in the child's socialization. The microsystem is a dynamic and interactive system in which the child also brings his/her strengths, talents, temperament, and learning style to the process. The mesosystem involves interrelationships among settings, such as the home, school, and church. Parents play an important role in mediating these interrelationships, which determine the impact of the children's experiences within these settings. The exosystem addresses forces that affect children indirectly through parents and others who relate directly with children such as business, social agencies, and government. The macrosystem relates to children through culture, economy, and other

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interlocking social forces such as political systems both national and international. The chronosystem addresses development and the patterning of events and transitions in the child's environment over time.

According to bio-ecological systems theory, a child's biology is shaped and affected by the family as well as the sociological systems that interplay on the child's environment. A change in one system such as the macrosystem can have a large impact on many microsystems, e.g. a cut in federal spending on children's education can have serious impact on a program such as Head Start. This change in funding for a microsystem directly impacts, quality teachers' employment, parent access to daycare, and the child's access to early learning and positive socialization. According to Bronfenbrenner, change in one system has a rippling effect throughout other systems known as proximal processes. Proximal processes can occur in a bi-directional manner from environment to person, person to environment, either separately or simultaneously or both. Bronfenbrenner (1999) posited that proximal processes are the "driving engines" of development. As applied to human development, bio-ecological theory inter-relates sociology and developmental psychology. Individuals and environments shape each other (Bronfenbrenner, 1986). Bronfenbrenner (1999) sought to discover the primary sources of chaos in the lives of families living in economically developed societies. Of primary concern is the quality of interaction between mother and child and the adults and systems that support that inter-action. Bronfenbrenner proposed several ways of increasing developmental competence and decreasing developmental dysfunction. One way is by

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supporting the quality of responsiveness by mother to changes in the state and behavior of the child. A second way is by parental monitoring of the child so that involvement is informed and consistent. A third includes development and design of proximal processes that are family-friendly and low cost such as home-based intervention programs that could reach many more families in need. Bronfenbrenner posited that if the child's environment breaks down in the microsystem, then the child will not have the tools to sustain successful negotiation of the other systems or the world at large. Bronfenbrenner (1999) warned that without an intact and functioning microsystem, children's development would become at-risk.

Social Learning Theory

Social learning theory (Bandura, 1977) provides the theoretical framework from which to study the effects of family life on teachers' beliefs about children, disciplinary practices and teaching practices. Teachers are products of the historical and social events that influence their lives.

Social learning theory suggests that individuals are engaged proactively in their development and behaviors. An individual's functioning is viewed by Bandura (1977) as being a result of a dynamic, bi-directional interplay of personal, behavioral, and environmental factors known as reciprocal determinism. Personal factors include cognitive, affective, and biological events. Family, teachers, and peers are understood to be predominant relational factors influencing the developing individual. Through observation and modeling, individuals can learn behaviors such as morality and ethical

behaviors or conversely aggression and violence and replicate these same behaviors (Bandura & Huston, 1961; Bandura, Ross, & Ross, 1961). The individual's self-beliefs as well as cognitive, socio-emotional, and biological factors influence the ability to exercise control over her thoughts, feelings, and behavior.

Bandura (1977) mentioned four conditions that are necessary in order for an individual to model the behavior of another: 1) attention; 2) retention; 3) motor production; and 4) motivation. With attention and retention, the individual must be able to focus on the behavior and remember it. Then, the individual must be able to replicate the modeled behavior with like motor movements. Lastly, Bandura proposed that without sufficient motivation, an individual will not be able to demonstrate the learned behavior. Social learning may affect an individual's behaviors by teaching new behaviors, increasing or decreasing previous learning, encouraging unwanted or forbidden behaviors, and/or increasing or decreasing similar behaviors (such as physical punishment versus discipline of a child).

South Texas Border Region

Socio-Geographical Factors

The study of geographical factors in relation to human development can lead to a deeper understanding of the processes at work in the socialization of a culture. Location and resources are important factors to consider and have influence over all levels of the systems in which human beings develop. Richardson (1999) suggests that the southern-most area of the United States-Mexican border known as South Texas or the Rio Grande

Valley is neither fully American nor Mexican. It is an area of culture with many subcultures and an area with rich cultural and traditional history defined by geographical location.

The Rio Grande Valley is an area located in the southernmost tip of South Texas. It is a four county region that lies along the northern bank of the Rio Grande River which separates Mexico and the United States. The four counties (a) Starr, (b) Hidalgo, (c) Willacy, and (d) Cameron occupy almost 4,300 square miles, approximately 30 miles wide and 140 miles long and have a combined population of 1,138,872 people according to the Texas State Data Center (2008). As of 2008, 86 % of Cameron, 90 % of Hidalgo, 97 % of Starr and 86 % of Willacy Counties were Hispanic (US Census Bureau, 2008). The region represents a distinct blend of Hispanic, Mexican, and Anglo-American cultures in a geomorphologic area that incorporates western desert, sub-tropical, and coastal plains.

The Lower Rio Grande Valley region is culturally, socially and economically, integrated with Mexico. Starr, Hidalgo, and Cameron have international bridges with Mexico. Willacy does not share an international border, but has an eastern boundary with the Gulf of Mexico. The four counties form an extensive commuting zone which forms a distinct socio-cultural region in the state of Texas. Cameron and Hidalgo are metropolitan counties with small cities and towns while Willacy and Starr are non-metropolitan with no major towns. The major industry for Willacy is dry land farming, while Starr's major industry is listed as government employment (Morales & Stallman, 2000). All four

counties have low per capita incomes with Willacy and Starr consistently listed as among the nation's poorest counties. Per capita income in the Rio Grande Valley was $11,853.00 as compared to $23,707 for the state as a whole (Morales & Stallman, 2000).

The area's population is primarily young. According to the 2010 U.S. Census Bureau, 38% of the population was between the ages of 1 and 18; 52%, between 19 and 64; and 10% is older than 65. The average age of a county resident was 26 years as compared to 32.3 years for the state. Consequently, the age makeup of the Rio Grande Valley is young and will continue to be young for many years. The large percentage of juvenile to adult population has an impact on education, education funding and consequently teacher training. Currently, the annual dropout rate for the four counties is higher than the Texas average. Texas Education Agency (2011) reported the 2009-2010 dropout rates as 1.7 for Region One which was equal to the average for the state.

South Texas Border Culture

A study of teachers' attitudes, beliefs, and perceptions about classroom management and children in South Texas requires background knowledge of how social forces operate in families on the Texas-Mexico border. Richardson (1999) describes Hispanic culture as adaptable and as placing emphasis on family. A tenet of this study is that a teacher's home environment plays a role in shaping her or his approach to guidance, discipline and punishment of children in the classroom. South Texas is a distinct transnational culture according to Martinez (1994). The population, known as

"borderlanders" or "fronterizos" is challenged to adapt in several ways including cross-cultural relationships and social networks.

Mexican American extended families share the nurturance and discipline of children by a process known as "familismo" or family interdependence. Mothers and fathers are owed "respeto" (respect) and a child's first duty is to his or her parents (Halgunseth, Ispa, & Rudy, 2006). Childrearing stresses obedience, family unity, and family honor. Parents are accorded a high status, while children (including adult children) are the lowest in the family hierarchy. Children develop in a family context for the first few years of development and can be positively or negatively impacted by individuals as well as the family culture (Bridges, Figueroa, Fuller, Livas-Dlott, Mireles & Stein, 2010). Children are reared in a cultural hierarchy that stresses family collectivism that may include their parents, grandparents, aunts, uncles, older cousins, godparents and close family friends. Problem solving is seen as a group process in which vested adults will have input. In this collectivist culture, extended family boundaries can gather in children whose parents are divorcing, drug addicted, incarcerated, migrating, or experiencing financial stresses. Relatives and close family friends can provide individual attention and socialization for children that may be difficult for parents to provide. Often family members mediate to deflect conflict and achieve family harmony (McGoldrick, Giordano & Pearce, 1996).

Current Research

Current research can inform an understanding of teachers' priorities, practices, and beliefs about children. The research discussed in this section includes cultural contexts, teachers' disciplinary practices and classroom management, teaching practices, and beliefs about children. A synthesis which discusses Texas teacher education preparation and the National Association for the Education of Young Children teacher standards follows.

Cultural Contexts

Culture is a core concept of human development (Shonkoff & Phillips, 2000). A premise of this core concept is that development is influenced by child rearing beliefs and practices both at home and in larger social systems such as school. Hence, it can be said that cultural factors underlying teachers' thinking becomes significant when considering teachers' practices. Since the majority culture in South Texas is Hispanic, which is collectivist in nature, a literature review was conducted to discover how collectivist culture influences practice for teachers. However, a review of the literature did not produce a study which investigated Hispanic versus Caucasian cultural influences on teachers' practices and beliefs. Instead, a study was found which compared Australian (individualist) versus Chinese (collectivist) teachers' causal thinking and it will be used to inform knowledge of teachers' practices from a cultural perspective.

A study by Ho (2004) explored cultural context, teacher attributions and the differences found in collectivist versus independent culture in the teaching profession. Ho

(2004) compared teachers' attributions for student misbehaviors within the contexts of individualistic and collectivist cultures. Responses from 204 Australian and 269 Chinese teachers' identified four causes contributing to student problem behaviors: ability, effort, family, and teacher. Family factors were emphasized by Chinese teachers while Australian teachers stressed ability. Effort attribution was universally seen as contributing to student misbehavior by both groups. Chinese and Australian teachers held themselves least responsible in their attributions of students' problem behaviors.

Ho (2004) proposed that in both individualistic and a collectivist cultural context, self-discipline may be viewed as a significant underlying dynamic in appropriate behaviors. Teachers were likely to be more punitive rather than student-centered in their intervention practices when attributing misbehavior to a lack of self-discipline. Ho suggested that blaming the student does not lead to effective long-term problem solving. Ho suggested that efforts are needed that engage teachers in analyses of misbehaviors that are more responsive to teacher control. The overemphasis on external factors such as student effort, student ability, or family makes teachers more susceptible to a sense of helplessness and lack of control (Ho, 2004).

In terms of cultural context, interventions and strategies that honor the individualistic and collectivistic expectations may serve each better: students being responsible for their own behavior in individualistic settings and more family involvement in collectivist settings. Ho (2004) also suggested that helping teachers form a more developmental perspective on children's behavior requires more effort from

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administrators. If teachers are to become less culture bound in their ideas, they need "extra help" (Ho, 2004). Although, Ho does not elucidate about what extra help might look like or how it could be executed, she recommended further research to investigate cultural values and how it impacts the antecedents of teachers' differential attributions for student behavior.

Teachers' Practices in Relation to Discipline and Classroom Management

Classroom problems such as talking, not paying attention, disrupting instruction and aggression can challenge teachers. Frequent attention to negative behaviors in children interrupts lesson instruction. A burden is placed upon the teacher for control and management of challenging children in order that others might learn and participate. Teachers may fear criticism from their school administrators, their peers, and parents for having an unruly child or classroom (Froyen & Iverson, 1999).

Holt, Hargrove, and Harris (2011) suggested that life experiences appear to influence teachers who exhibit effective classroom management. The researchers designed a qualitative phenomenological study that looked at the meaning of lived experiences. The goal of this study was to develop an understanding of the factors associated with how individuals become effective teachers and classroom managers. Teachers' beliefs, backgrounds and experiences were investigated in diverse classrooms. The research questions considered classroom management techniques, the influence of life experiences, and teachers' values and beliefs.

The setting for the investigation by Holt et al., (2011) was one urban and two rural school districts in central and east Texas with increasing enrollment of economically disadvantaged and minority students. The schools were diversely populated with Anglo, African American, and Hispanic children.

Participants were 18 teachers identified as effective and excelling in classroom management procedures. The teachers' assignments included all grade levels and both general and special education classes. A selection matrix consisting of six qualifiers was used to create a pool of participants. Qualifiers included teacher appraisals, incidence of student discipline referrals, years of experience, employment status, at least one value-added measurement of student learning, and peer recognition awards. Selection of teachers in a two part process (a) teachers were chosen based on five of the six criteria and (b) principals' recommendations were necessary to reflect a balance in instructional levels and student demographics.

Data collection was obtained by an open-ended questionnaire and an unstructured personal interview. Two areas were explored in the questionnaire. One referred to teacher organization and classroom management and the other addressed teacher beliefs and experiences influencing classroom management. The interviewer used an interview response protocol and interviews were audio taped for transcription into text. Horizontalization was performed to develop profile responses from each participant. Clustering was used to develop themes and eliminate overlapping statements. The response data were analyzed using textural description to achieve the "what" of the

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experience. Lastly, structural descriptions were created that allowed the researchers to write an account of "how" teachers became exemplary classroom managers.

Holt et al. (2011) found that teachers' abilities to build relationships and maintain consistency were important in classroom management. Teachers attested that their belief systems were directly related to their classroom management practices. Research Question 1 concerned management techniques. Three primary themes emerged including working to build relationships to improve learning, developing routines and procedures, and developing mutual respect and safety. Question 2 investigated life experiences. Teachers attributed their life experiences as instrumental in their development as individuals and as teachers. Themes that emerged were the importance of spiritual and moral development gained through the influence of family and extended family (family of origin), other role models such as teachers, principals and coaches, and school experiences. Parents were cited by eight of the 18 teachers as being instrumental in the development of their beliefs associated with fairness, morality, caring, and work ethic. Four more teachers related that grandparents or extended family were important to their development. Several participants cited negative experiences as influencing their decisions about relationships and classroom management. These teachers chose not to treat children the way they had been treated. Question 3 explored values and beliefs. Teachers who succeeded in the classroom focused on establishing caring relationships, a passion for teaching, and improving the human element. Relational caring was described

as care, love, fair, trust, respect, consistency, humor, and persistence while having high expectations for children and holding them accountable.

Holt et al. (2011) suggested that staff development and training for teachers in relationship-building with students is currently lacking. This would help teachers gain confidence in their abilities, interpersonal skills, knowledge and expertise with classroom management, and the development of positive student-teacher relationships.

Emotional Regulation in Classroom Management

Teachers experience a variety of emotions in the classroom in terms of management and disciplinary interactions. They can be happy when an instructional objective is achieved or a child grasps a concept or they can be frustrated and angry when their competence is challenged, children misbehave, or do not make good effort. Teachers who experience anger a majority of the time in the classroom have a very different experience than teachers who experience happiness. How teachers express their emotions in the classroom and practice emotional regulation can illuminate an important aspect of disciplinary and classroom management practice (Sutton, Mudrey-Camino, & Knight, 2009).

Sutton, Mudrey-Camino, and Knight (2009) described teachers' attempts to modify the intensity and duration of their emotions. It was noted that little emphasis or attention has been placed on teachers' emotions and classroom management in theory, the literature or in pre-service preparation programs. Teachers believed that not only does emotional regulation help them achieve their goals, but they believed that it makes them

more effective classroom managers, better disciplinarians and improves their relationships with children. According to the researchers, teachers were more confident that they can improve their positive emotions rather than decrease their negative emotions and they used a variety of strategies to do so. Three related sets of teacher's beliefs about their own emotional regulation were studied using a series of surveys. The majority of the teachers were female, in their 20s, and had one to five years of teaching experience. The beliefs focused on (a) teachers' goals for regulation their emotions, (b) teachers' beliefs about the effective of showing their emotions, and (c) their confidence in their ability to express positive emotions and decrease negative emotions in their classroom. Teachers reported using a variety of strategies to down-regulate their negative emotions including telling a joke, requesting that children take a time out, self-talk, moving away from the children, deep breathing, physical activity, and venting to colleagues, family, or friends. The researchers stated that it was not understood what strategies worked more effectively. The data also showed that those teachers who reappraised a situation and either changed the way they thought about it or gave it a more positive meaning were positively related to teacher efficacy for classroom engagement and management (Sutton, Mudrey-Camino & Knight, 2009). The researchers called for more research that targets an understanding of the effects of positive and negative emotions in classroom management, teachers' beliefs about emotional regulation and effective strategies to support teachers' management of their emotions.

Teachers' Beliefs and Teaching Practices

Recent research has highlighted a shift in emphasis from teacher behaviors and children's achievement to teacher thought and practice. By focusing on teachers thinking and planning and how it may influence teacher action, a clearer understanding may be gained in how teachers' beliefs influence classroom practices.

Han (2010) investigated teachers' beliefs about social competence in the classroom. One purpose of the study was to understand how children's' racial or cultural backgrounds were considered by white kindergarten teachers in their evaluation of a child's social competence. A second purpose was to determine teachers' beliefs about social competence and the sources of these beliefs. Ninety-five white kindergarten teachers from five districts were recruited. All of the participants were females ranging in age from 23 to 63. The teachers held bachelor's degrees (73%) and early childhood endorsements on their elementary certification. Students in the participants' classrooms were white (60%), African-American (13%), Hispanic (17%), and Asian (2). Data were collected using the Child Vignette and Teachers' Belief Questionnaire (CVTBQ) (Han, 2010). Questionnaires were mailed to participants and four teachers were randomly selected for individual interviews. CVTBQ (Han, 2010) was designed with six vignettes of hypothetical kindergarten children who displayed the same six characteristics: gender, socioeconomic status, physical health, linguistic ability, academic ability, and family background. The children differed by racial and cultural backgrounds. Teachers were required to read each vignette and rate each child for social competence. The individual

teacher interviews consisted of a 45 to 60 minute taped protocol to clarify teachers' beliefs and ideas. The interviews were transcribed and read by the author and another researcher in early childhood education. The CVTBQ (Han, 2010) was analyzed with dependent t-tests to determine whether teachers considered racial or cultural backgrounds when rating social competence. The results revealed that teachers rated the African American children's social competence as higher than the white children's. This was in contrast to their ratings of Hispanic and Asian children whose cultural backgrounds were not considered. Teachers' beliefs were consistent with their own culture's expectations while they showed varying degrees of awareness for others' cultural rules and behaviors. Teachers reported that their knowledge of culture was gained from in-service and other professional experiences while in college. A concern of this study was that teachers were "color-blind" and believed that children were too young to deal with these issues. In addition teachers believed that it was possible to teach all young children the same way. Han's (2010) study suggested that teachers needed multicultural understanding as well as field experiences and courses addressing culture and social competencies.

Bibou-Nakou, Kiosseoglou and Stogiannidou (2000) focused their research upon teachers' perceptions of school behavior problems and preferred classroom management practices. Participants were 200 elementary teachers from Northern Greece with less than five years of experience in the classroom. The researchers noted that Greek teachers' perceptions of competent children were consistent with Western culture teachers' perceptions. Both cultures favored those children who were sociable, manageable, and

performed well in class. The majority of Greek teachers had graduated from teacher training academies and had attended a formal in-service training aimed at improving professional knowledge in various disciplines. The final selection of teachers consisted of those who chose a child psychology course as an elective. The selected teachers were administered a three part questionnaire with one demographic data-response sheet. The test battery included a questionnaire listing four examples of misbehavior in school: disobedience, disturbing others, playing the clown, and off-task behavior. Teachers indicated frequency and intensity of the misbehaviors. A second questionnaire asked the teachers to ascribe each of the above behavior problems to a list of eight causal statements. The statements were structured on a 5-point Likert scale ranging from "totally agree" to "totally disagree." A third questionnaire examined goal-directed behavior on the part of the teacher to manage the misbehavior. A list of eight causal statements developed by the authors was structured in the same way as the causal statements with "totally agree" to "totally disagree." Data analysis was conducted by using Principal Component Analysis with varimax rotation conducted once each for causal statements and goal-directed behaviors by the teachers. Results indicated that disobedience and off-task behaviors were the most frequent problems in the classroom. The most frequent explanation for classroom misbehavior was the students' personality or family upbringing. Teachers were found to most often practice neutral practices such as ignoring of problem behaviors. Punitive practices were the least reported intervention. Bibou-Nakou et al. (2000) suggested that teachers tended to neglect or underestimate

their own contribution to problems of misbehavior in the classroom. The researchers suggested that teachers would benefit from specific training to reduce classroom stress and misbehaviors of students.

While some studies have found teachers' beliefs and behaviors to be congruent, others such as Wilcox-Herzog's (2002) study have not. The link between early childhood teachers' beliefs and behaviors was studied. Midwest teachers were recruited from 22 centers including private, not-for-profit, faith based, Head Start and Montessori in urban, small city, and rural areas. Forty-seven teachers of children, ages 3-5, had worked with young children an average of 7.6 years. Twenty-nine of the teachers had majored in early childhood and 26 of the teachers were certified. Teachers' beliefs were assessed with a self-report questionnaire while teachers' actions were measured with four observational videotapes. The results of the study showed that there was no relationship between teachers' beliefs and teachers' behaviors.

Measuring Teachers' Priorities in Relation to Disciplinary Practices, Teaching Practices and Beliefs about Children

Rimm-Kaufmann, Storm, Sawyer, Pianta, and LaParo (2006) assessed teacher beliefs and priorities in the classroom using the Teacher Belief Q-Sort (TBQ). The beginning premise of this study was that teachers ascribe to a set of priorities based on sociological influences such as values, ideologies, psychological and personal experiences. Teachers' priorities inform their practice decisions in the classroom. A second premise was that as a teacher trains in an approach such as the Responsive

Classroom which contradicts or challenges his or her beliefs, and then their paradigm framework shifts. This change is likely to precede the emergence of new practices in the classroom.

The study investigated four groups of teachers (a) experienced teachers trained in the Responsive Classroom (RC) approach (Northeast Foundation for Children), (b) experienced teachers without RC training, (c) pre-service teachers in elementary education training, and(d) pre-service teachers in middle-school education training. The Q-Sort method was chosen because it offered two major advantages; the Q-Sort forced teachers to prioritize practices and it created a person-oriented as well as a variable oriented view. Three dimensions emerged as primary constructs in the design of the instrument; teachers' approach to discipline and behavior management, teaching practices, and beliefs about children. The RC approach incorporated social and academic constructs for children in the classroom. The goal was to develop strengths in order to reduce high risk behaviors. Teachers practiced specific routines designed to create a classroom that promoted children's social skills, was developmentally appropriate, focused on intrinsic motivation, and established a climate conducive to learning.

The sample consisted of 30 in-service teachers trained in the RC approach, 32 in-service teachers not trained in the RC approach, 61 pre-service elementary school teachers, and 74 pre-service middle or high school teachers. The TBQ (Rimm-Kaufmann et al., 2006) consisted of five anchor cards and 20 statement cards. Q-Sort 1 assessed teachers' priorities about classroom discipline and behavioral management from "least

25

characteristic" to "most characteristic"; Q-Sort 2 assessed teachers' priorities about classroom practices from "least essential" to "most essential"; and Q-Sort 3 assessed teachers' beliefs about children from "least characteristic" to "most characteristic."

The criterion and factor analytic methods were used to detect sensitivity to training and differences in the four groups of teachers. The findings showed that teachers trained in RC, had different priorities for discipline and behavior management and teaching practices than the other three teacher groups. RC teachers prioritized student self-regulation and practices that emphasized children's social experiences as factors in handling discipline problems. The findings showed differences between pre-service and in-service teachers in priorities and beliefs that were evident when comparing the factor scores. Pre-service teachers held more negative regard for children's motivation and likeability. The authors of the TBQ (Rimm-Kaufmann et al., 2006) suggested that the TBQ may be useful in assessing the degree to which a teacher education program has achieved its goals or has been effective in teacher preparation.

Teacher Preparation Program Standards

Systems that prepare and provide professional training for teachers place emphasis on different elements. The Texas Education Agency (TEA) and the National Association of Educators of Young Children (NAEYC) are two such systems. TEA and NAEYC share some common goals, which include the desire for quality through licensing, regulation, and accreditation. A brief overview of TEA and NAEYC policies as they pertain to teacher preparation program standards follows.

Texas Education Agency

In 1949, the Gilmer-Aikin law was passed which created the Foundation School Program. The Foundation School Program apportioned state funds to local school districts. It also reorganized the administration of public education in Texas and created the Texas Education Agency (TEA). The law provided for a governing board of 15 members elected from single member districts for a period of four years and a state commissioner appointed by the governor of Texas (Texas Education Agency, 2010).

The State Board adopted a proficiencies guide for pre-service preparation, professional development, and teacher appraisal in February of 1994. There are five proficiencies (a) learner-centered knowledge, (b) learner centered instruction, (c) equity in excellence for all learners, (d) learner centered communication,(e) and learner centered professional development. Texas Teacher Proficiencies are the basis and core from which all Texas education standards are written. The proficiencies provide a framework that centers on the learner and provides teachers with specific guidelines for professional knowledge and skills (Texas Education Agency, 1997).

In 1995 The State Board for Educator Certification (SBEC) was created by the Texas Legislature to "grant educators the authority to govern the standards of their profession." The Board governs all areas of teacher preparation, certification and ethical standards of public school teachers in Texas. The Board meets quarterly to provide guidance and input to TEA on teacher preparation program matters (Texas Education Agency, 2013).

The educator standards adopted by the SBEC provide the curricular basis for all teacher preparation programs (Appendix A). SBEC also mandates that each certificate will follow the Texas Essential Knowledge and Skills (TEKS) for that certificate. TEKS are the state standards for what students should know and be able to do. Teacher preparation curriculum is required to be research-based and align with the TEKS.

Teacher preparation programs are overseen by Texas Administrative Code rules and monitored for quality by Texas Education Agency Division of Educator Standards. Individual programs are responsible for the implementation of rules, content, and best practices in the preparation of teachers and administrators.

TEA also mandates certificate renewal for teachers that include 150 continuing education clock hours through a variety of activities within a five year period. Title 19, Part 7, Chapter 232, Rule §232.13 outlines the number of hours for each educator category. Continuing professional education (CPE) hours may include workshops, conferences, in-services, undergraduate and graduate coursework, distance learning, video conferencing, on-line activities, independent study, development of CPE curriculum, presenting CPEs, and serving as a mentor.

Texas Administrative Code

The Texas Administrative Code defines the rules adopted by the State Board of Education and the Commissioner of Education. The rules are published by the Secretary of State and codified under Title 19, Education; and Part II, the Texas Education Agency (Texas Education Agency, 2013).

Rule §228.30 of the Texas Administrative Code provides the curriculum for teacher preparation programs as follows (a) specific requirements for reading instruction for each certificate; (b) the code of ethics and standards practices for Texas educators; (c) child development; (d) motivation; (e) learning theories; (f) TEKS organization, structure, and skills; (g) TEKS in the content areas; (h) state assessment of students; (i) curriculum development and lesson planning;(j) classroom assessment for instruction/diagnosing learning needs; (k) classroom management/developing a positive/learning environment; (l) special populations;(m) parent conferences/communication skills; (n) instructional technology; (o) pedagogy/instructional strategies; (p) differentiated instruction; and (q) certification test preparation strategies.

Rule §228.35 further mandates teacher preparation by requiring 300 clock-hours of coursework and six clock hours of test preparation separate from other coursework. Teacher preparation programs must provide for student teaching for a minimum of 12 weeks under the tutelage of a cooperating teacher.

In summary, Texas uses Texas Teacher Proficiencies and a system of curricula and standards governed by the State Board for Educator Certification to prepare pre-service teachers. Individual programs are responsible for implementation of rules, content and best practices in the preparation of teachers and administrators under the administration of the SBEC.

National Association of Educators of Young Children

Standards for early childhood teacher training (Appendix B) were first developed in the 1930s due to the efforts of Rose Alschuler, who was a founding member of NAEYC and a director of public nursery schools in Chicago under the Works Progress Administration (WPA). During World War II, Alschuler chaired the National Commission for Young Children. Her efforts contributed to the field by providing standards to design professional preparation programs for early childhood teachers.

NAEYC standards have undergone many revisions over the years. The most recent revision of 2009 is structured to support state and national early childhood credentialing, national accreditation of professional early childhood preparation programs, state approval of early childhood teacher education programs, and articulation agreements between professional development programs.

Core standards of the 2009 revision provide unifying themes to be used across all degree levels, in policy development, and for professional development programs. Unifying themes include some of the follow criteria: a commitment to diversity and cultural context, evidence-based informed decisions, inclusion of a broad range of ages (0-8) and diverse work settings, a set of common expectations for professional knowledge, skills and dispositions in six core areas, and a multi-disciplinary approach that includes assessment and attention to knowledge, skills, and temperament.

NAEYC proposes that all early childhood professionals should acquire a broad knowledge of child development and learning theories. Early childhood professionals

need age-appropriate curriculum and assessment approaches and an in-depth knowledge of at least two of the three age groups: infants/toddlers, preschool/prekindergarten, and early primary grades. In order to develop effective learning opportunities, early childhood professionals must understand the history and trajectory of each typically and atypically developing child in their care. In addition, NAEYC standards stress play, reciprocal relationships with families, child development knowledge, culturally respectful practices, ethical and professional behavior, and intensive field training in high-quality programs.

Summary

Chapter II presented a review of Bronfenbrenner's bio-ecological systems theory and Bandura's social learning theory as the theoretical frameworks which supported and provided a foundation for the research into teachers' families of origin and beliefs about their childhood homes and disciplinary practices. Socio-geographical factors and cultural contexts particular to the South Texas Border region were discussed. The literature review focused on teachers' beliefs related to discipline and classroom management, teaching practices, and priorities about disciplinary practices, teaching practices and beliefs about children. Finally, teachers' preparation programs for the state of Texas as well as the National Association for the Education of Young Children (NAEYC) were summarized.

CHAPTER III

METHODOLGY

Introduction

The purpose of this study was to investigate teachers' priorities in relation to their

discipline practices, beliefs about children and classroom management practices. A

secondary purpose was to explore family backgrounds and disciplinary practices in

teachers' family of origin. This chapter includes sections describing (a) the design (b)

setting (c) population (d) sample (e) protection of human participants, (f) instrumentation,

(g) procedures, (h) plan for data analyses, and (i) summary.

Design

A descriptive study was conducted with a volunteer sample of teachers employed

in elementary classrooms from four South Texas counties. A cross-section of teachers

was recruited from preschool through fifth grade. The study was conducted using a

researcher-designed demographic survey and the Teacher Belief Q-Sort (Rimm-

Kaufmann et al., 2006).

Setting

The Rio Grande Valley is located in South Texas on the international border of

the United States and Mexico. A four county area of Starr, Hidalgo, Willacy and

Cameron Counties comprises a geographical area of 4,300 square miles. According to the

U.S. Census, the 2008 population estimate for the four counties is 1,138,872 persons. The

racial/ethnic population is 87.5 % Hispanic and White-Caucasian comprises 11.5 % of the total. All other ethnicities comprise less than 2%.

Schools in the study included urban, small town, rural agriculture, rural ranch, faith based, private, and charter settings. Texas Education Agency's (TEA, 2011) accountability ratings for public schools were reported as the following: exemplary (the highest possible ranking), recognized, academically acceptable, and academically unacceptable (the lowest possible ranking). Exemplary status was defined as needing to meet four criteria: 90% of all students must pass the Texas Assessment of Knowledge and Skills (TAKS) test overall and on each of the five subsections. Each subgroup (African American, Hispanic, White, and Economically Disadvantaged) must have met the 90% criterion overall and in each subsection. Ninety percent of all students who did not take the TAKS must have passed the State Developed Alternative Assessment II (SDAAII) test. Ninety percent of all students including subgroups must either have completed or were continuing their education four years after entering high school. The dropout rate could not account for more than 0.2 % of the school population. Recognized status was defined as the following: a 75% pass rate on TAKS and SDAA II, 85% on Completion Rate, and 0.7% on the dropout rate. Academically acceptable was defined as 60% on TAKS Subsections social studies, reading/ELA, and writing, 40% on math, 40% on science, 50% on SDAA II, 75% on Completion Rate, and 1.0% on dropout rate.

Participating Districts and Schools

Lyford ISD (Willacy County) is a rural agricultural district with recognized TEA status (2009-10) and an enrollment of 1,551. Hispanic students comprise 97% of the census and 82.7% are economically disadvantaged. The student/teacher ratio is 14/1. Instructional expenditures per student are $4,318.

Weslaco ISD (Hidalgo County) is a district with a recognized status in a small town setting. The enrollment totals 17,782 with 98% Hispanic ethnicity. 86% are ranked as economically disadvantaged. The student/teacher ratio is 16/1. Instructional expenditures per student are $5,114.

Pharr-San Juan-Alamo ISD (Hidalgo County) is in a small town setting with 31,424 students. Hispanic students comprise 99% of enrollment and 89% are economically disadvantaged. The student/teacher ratio is 15/1. Total expenditures per student are $5,390.

Edinburg CISD (Hidalgo County) is a small city school with a rating of recognized (TEA, 2009-10). Total enrollment is 33,066 students. Hispanic students comprise 98% of enrollment with 85% enrolled as economically disadvantaged. The student/teacher ratio is 16/1. Instructional expenditures per student are $5,337.

La Joya ISD (Hidalgo County) is a recognized district in rural setting. Total enrollment is 28,805, with 100% Hispanic ethnicity and 95% listed as economically disadvantaged. Student/teacher ratio is 14/1 and expenditures are $9,471.

McAllen ISD (Hidalgo County) is an urban academically acceptable (TEA, 2009-10) school district with a total number of students of 25,101. Hispanic students comprise 91.9% of the census and 67.3% are enrolled as economically disadvantaged. The student/teacher ratio is 15/1. The district spends $4,139 per student versus $4,422 for the state of Texas.

Faith-based schools that were contacted included Our Lady of Sorrows, a Catholic elementary school, Covenant Christian Academy, a non-denominational Christian school, St. Matthew's Episcopal School, St. Paul's Lutheran School, and St. Mark's Methodist School.

Discovery School is a private school serving grades pre-K through 12th grade. All teachers are certified Montessori and hold a minimum of a four year degree. Discovery School was accredited by the Southern Association of Colleges and Schools (S.A.C.S.) in 2003, licensed by the State of Texas and is a member of the American Montessori Society.

Population and Sampling

· Participants in this study included elementary teachers who taught pre-kindergarten, kindergarten, 1st through 5th grade in public, private, and faith-based schools. Approximately 2,931 teachers were eligible for participation. Teachers were recruited through convenience or voluntary selection and included all teaching personnel who were in the classrooms. School districts were geographically situated in four counties of South Texas. The campuses were chosen based on the willingness of the

Superintendent, Principal or Education Director to participate. Letters of Agreement to Conduct Research were obtained prior to data collection (Appendix C).

Protection of Human Participants

Procedures for data collection were approved by the Texas Woman's University Institutional Review Board. The participating teachers were provided with information to give informed consent for themselves. An introductory letter explaining the anonymity and confidentiality of the data collected was given to the participants (Appendix D). They were given contact information for the researcher in the event that they had questions or required additional information.

Instruments

The instruments used in this study were a two-part online survey. The first section was the Elementary Teachers in South Texas: Part I (Appendix E) and the second section (Appendix F) was the Teacher Belief Q-Sort (Rimm-Kaufman et al., 2006).

PsychData was used as the venue for the development for Elementary Teachers in South Texas: Part I. Questions elicited responses that were single, multiple or open-ended. The Elementary Teachers in South Texas: Part I was entered into PsychData and linked to the Teacher Belief Q-Sort at the University of Virginia Social Development Lab. The Teacher Belief Q-Sort was chosen for its facility of use online. Contact was established with the University of Virginia Social Development Lab and an account number was issued to the researcher.

Elementary Teachers in South Texas: Part I

The teacher demographic questionnaire requested information about the work settings and families of origin. Teachers were asked to report on family income, social status, education levels of self and parents, certification level, grade currently being taught, training received in classroom management, their beliefs about their family of origin discipline methods as well as specific discipline methods that were used. The questionnaire consisted of 36 items in Part I and required approximately 15 minutes to complete.

Teacher Belief Q-Sort (TBQ)

The Q-Sort method was derived from personality and developmental psychology. It offered two major advantages: first, the method created "forced choice" for teachers. Teachers needed to prioritize some practices over others, which could reduce, although not eliminate the occurrence of reporting bias. This was especially important for measuring teachers' priorities. The second advantage was that the Q-Sort method offered a person-oriented as well as a variable-oriented view. The data could be analyzed using simple, commonly used statistical techniques so that teachers rather than traits became the experimental units.

The Teacher Belief Q-Sort (Rimm-Kaufmann et al., 2006) was developed using a series of steps involving the collection of statements such as opinions and shared communications about teacher beliefs. Written documents were also evaluated for teacher beliefs and practices. The reduction of this collection of statements was

performed in order to achieve a manageable sized set. The delineation of the conditions

of instruction specifying the order of statements and the establishment of validity and

reliability were performed in order to complete the measure. These steps resulted in an

instrument that allowed for description of teacher beliefs and priorities in relation to the

three constructs of interest: Q-Sort 1, teacher practices in the classroom; Q-Sort 2,

disciplinary practices; and Q-Sort 3, beliefs about children.

The TBQ (Rimm-Kaufmann et al., 2006) offered a set of statements for

prioritization. The study participants sorted each statement into a given category based on

how the teachers felt that these statements represented their views. Teachers placed each

of these statements into one of five categories, which ranged from less to more

meaningful of their approach and beliefs. The TBQ limited the responses to only four

statements for each of the five categories. Teachers ranked their statements in order of

their preference. The instructions advised that a statement in the lowest category did not

make it less important, but placed it lower in priority compared to the other statements.

Scoring was determined by the order of preferences with four being the highest and zero

representing the lowest. The time required to complete the online Q-sort was

approximately 30 minutes.

Data Collection Procedures

Recruitment

The researcher contacted the superintendent or principal/school director to

obtain a letter of agreement to allow recruitment of teachers as participants.

Arrangements were requested to speak face-to-face to the teachers at a faculty meeting or teacher in-service session. If the researcher was permitted to address the faculty, the Principal/School Director introduced the researcher. The researcher explained the purpose of the study, answered questions and distributed letters of introduction and instructions about how to access the online survey and Q-sort. A follow-up reminder (Appendix G) was conducted with each Principal by email after one week. If permitted by the principal a follow-up flyer was placed in teachers' mailboxes.

Access to Surveys

Teachers accessed the survey by opening the PsychData.com web page and entering the survey number. Teachers found the title of the survey and read the consent to participate. Teachers indicated their willingness to participate by clicking on the "I agree" button. A response was necessary to continue the survey. Teachers entered their self-selected personal pin number. Pin numbers were used to match Parts I and II of the survey; no names or identifying information were required. Teachers responded to thirty-three items on the South Texas Elementary Teachers Part I before being directed to Part II: the Teacher Belief Q-sort located on the website of The University of Virginia Social Development Lab. Data stored on the PsychData website was securely encrypted. Data downloaded to SPSS was accessed by the researcher and advisor only.

<center>

Data Analysis Plan

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Survey results from Elementary Teachers in South Texas: Part I were downloaded from the PsychData website and translated into SPSS. The results from the Teacher

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Belief Q-Sort were accessed as an Excel file that was translated into SPSS. Data analysis was accomplished using SPSS 15.0.

Elementary Teachers in South Texas: Part I

The information provided by teachers related to work setting and family of origin was analyzed using frequencies and percentages. The results were reported in tables and a bar graph.

The Teacher Belief Q-Sort

The Teacher Belief Q-Sort (Rimm-Kaufmann, et al., 2006) consists of three categories that were analyzed separately: teacher practices in the classroom, disciplinary practices, and beliefs about children. Each section was reported with twenty items displayed from highest to lowest order based on teachers' priority ratings.

Summary

This chapter described (a) the design (b) setting (c) population (d) sample (e) protection of human participants, (f) instrumentation, (g) procedures, (h) plan for data analyses, and (i) summary of the research. Elementary teachers in South Texas were recruited from preschool through fifth grade from a four county area. The study was conducted using a researcher designed demographic and the Teacher Belief Q-Sort (Rimm-Kaufmann, et al., 2006). Campuses were chosen based on the willingness of the Superintendent, Principal, or Education Director to participate. The procedures for protection of human participants were explicated and were approved by the Texas Woman's University Institutional Review Board. PsychData was used as the venue for

the development of Part I of the study. The University of Virginia Social Development

Lab provided the link for the Teacher Belief Q-Sort (Rimm-Kaufmann, et al., 2006).

Survey results from Part I were downloaded from PsychData and translated into SPSS.

Results from Part II were accessed as an Excel file and translated into SPSS. Data

analysis was accomplished using SPSS 15.0. Results related to teachers' work settings

and families of origin were analyzed using frequencies and percentages. Part II consisted

of three categories that were displayed from highest to lowest based on teachers'

priorities.

CHAPTER IV

RESULTS

The purpose of this research was to survey teachers' priorities in relation to beliefs about discipline and classroom management, teaching practices, and children and to gain information about parental disciplinary practices in teachers' families of origin. In Part I of an online survey, teachers were asked to report their age, family income, economic status, where reared, language(s) spoken, parent's education, family education, workplace, job title, type of school, years of teaching, certification source, year completed, and school behavior policies. Additional questions related to teachers' experiences with discipline in their families of origin. Teachers completed a Q-sort to express their priorities in Part II of the survey.

Sample

Data were collected from Texas teachers across a two county area, Hidalgo and Cameron, from October 2012 to March 2013. Teachers were recruited from public, private, and faith-based schools. Teachers from the following public school districts participated in the survey: Lyford CISD, Weslaco ISD, Pharr-San Juan-Alamo ISD, Edinburg ECISD, McAllen ISD, and La Joya ISD. In addition, participants from six faith-based and one private school responded to the survey. A total of 58 teachers responded to the two-part online survey. Based on the total number of employed teachers

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(2,931), the response rate was 2%. The number of employed teachers in each district or school is listed in Table 1.

Table 1

Participating Districts, Faith-based, and Private Schools

District or School	Location	Classification	Population
Covenant Christian School	McAllen	Small City	20
Discovery School	McAllen	Small City	7
Edinburg CISD	Edinburg	Small city	979
La Joya ISD, (13 of 27 schools)	La Joya	Rural	545
Lyford CISD	Lyford	Rural	43
Milam/McAllen ISD	McAllen	Small City	41
Our Lady of Sorrows	McAllen	Small City	16
Pharr-San Juan-Alamo ISD	Pharr	Small town	798
St. John's Episcopal School	McAllen	Small City	16
St. Mark's Methodist School	McAllen	Small City	5
St. Matthew's Episcopal School	Edinburg	Small City	11
St. Paul's Lutheran School	McAllen	Small City	9
Weslaco ISD	Weslaco	Small town	441

South Texas Elementary Teachers: Part I

Teachers' Ages

Teachers were asked to report their age group. The age category with the most teachers was 35-55 years. Table 2 displays the results.

Table 2

Teachers' Ages

Age Groups	f	%
25-34 years	12	21.1
35-44 year	23	40.4
45-54 years	10	17.5
55-65+ years	12	21.1

Family Income and Economic Status

Family of origin economic status was described as "lower income" by 42.1 % of the teachers and as "poor income" by 12.3%. Teachers reporting that their families were "middle income" comprised 31.6% of the sample. Only 14% identified their family backgrounds as "upper-middle income." Table 3 presents family of origin income levels for teachers.

Table 3

Family Income and Economic Status

	f	%
Less than $15,000	16	28.6
15,000-24,999	13	23.2
$25,000-34,999	4	7.1
$35,000-49,999	9	16.1
$50,000-74,999	8	14.3
$75,000- or more	6	10.7

Family Locations and Languages Spoken at Home

Teachers were asked to describe where they and their parents were reared as well as what languages were spoken at home. A large majority of teachers were reared and educated in South Texas. Family of origin locations can be found in Table 4. Both English and Spanish were reported to be spoken in the home 42.1% of the time. English only was reported to be spoken in the childhood homes of 31.6% of the teachers, while 22.8% of the teachers reported that Spanish only was the language of their homes. Table 4 displays family of origin locations.

Table 4

Family Location

	Fathers		Mothers		Teachers	
	f	%	f	%	f	%
South Texas	29	50.9	25	43.9	42	73.7
Other Texas Regions	8	14.0	9	15.8	6	10.5
Other United States Regions	2	3.5	4	7.0	2	3.5
Mexico	14	24.6	15	26.3	3	5.3
Other	4	7.0	4	7.0	4	7.0

Parents' Education Levels

The education levels of teachers' parents ranged from less than high school to graduate degrees. The participating teachers reported that 62.1% of the fathers had earned a bachelor's or graduate degree while only 22.4% of the mothers achieved comparable levels of education. The education levels of fathers and mothers are displayed in Table 5.

Table 5

Parent's Education Levels

	Father		Mother	
Education Levels ($n = 57$)	f	%	f	%
Less than high school	7	12.3	15	26.3
Some high school	5	8.8	5	8.8
High school diploma/GED	3	5.3	16	28.1
Some college	5	8.8	3	5.3
Associates Degree	1	1.8	5	8.8
Bachelor's degree	29	50.9	9	15.8
Graduate degree	7	12.3	4	7.0

Other Educators in the Family

Teachers reported that other family members were also teachers. Fathers accounted for 5, mother's accounted for eleven, and siblings accounted for 17. Additional relatives were identified as teachers as well.

Current Work Place

Teachers listed their job titles as elementary, pre-kindergarten, bilingual, and resource teachers. Others described themselves as Montessori, science laboratory, and Gifted and Talented teachers. Additional titles included directors, principals and a librarian.

Grade Levels

Teachers were asked to identify the grade levels taught. They could select more than one grade, so the lowest level checked was counted as their teaching grade. For example, the Science Laboratory teacher taught fourth and fifth grade students. Special Education and Gifted and Talented teachers taught a full range of grade levels. Table 6 displays grade levels.

Table 6

Grade Levels

	f	%
Pre-K and Kindergarten	17	29.9
1st, 2nd, 3rd grades	26	55.6
4th, 5th grades	14	24.5

Years of Teaching and Years at Present School

Teachers demonstrated a range in years of teaching from one to 43 years with an average of 16.60 years and a standard deviation of 10.01. Teachers' number of years at their present school ranged from a minimum of one to a maximum of 38 years with an average of 8.51 years and a standard deviation of 6.65 years.

Certification Source and Year Completed Teacher Training

Teachers reported their certification was completed by 38.9% in traditional undergraduate programs. Alternative certification was cited by 26.3% of the sample.

Graduate degrees with certification were reported by 31.6%. The earliest year described for completion of teacher training was 1966 and the latest year for completion was 2012.

School Policies

Teachers reported a variety of school discipline policies. CHAMPs, Character Choice, Cool Kids, Love and Logic, Project Respect, and Responsibility Training are several programs which were listed as school campus-wide discipline policies. Teachers reported that the parent-student handbook and code of conduct also guided campus policies.

Agreement/Disagreement with Discipline Policy

Agreement with their campus discipline policy was reported by 81.5% of the teachers, while another 18.5% disagreed. Reasons for agreement were given as consistency of practice, positive reinforcement, and implementation of clear expectations. Reasons given for disagreement were inconsistent practice, lack of structure, favoritism, and lack of consequences.

Corporal Punishment/Paddling

Corporal punishment was not practiced on their campus, based on reports of 81% of the teachers. In contrast, 17.2% reported that corporal punishment was used as a discipline measure.

Developmental Needs and Class Room Management Preparation

Forty-three percent of teachers described their certification programs as preparing them to understand the developmental needs of children as "much" or "very much."

Preparation for classroom management was reported as "much/very much" by 26.8% of the teachers. The frequencies and percentages of responses are displayed in Table 7.

Table 7

Developmental Needs and Classroom Management Preparation

Competencies (*n* = 56)	Not at All/Little		Somewhat		Much/Very Much	
	F	%	*f*	%	*f*	%
Developmental Needs	7	12.5	25	44.6	24	42.9
Classroom Management	13	23.2	28	48.3	15	26.8

Informed Practice

Teachers chose from a list of various ways in which they gained information that informed their approaches to child guidance and/or classroom management. They could select as many sources as applicable. Additional choices of information included "experience," and "study and observation." Table 8 displays teachers' reports of information sources.

Table 8

Information Sources

Sources	f	%
In-service/Professional development	52	89.7
Campus Policies	40	69.0
Education Courses	37	63.8
Family Background and Child Rearing	29	50.0
Conferences/Symposiums	28	48.3
Mentor Teacher	24	41.4
Professional Publications/Journals	23	39.7
Cultural Practices	22	37.9
Religious Beliefs	22	37.9
Teacher/Family Member	14	24.1
Professional Learning Community (PLC)	12	20.7
Co-worker Study Group	11	19.0
Certification Program	5	8.6

Discipline Responsibility in the Home

Teachers were asked to identify persons who were responsible for discipline in their family of origin by checking all that applied. No teacher identified a stepfather, stepmother, aunt, uncle, guardian or foster parent as responsible for discipline in the

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family home. Family members who were responsible for discipline in the home are displayed in Table 9.

Table 9

Discipline Responsibility in the Home

	f	%
Mother	42	89.4
Father	38	80.9
Grandfather	3	5.2
Grandmother	2	4.3
Other siblings	2	4.3

Designated Trouble-Maker

Teachers reported that brothers seemed to be in trouble most often within families. Multiple responses were possible. Teachers who selected "Other" reported that there was no one in particular. One teacher wrote, "I was an only child and wasn't in trouble." Table 10 demonstrates teachers' identification of children who seemed to be in trouble most often in their families of origin.

Table 10

Designated Trouble-Maker

	f	%
Me	4	12.5
Sister	5	18.8
Brother	12	37.5
Cousin	1	3.1
Other	15.5	28.1

Favorite Child

A favorite child in the family was identified as most often a brother by 41.2% of the teachers. Teachers could select all that applied. Table 11 displays the frequencies and percentages of children identified as a "favorite".

Table 11

Favorite Child

Child	*f*	%
Me	7	20/6
Sister	7	20.6
Brother	14	41.2
Other	6	17.6

Discipline/Guidance Used in the Childhood Home

Teachers selected various correction methods of discipline/guidance used in their childhood homes. They could check all methods that applied. Redirection was the method reported by 59.6% of the teachers. One teacher listed "bribery" as a form of discipline in the home. Discipline correction methods selected by teachers are displayed in Table 12, ranked from the most to the least responses.

Table 12

Discipline/Guidance

Correction Methods	f	%
Redirection	28	59.6
Explanations	17	36.2
Limit Setting	14	29.8
Bible Reading/Prayer	8	17.0
Ignoring	7	14.9
Behavior Plan	7	14.9
Negotiation	6	12.8
Distraction	2	4.3

Punishment/Discomfort Used in the Childhood Home

A list of 18 choices allowed teachers to select as many as applicable when responding to the question related to punishments or discomforts used as consequences in their childhood homes. The most often selected punishment was being "sent to their

room," reported by 57.4 % of the teachers. "No dessert" was the least often consequence reported by teachers. "Other" forms of punishment were described as "kneeling by the bathtub" and "kneeling on the floor." One teacher related being made to "hug her sister outside where the neighbors could see." The frequencies and percentages of the types of consequences are displayed in Table 13 ranked from most to least.

Table 13

Punishment/Discomfort

Consequences	f	%
Sent to room	27	57.4
No friends/playmates	18	38.3
No television	16	34.0
Not allowed to play outside	15	31.9
No phone/calls	14	29.8
Room/House clean-up	14	29.8
No toys	13	27.7
No social events	13	27.7
Time Out	9	19.9
Sit in the Corner	9	19.1
No music	7	14.9
No allowance	6	12.8
No video games	5	10.6
No computer	4	8.5
Withholding affection	3	6.4
Withholding attention	3	6.4
Locked in bathroom, closet, outside	2	4.3
No dessert	2	4.3

Verbal Punishment

A list of eight types of verbal punishment was provided for teachers to check all that applied. Scolding was selected by 78.7% of the teachers. One teacher selected all of the verbal punishments. The frequencies and percentages of verbal punishment types are listed in Table 14.

Table 14

Verbal Punishment

Types	f	%
Scolding	37	78.7
Criticizing	13	27.7
Promoting guilt	11	23.4
Promoting shame	10	21.3
Sarcasm	9	19.9
Demeaning	7	14.9
Name calling	5	10.6
Humiliating	3	6.4

Punishment/Physical Pain

Types of physical punishment were listed with instructions for teachers to check all that applied. Being "spanked with a hand" was the most often selected physical punishment, followed by "spanked with a belt." No teacher reported being punched or

beaten with a fist in their family of origin. Types of physical punishments are displayed in Table 15, ordered from most to least.

Table 15

Physical Punishment

Types	*f*	%
Spanked with bare hand	28	59.6
Spanked with a belt	27	57.4
Pinched	12	25.5
Paddled	11	23.4
Hit (body)	8	17.0
Ear Pulled	8	17.0
Swatted (1 or 2 swats)	6	12.8
Hair pulled	5	10.6
Slapped (face)	4	8.5
Beaten (with object)	3	6.4
Switched	3	6.4
Thumped	1	2.1

Beliefs about Home Discipline

Teachers described their beliefs about how the primary caretaker handled discipline in their home as Fair, Kind, and Consistent. Possible ratings included "Most of the Time" (1), "Often" (2), "Occasionally" (3), "Seldom" (4), and "Never" (5). Two

teachers reported "Never" for all three constructs. When considering the Fair construct, 10 of the 45 teachers rated their home disciple as "Occasionally" to "Never." Ratings for the Kind construct were rated with "Occasionally" to "Never" by 14 teachers. Consistency was rated as "Most of the Time" and Often" by all but seven teachers. Frequencies and percentages are displayed in Table 16 and the frequencies are displayed as columns in Figure 1.

Table 16

Beliefs about Home Discipline

Beliefs		Most of time/often		Occasionally		Seldom/Never	
	n	*f*	%	*f*	%	*f*	%
Fair	45	36	78.3	4	8.7	6	13.0
Kind	46	30	66.6	6	13.3	9	20.0
Consistent	46	39	84.8	3	6.5	4	8.6
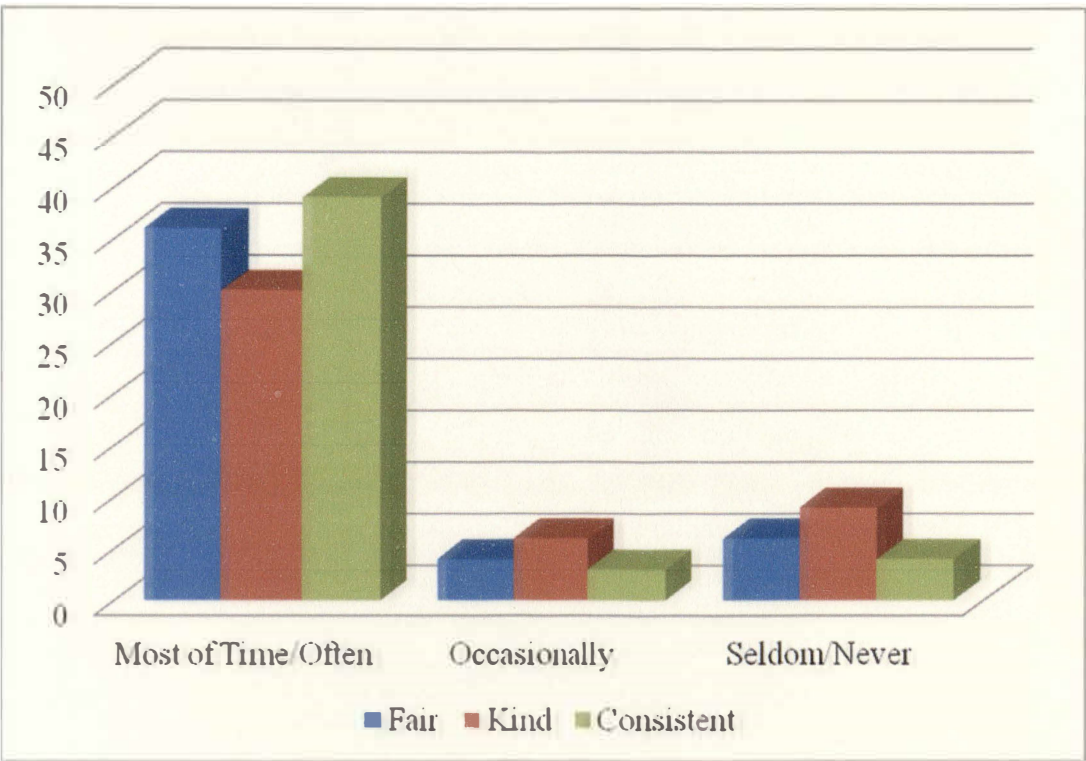
Figure 1. Beliefs about Home Discipline.

South Texas Elementary Teachers: Part II

The Teacher Belief Q-Sort

The Teacher Belief Q-Sort (Rimm-Kaufman, Storm, Sawyer, Pianta, & LaParo, 2006) was accessible on the University of Virginia Social Development Lab website. Teachers signed into the site using a self-selected identification number or word that they created when responding to Part I of the survey. Twenty-seven teachers accessed Part II but only 22 teachers completed one or more of the Q-sorts. The sample was comprised of 26 females and one male. They identified their ethnicity as Hispanic American (63%), Caucasian (33.3%) and Other, described as Hispanic and Anglo (3.7%).

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Research Questions

Q-Sort 1: Beliefs about Classroom Discipline and Behavioral Management

Teachers sorted 20 items according to highest priority (4), higher priority (3), mid-priority (2), low to mid-priority (1) and lowest priority (0). The Q-sort is a forced choice instrument. Means and standard deviations for each item were used to rank the statements from highest to lowest priorities. The frequencies and percentages of the priority ratings are displayed in Table 17. Columns are highlighted to reflect the four items in each level of priority. Sixteen of the 22 teachers selected as the highest priority, "A classroom runs smoothly when there are clear expectations for behavior." Six teachers selected as a mid-priority, "Self-monitoring (or self-regulation) are important skills for students to develop."

Table 17

Teachers' Beliefs about Classroom Discipline and Behavioral Management

Items (n = 22)	Highest		Higher		Mid-priority		Low to Mid		Lowest	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%
A classroom runs smoothly when there are clear expectations for behavior.	16	72.7	4	18.2	2	9.1	0	0.0	0	0.0
When students are engaged in interesting problems and challenging activities, they tend to have very few discipline problems.	11	50.0	5	22.7	3	13.6	3	13.6	0	0.0
If I treat students with respect, kindness, and concern, there are less behavior problems.	8	36.4	7	31.8	4	18.2	3	13.6	0	0.0
Rules for the students' classroom behavior need to be reinforced consistently.	7	31.8	7	31.8	5	22.7	2	9.1	1	4.5
Classroom rules should be discussed and posted.	7	31.8	8	36.4	3	13.6	3	13.6	1	1.7
Monitoring students can prevent problematic situations.	1	4.5	13	59.1	7	31.8	1	4.5	0	0.0
Praise from me is an effective way to change students' behavior.	4	18.2	6	27.3	8	36.4	4	18.2	0	0.0
The primary goal in deal with students' behavior is to establish and maintain control.	7	31.8	5	22.7	3	13.6	4	18.2	3	13.6

Items ($n = 22$)	Highest		Higher		Mid-priority		Low to Mid		Lowest	
	f	%	f	%	f	%	f	%	f	%
A noisy classroom is okay as long as all the students are being productive.	5	22.7	2	9.1	11	50.0	3	13.6	1	4.5
Self-monitoring (or self-regulation) are important skills for students to develop.	4	18.2	6	27.3	6	27.3	2	9.1	4	18.2
It is important to respect students' autonomy and expect them to act in a responsible manner.	4	18.2	5	22.7	6	27.3	4	18.2	3	5.2
Proper control of a class is apparent when the students work productively while I am out of the room.	4	18.2	2	9.1	6	27.3	8	36.4	2	9.1
Students must be kept busy doing activities or they soon get into trouble.	3	13.6	4	18.2	2	9.1	8	36.4	5	22.7
If I anticipate problems before they happen and discuss them with the students, I have fewer discipline problems.	2	9.1	4	18.2	4	18.2	6	27.3	6	27.3
Verbal punishment is an unacceptable means of controlling students' behavior; I believe it's more important to use only positive management techniques.	1	4.5	3	13.6	3	13.6	10	45.5	5	22.7
The curriculum and class schedule need to be prioritized over students' specific interests.	1	4.5	3	13.6	4	18.2	4	18.2	10	45.2

(continued)

Items (n = 22)	Highest		Higher		Mid-priority		Low to Mid		Lowest	
	f	%	f	%	f	%	f	%	f	%
Students should try to resolve conflicts on their own before going to the teacher.	1	4.5	3	13.6	2	9.1	6	27.3	10	45.5
Students learn best in primarily teacher-directed classrooms.	1	4.5	0	0.0	5	22.7	8	36.4	8	36.4
Peer interactions are best left to recess and snack time.	1	4.5	0	0.0	2	9.1	5	22.7	14	63.6
Extrinsic rewards for desirable behavior undermine student's motivation; it's better not to give such rewards at all.	0	0.0	1	4.5	2	9.1	4	18.2	15	68.2

Q-Sort 2: Teachers' Beliefs about Teaching Practices

Teachers sorted 20 items according to highest priority (4), higher priority (3), mid-priority (2), low to mid-priority (1) and lowest priority (0). Means and standard deviations for each item were used to rank the statements from highest to lowest priorities. The frequencies and percentages of the priority ratings are displayed in Table 18. Twelve of 19 teachers chose as the highest priority, "Encouraging students and giving feedback that focuses on the process of students' creations or thinking, not the outcomes or the solution." Five teachers chose as a higher priority, "Modeling behaviors for students."

Table 18

Teachers' Beliefs about Teaching Practices

Items (*n* = 19)	Highest		Higher		Mid-priority		Low to Mid		Lowest	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%
Encouraging students and giving feedback that focuses on the process of students' creations or thinking, not the outcomes or the solution.	12	63.2	5	26.3	1	5.3	1	5.3	0	0.0
Reflecting on the content of an academic lesson and talking about what we learned.	10	52.6	3	15.8	5	26.3	1	5.3	0	0.0
Reflecting and talking about something such as a social interaction that "worked" or "didn't work" in our class.	10	52.6	1	5.3	3	15.8	4	21.1	1	5.3
Introducing new objects or new activities in the room through demonstration.	7	36.8	4	21.1	5	26.3	2	10.5	1	5.3
Talking about our plan or schedule for the day.	4	21.1	7	36.8	5	26.3	3	15.8	0	0.0
Welcoming each student by name to the class.	6	31.6	4	21.1	5	26.3	3	15.8	1	5.3
Modeling behaviors for students.	6	31.6	5	26.3	4	21.1	2	10.5	2	10.5
Working on group projects.	6	31.6	6	31.6	2	10.5	2	10.5	3	15.8
Having a morning routine.	2	10.5	8	42.1	4	21.1	2	10.5	3	15.8
Doing an activity to create a sense of community.	1	5.3	6	31.6	7	36.8	5	26.3	0	0.0
Permitting students to choose from a variety of activities.	3	15.8	7	36.8	1	5.3	3	15.8	5	26.3
Having at least a few students share something that has happened to them.	2	10.5	5	26.3	3	15.8	6	31.6	3	15.8
Using a theme-based approach to instruction.	3	15.8	4	21.1	3	15.8	1	5.3	8	42.1
Talking about current events.	1	5.3	2	10.5	6	31.6	8	42.1	2	10.5
Using whole group	2	10.5	0	0.0	6	31.6	8	42.1	3	15.8

(continued)

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instruction.									
Conducting the business of the classroom (e.g. collecting lunch or milk money) following a set routine.	2	10.5	1	5.3	5	26.3	5	26.3	6	31.6
Discussing a written announcement or message created by the teacher.	0	0.0	3	15.8	4	21.1	7	36.8	5	26.3
Using hand signals.	0	0.0	1	5.3	5	26.3	5	26.3	8	42.1
Using drill and recitation for factual information (math facts, etc.)	0	0.0	3	15.8	1	5.3	5	26.3	10	52.6
Using work sheets.	0	0.0	0	0.0	1	5.3	2	10.5	16	84.2

Q-Sort 3: Beliefs about Children

Teachers sorted 20 items according to highest priority (4), higher priority (3), mid-priority (2), low to mid-priority (1) and lowest priority (0). Means and standard deviations for each item were used to rank the statements from highest to lowest priorities. The frequencies and percentages of the priority ratings are displayed in Table 19. Ten of 18 teachers selected as the highest priority, "Students should feel as though they are 'known' and 'recognized' in the classroom" and "Students need to feel safe and secure in the classroom." Eight teachers selected as low to mid-priority, "Students cannot be understood without knowing something about their families."

Table 19

Teachers' Beliefs about Children

Items (n = 18)	Highest		Higher		Mid-priority		Low to Mid		Lowest	
	f	%	f	%	f	%	f	%	f	%
Students should feel as though they are "known" and "recognized" in the classroom.	10	52.6	5	26.3	3	15.8	1	5.3	0	0.0
Students need to feel safe and secure in the classroom.	10	52.6	3	15.8	6	31.6	0	0.0	0	0.0
Students meet challenges best when they feel that their teachers care about them.	9	47.4	7	36.8	1	5.3	2	10.5	0	0.0
Students learn best by being actively involved in lessons.	9	47.4	6	31.6	1	5.3	1	5.3	2	10.5
Students learn best when they have good role models for behavior.	6	31.6	6	31.6	5	26.3	2	10.5	0	0.0
Students need opportunities to be creative in the classroom.	8	42.1	4	21.1	3	15.8	3	15.8	1	5.3
Students need to be met where they are in terms of their ability.	5	26.3	5	26.3	7	36.8	2	10.5	0	0.0
Almost all children in my class try their best.	6	31.6	5	26.3	5	26.3	1	5.3	2	10.5
	f	%	f	%	f	%	f	%	f	%
Students need to have their strengths recognized to promote learning.	3	15.8	8	42.1	4	21.1	2	10.5	2	10.5
Students need some choice of activities within the classroom.	3	15.8	10	52.6	1	5.3	4	21.1	1	5.3

Statement										
Each one of my students teaches me something.	4	21.1	5	26.3	5	26.3	3	15.8	2	10.5
Most students respect teachers and authority.	2	10.5	1	5.3	10	52.6	4	21.1	2	10.5
Almost all students are equally likable and enjoyable.	2	10.5	2	10.5	6	31.6	4	21.1	5	26.3
Students need to work on skills at which they are not good, even if it means giving them fewer choices of activities.	0	0.0	3	15.8	3	15.8	12	63.2	1	5.3
Students cannot be understood without knowing something about their families.	0	0.0	4	21.1	3	15.8	8	42.1	4	21.1
Students need opportunities to think in a quiet classroom environment.	0	0.0	1	5.3	5	26.3	11	57.9	2	10.5
Students are more motivated by grades than they are by the acquisition of competence.	0	0.0	1	5.3	3	15.8	5	26.3	10	52.6
Students seldom take care of their materials if they are not supervised.	0	0.0	0	0.0	2	10.5	5	26.3	12	63.2
Some students show little desire to learn.	0	0.0	0	0.0	2	10.5	2	10.5	15	78.9
Many of the students in my class try to get away with doing as little work as possible.	0	0.0	0	0.0	1	5.3	3	15.8	15	78.9

Summary

The results for South Texas Elementary Teachers Part I and Part II were presented in this chapter. The purpose of the research was to survey teachers' priorities in relation to beliefs about discipline and classroom management, teaching practices, and children. A second goal was to gain information about parental disciplinary practices in teachers' families of origin. Part I included frequencies and percentages of responses to a demographic questionnaire. Teacher's reported their age, family income, economic

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status, where reared, languages spoken at home, parent's education, family education, workplace, job title, type of school, years of teaching, certification source, year completed and school behavior polices. Additional questions related to teachers' experiences with discipline in their families of origin. Teachers reported a lower socio-economic status during childhood despite the majority of their father's being college educated. Teachers revealed that they were raised by parents who shared discipline matters with mother's only slightly more responsible. Approximately half of the teachers described physical punishment as being "spanked with a bare hand." The most reported punishment or discomfort was "being sent to their room." Parental discipline was described as fair, kind, and consistent for most of the time. Two teachers described their family of origin discipline as never fair, kind, or consistent. The question pertaining to corporal punishment on teachers' campuses revealed that surprisingly, 17.2% of teachers reported corporal punishment as practiced, while 81% reported that no corporal punishment was practiced on their campus. Almost half of the reporting teachers described being prepared to understand developmental needs of children as "much" or "very much", while a smaller percentage reported feeling prepared for classroom management. Part II included teachers' priorities in relation to beliefs about (a) Q-Sort I: classroom discipline and behavioral management, (b) Q-Sort 2: beliefs about teaching practices, and (c) Q-Sort 3: beliefs about children. Sixteen of 22 teachers described "A classroom runs smoothly when there are clear expectations for behavior," for Q-Sort 1. Twelve of 19 teachers rated "Encouraging students and giving feedback that focuses on

the process of students' creation or thinking, not the outcomes or the solution," as highest priority for Q-Sort 2. Finally, teachers rated as highest priorities, "Students should feel as though they are 'known' and 'recognized' in the classroom" and "Students need to feel safe and secure in the classroom". An interesting finding was that eight teachers of the 18 reporting, selected as low to mid-priority, "Students cannot be understood without knowing something about their families."

CHAPTER V

DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

Elementary teachers' priorities in relation to disciplinary practices, teaching

practices, and beliefs about children on the South Texas Border were the focus of the

research for this study. Findings are discussed for the research questions and then

conclusions, limitations, implications, and recommendations for further research are

presented.

Overview of the Problem

Students' problem behaviors and classroom management can represent consistent

challenges for elementary classroom teachers. Culturally specific behavioral practices

and classroom management are needed in order to effectively manage the classroom

(Milner & Tenore, 2010). Teacher preparation through professional development has

been demonstrated to be an effective remediator in effecting change in children's

behavior in the classroom (Rimm-Kaufman, Storm, Sawyer, Pianta, & LaParo, 2006;

Bibou-Nakou, Kiosseoglou, & Stogiannidou, 2000).

Purpose of the Study

Targeted research that investigates teachers' family of origin can help identify

factors that can lead to more successful teacher preparation programs and professional

development. Understanding teachers' home cultures and teachers' priorities about discipline, teaching practices, and beliefs about children can lead educators to formulate potential changes and improvements to support teacher competencies at many levels. Education professionals at the school district and campus levels and instructors in teacher preparation and certification programs can benefit from the knowledge of teachers' beliefs and practices.

Research Questions

The study sought to answer the following questions.

Q1. What are teachers' beliefs about parental disciplinary practices during their childhoods in their families of origin?

Q2. What are teachers' priorities in relation to beliefs about children, classroom practices, and disciplinary practices?

Methodology

A descriptive study was conducted with a volunteer sample of teachers employed in elementary classrooms in four South Texas counties. A cross-section of teachers was recruited from preschool through fifth grade. The study was conducted using a researcher-designed demographic questionnaire and the Teacher Belief Q-Sort (Rimm-Kaufmann, et al., 2006) that were accessed online. Items on the South Texas Elementary Teachers' Demographic Questionnaire Part I were analyzed to identify frequencies and percentages. Questions elicited responses that were single, multiple or open-ended. The Teacher Belief Q-Sort Part II included forced choice selections of priorities from highest

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to lowest for 20 items in each of three dimensions. Frequencies and percentages were reported for each dimension.

Description of the Sample

A total of 58 teachers participated in the study. Most teachers were 35-44 years old. The economic status of teachers' families of origin was described as "lower income" with a mode of less than $15,000. A large majority were reared and educated in South Texas. Both English and Spanish were reported to be spoken in the home by 42% of the teachers. Teachers reported that 62% of fathers had earned a bachelor's degree while only 22% of mothers achieved comparable levels of education. Teachers identified grade levels taught and the majority taught in the primary grades. The number of years of teaching ranged from one to forty-three years with an average of 16.6 years. Certification was completed in traditional undergraduate programs (39%) and alternative certification programs (26%). Graduate degrees with certification were reported by 32% of the teachers.

Teachers reported a variety of school discipline policies. Agreement with the policies was reported by 81.5% of the teachers, while 18.5% disagreed. Corporal punishment was practiced on the campuses of 17.2% of the teachers.

Certification programs "somewhat" prepared teachers to understand the developmental needs of children (45%). Similarly, teachers reported being "somewhat" prepared for classroom management (48%). Teachers chose from a list of various ways in which they gained information that informed their approaches to child guidance and

classroom management. The most frequently selected sources were campus policies, education courses, and family background and childrearing.

<center>**Research Questions**</center>

Research Question 1

What are teachers' beliefs about parental disciplinary practices during their childhoods in their families of origin?

Teachers' responses to questionnaire items 30-39 in Part I revealed the following information about their childhoods. Teachers identified both mothers and fathers as responsible for discipline in their families of origin. Brothers seemed to be the designated trouble-makers most frequently, and brothers were also identified as favorite children in families of origin.

Discipline/guidance methods used in the childhood home most frequently included Redirection, Explanations, and Limit Setting. The punishments used most often as consequences included Sent to Room, No Friends/Playmates, and No Television. Verbal punishments focused most frequently on Scolding. Physical punishments most frequently reported were Spanked with Bare Hand and Spanked with a Belt.

Teachers rated beliefs about home discipline on a scale from "Never" to "Most of the Time." Frequencies were highest in "Most of the Time/Often" for Consistent (85%), Fair (78%), and Kind (67%). However, two teachers reported "Never" for all three constructs.

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Research Question 2

Q2. What are teachers' priorities in relation to beliefs about children, classroom practices, and disciplinary practices?

The teachers' priorities were determined by their responses to the Teacher Beliefs Q-Sort (Rimm-Kaufman, et al., 2006). Teachers' Beliefs about Classroom Discipline and Behavioral Management revealed that teachers valued clear expectations for behavior; student engagement; treating children with respect, kindness, and concern; and consistent reinforcement of classroom rules for behavior.

Teachers' Beliefs about Teaching Practices produced the highest priorities for the following items: encouraging students and giving feedback focused on processes; reflecting on the content of lessons; talking about social interactions that "worked" or "didn't work" in class; and introducing new objects or activities through demonstration.

Highest priorities related to Beliefs about Children included: students should feel known and recognized in the classroom; students need to feel safe and secure; students meet challenges when they feel their teachers care about them; and students learn best by being actively involved in lessons.

Discussion of Findings

Research findings supported the idea that teachers' learning in their family of origin was transferred to their classroom practices and beliefs about children. Bandura (1977) defined reciprocal determinism as a dynamic, bi-directional interplay of personal, behavioral and environmental factors on the individual. A study by Holt, et al.,

(2011) found that teachers attested that their belief systems were directly related to their classroom management practices.

Teachers' responses to the research questions can be understood in relation to bio-ecological theory and social learning theory when considering the constructs of "fair, kind and consistent." Teachers placed as a highest priority treating children with respect, kindness and concern. Teachers also placed a higher value on children feeling safe, secure and cared about in a structured environment. Bronfenbrenner supported parental monitoring that was informed and consistent. Bio-ecological theory maintains that children develop within interrelated systems and of primary concern is the quality of the relationship between mother and child and the adults and systems that support that interaction.

Teachers rated consistency of discipline in their families of origin as "most of the time" and "often." They also expressed beliefs that fairness and kindness were practiced "most of the time" and "often" by their mothers and fathers. Holt, Hargrove, and Harris (2011) suggested that life experiences appear to influence teachers who exhibit effective classroom management. Three primary themes were identified including working to build relationships to improve learning, developing routines and procedures, and developing mutual respect and safety for teachers' classroom management. The research findings of this study also suggest that developing relationships, respect, and safety were important constructs for South Texas elementary teachers.

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Bibou-Nakou et al. (2000) found that teachers in their study practiced punitive measures least often and instead practiced ignoring or neutral behaviors in relation to students' misbehaviors. South Texas elementary teachers placed the highest priorities on clear expectations for behavior; student engagement; treating children with respect, kindness, and concern; and consistent reinforcement of classroom rules for behavior.

Limitations

The results of this study may be limited due to the following:

There were more female than male respondents, because elementary teachers in the field are predominantly female. The ability to generalize to the broader population may be limited due to the predominance of Hispanic culture in South Texas. A limitation of the survey method is that teachers may prefer to view themselves in a positive light. There may have been inaccurate responses due to flawed memory or lack of comprehension. There may have been an unwillingness to respond negatively to certain questions. Participants may have overstated responses to appear more socially acceptable or have performed in a hurried and careless manner.

A low number of participants (N = 58) responded to the online survey and an even lower group (N = 22) responded to the Teacher Beliefs Q-Sort (Rimm-Kaufman et al., 2006). Despite using several teacher volunteers to "test" the online questionnaire and Q-Sort, actual participation throughout the districts and individual schools was minimal. The researcher was not able to predict this turn of events. Contact with participants was limited by superintendents who were not willing to allow the researcher to contact the

schools directly. One district, La Joya ISD, encouraged the researcher to visit the individual campuses with a letter of permission from the superintendent. Once on the campuses, the principals were not willing to allow the researcher to speak to the teachers in person, and voiced concerns about lack of time and interruptions. The researcher believes that this may have affected teachers' willingness to participate.

Additional limitations may have included the following.

1. The research employed a self-report demographic questionnaire and a Q-Sort that were answered on the internet. Some teachers may not have been able to access the internet or have been competent in its use.

2. The Teacher Belief Q-Sort (Rimm-Kaufman et al., 2006) was a forced choice instrument that may have confused or frustrated teachers. If teachers were frustrated, it may account for their lack of participation or completion of the three domains of the Q-Sort.

Conclusions

Implications

Implications from this study can be applied to classroom practices, professional development, and teacher preparation programs.

Classroom Practices

A tenet of this study was that a teacher's home environment plays a role in shaping his or her beliefs about children, classroom management and teaching practices. Of concern are the teachers (2) who described their home environment as never being fair, kind, or consistent. Social learning theory posits that individuals can learn ways of

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being through relationships which model ethical and moral behaviors or conversely aggression and violence. Classroom observations may identify those teachers who may need remediation in their practices or support to provide a caring environment.

Professional Development

Professional development needs to be intensive, consistent, and address teachers' cultures, families of origin systems, and beliefs. Professional development can include education that challenges in-service teachers to reflect on the practices of their cultures and their families of origin. In addition, teachers should learn about the families and cultures of the children in their schools. This reflection can aid in-service teachers in an ongoing evaluation and meaning-making of the belief systems that they bring to the classroom.

Teacher Preparation Programs

Implications for teacher preparation programs would suggest that curriculum intervention is needed to ameliorate the negative or uninformed social learning that may have occurred in the pre-service teachers' families of origin. Special attention can be directed towards systems, culture, and beliefs. Pre-service teachers can be administered evaluations such as the Teacher Belief Q-Sort in order to identify areas of strength and concern before they become certified.

<div align="center">

Recommendations

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Practitioners

Pre-service teachers can be partnered with mentoring teachers who are identified as specialists of effective classroom management. These identified effective classroom

managers can partner with their campus and district administrators to form campus and district behavioral recommendations and programs. Classroom teachers can proactively request behavior specialists to perform observations in their classrooms and to provide feedback in writing as a method of reflective practice.

Policy Makers

The State Board for Educator Certification can mandate continuing education programs specifically targeting ethics, behavior, child development, and classroom management much like social workers, nurses and counselors must perform in their fields. A prescribed number of hours every two years targeting ethics, child development, neurodevelopment, behavioral interventions, and classroom management strategies can improve teacher competencies by giving them the tools to effectively discipline both themselves and their students which can positively impact self-efficacy.

The State Board for Educator Certification may also write new requirements that develop classroom management as a best practices specialization in teacher training. By mandating a new Masters certification in Applied Behavior and Classroom Management, SBEC could provide districts with specialists who provide intervention and mentoring for their campuses as well as other teachers.

Research

An important recommendation for future research is to consider teachers' perspectives based on their culture and family of origin. Culture and beliefs that are engendered in childhood about self, others, discipline and punishment are important

factors when preparing and evaluating instructional materials focused on teachers' classroom management practices. Future research may also look at the impact of culture and family of origin in terms of self-efficacy and classroom discipline practices.

Summary

Elementary teachers' priorities in relation to disciplinary practices, teaching practices, and beliefs about children on the South Texas Border were the focus of the research for this study. A further objective was to learn about teachers' beliefs about disciplinary practices in their childhood homes. This chapter provided a summary of the study and the findings related to the research questions. Teachers could benefit from increased professional development in the areas of child development and classroom management. Knowing that teachers' were raised in homes where they felt that the discipline was fair, kind, and consistent appears to inform teacher practices as evidenced by teachers' beliefs that "Students should feel safe and secure." This finding is in concert with the report presented by Sutton, Mudrey-Camino, and Knight (2009) which reported that teachers' ability to regulate their own emotions were able to experience improved relationships with students and better manage their classrooms. The chapter concluded with implications for classroom practice, professional development and teacher preparation programs as well as recommendations for future research. Policy makers and practitioners are encouraged to design behavior specialization as a distinct professional category for campus support. Findings from this study are useful to teachers, administrators, practitioners, and policy makers.

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APPENDIX A

Texas Education Agency Standards for Teacher Preparation Summary

Texas Education Agency Standards for Teacher Preparation Summary

In addition to teacher preparation curriculum requirements, The State Board for Educator Certification has created standards which reflect current research on the developmental stages and needs of children from Early Childhood through Grade 12 (Texas Education Agency, 2010). SBEC divides certification standards by age and by subject matter. Early Childhood through sixth grade is termed "Generalist (EC-6)." Under the Generalist heading, curriculum is divided into distinct areas of content. The content areas for EC-6 grades are listed as Art Generalist, English Language Arts and Reading Generalist, Health Generalist, Mathematics Generalist, Physical Education Generalist, Music Generalist, Science Generalist, and Social Studies Generalist. Under these content areas, standards are defined and broken down into two specific domains: knowledge and application (Texas Education Agency, 2010).

Teachers must also pass the Pedagogy and Professional Responsibilities and Standards (ED-12) certification. Standard I requires that teachers design appropriate instruction that is based on an understanding of content and assessment. In Standard 1.1k, beginning teachers know and understand intellectual, social, physical and emotional developmental characteristics of children in various age groups. Beginning teachers must also know how development impacts instruction in Standard 1.2k.

Standard II states that a teacher must create a classroom environment of respect and cultivate a positive environment. This standard further defines the objective for beginning teachers by stating that it is important to create an environment in which

diversity and individual differences are respected. In 2.2k beginning teachers must know the impact of teacher-student interactions and student peer interactions on the classroom climate, learning and development. Beginning teachers must establish a climate of positive active engagement in 2.3k. Standard II further requires that beginning teachers be enthusiastic and communicate expectations clearly.

Standard II, 2.6k through 2.9k, directs beginning teachers to know and understand effective classroom management procedures. Class room routines, organization, time management, and transitions are needed. Standard II, 2.13 through 2.18k, require beginning teachers to know theories and techniques for managing student behavior at various developmental levels. Beginning teachers must know district policy for managing student behavior and ensuring ethical behavior in the classroom. Standard 2.18k mandates that teachers know and understand appropriate responses to student misbehaviors. Beginning teachers are able to be consistent, fair, and encouraging towards students to monitor their own behavior as stated in 2.14s through 2.17s.

Standard III mandates that a teacher must promote learning by communicating effectively and providing high-quality feedback. Standard IV requires that a teacher must adhere to professional roles and responsibilities as well as legal and ethical requirements.

Texas Administrative Code

The Texas Administrative Code defines the rules adopted by the State Board of Education and the Commissioner of Education. The rules are published by the Secretary

of State and codified under Title 19, Education; and Part II, the Texas Education Agency (Texas Education Agency, 2013).

Rule §228.30 of the Texas Administrative Code, Title 19, Part 7, Chapter 228 provides the curriculum for teacher preparation programs as follows: a) specific requirements for reading instruction for each certificate; b) the code of ethics and standards practices for Texas educators; c) child development; d) motivation; e) learning theories; f) TEKS organization, structure, and skills; g) TEKS in the content areas; h) state assessment of students; i) curriculum development and lesson planning; j) classroom assessment for instruction/diagnosing learning needs; k) classroom management/developing a positive/learning environment; l) special populations; m) parent conferences/communication skills; n) instructional technology; o) pedagogy/instructional strategies; p) differentiated instruction; and q) certification test preparation strategies.

Rule §228.35 further mandates teacher preparation by requiring 300 clock-hours of coursework and six clock hours of test preparation separate from other coursework. Teacher preparation programs must provide for student teaching for a minimum of 12 weeks under the tutelage of a cooperating teacher.

Chapter 7 of the Texas Administrative Code, rule §247.2 describes enforceable standards for professional conduct, practices and performance. Standards are specific to the administrative domain of teaching, the professional relationship with colleagues and the ethical treatment of children. In terms of children's safety, teachers shall not endanger

or treat a minor in a way that harms their learning, physical health, mental health, or safety. Teachers shall not physically mistreat, neglect, or sexually abuse a child. Other ethical standards address discrimination, alcohol, drugs, and electronic communication. Teachers are expected to maintain appropriate boundaries with children at all times (Texas Education Agency, 2013).

APPENDIX B

National Association for the Education of Young Children Core Standards

NAEYC CORE STANDARDS

National Association for the Education of Young Children Core Standards (NAEYC) has adopted six core standards with supporting explanations and three to five elements each, which further clarifies each feature. The six core standards are summarized and outlined below.

Standard 1. Promoting Child Development and Learning:

Pre-service teachers are grounded in child development knowledge. They use that knowledge to create environments that are healthy, respectful, supportive, and challenging for each child.

Standard 2. Building Family and Community Relationships:

Pre-service teachers partner with the families of the young children that they serve. Pre-service teachers know, understand, and value diversity in the communities where they teach. They create respectful relationships that support and empower families in their children's development and learning.

Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families:

Pre-service teachers know and understand the goals, benefits and uses of child observation, documentation, and assessment. They use this information responsibly to assist families and other professionals in the development of every child.

Standard 4. Using Developmentally Effective Approaches to Connect with Children and

Families:

Pre-service teachers know and understand that positive relationships and

supportive interactions are the foundation of their work with young children and their

families. They know and use a wide array of developmentally appropriate approaches and

instructional strategies to influence each child's development and learning. Early

childhood teachers use reflective practice to continually improve their teaching practice.

Standard 5. Using Content Knowledge to Build Meaningful Curriculum:

Pre-service teachers understand the intersection of developmental domains and

academic disciplines (content) in early childhood curriculum. They use this knowledge

to design, implement and evaluate learning for each child. Pre-service teachers know

essential concepts, inquiry tools, structure of content and academic subjects, and can

access a variety of resources to increase their knowledge base.

Standard 6. Becoming a Professional:

Pre-service teachers conduct themselves as professionals and know the ethical

guidelines and standards related to their professional. They continue the learning process

and demonstrate critical thinking, make informed decisions and advocate for sound early

childhood educational practices and policies.

APPENDIX C

Letter of Agreement to Conduct Research

Letter of Agreement to Conduct Research

This document will serve as an agreement for _____ School

District to serve as a data collection site for a dissertation research study at Texas

Woman's University by Diane Myers, M.Ed., LPC. The title of the research is

"Elementary Teachers' Priorities Regarding Disciplinary Practices, Teaching Practices,

and Beliefs about Children on the South Texas Border."

As the Superintendent of _____ School District, I am

granting permission for Principals to distribute introduction letters and reminders to

teachers from Ms. Myers that explains the purpose of the research and the instructions to

access the online surveys.

Risks involved include:

> 1. There is a potential risk of coercion since the Principal is reminding the teacher to
> participate.
> There is a potential risk of loss of confidentiality. Teachers will be informed that,
> "Confidentiality will be protected to the extent that is allowed by law." Only the
> researcher and the advisor will have access to the data files. All data will be
> destroyed within three years.
> There is a potential risk of loss of anonymity. Teachers will be assigned a pin
> number so that Parts I and II of the survey can be matched. No names or identifiable
> information will be required.
> There is a potential risk of discomfort related to childhood memories. Teachers may
> stop the survey at any time. The researcher will provide a list of counseling resources
> at the conclusion of Part I.

Name: _____
                        Superintendent

Date: _____

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APPENDIX D

Introductory Letter to Teachers

January 31, 2013

Diane Myers, M.Ed., LPC

McAllen, Texas

Dear Fellow Teacher,

Hello, my name is Diane Myers, and I am asking for your help. I need you for my dissertation study. As a valued teacher of Pre-kindergarten through 5th grade children, you are invited to take part in my research at Texas Woman's University by completing a two-part online survey. The title of the dissertation is "Elementary Teachers' Priorities Regarding Disciplinary Practices, Teaching Practices, and Beliefs about Children on the South Texas Border." Your participation will contribute to the development of potential improvements in teacher preparation programs and professional development opportunities related to classroom management and guidance of children.

You will be given a URL link, which will allow you to access the first part of the survey on the Psychdata website. Enter a personal PIN number. After responding to the questions related to **South Texas Elementary Teachers: Part I**, a URL link will be provided for the second part of the survey, the **Teacher Belief Q-Sort**, on the University of Virginia Social Development Lab website. You will enter your PIN number a second time here.

Your responses will be anonymous and you will not be asked to provide your name on the surveys. Although there can be a potential risk of loss of confidentiality in all email, downloading, or Internet transactions, the information requested in this online study will not be identifiable. Confidentiality will be protected to the extent that is allowed by law. Your completed survey will constitute your informed consent to act as a participant in this research. There is a potential risk of coercion since the Principal is reminding the teacher to participate. Whether or not you choose to participate in the study, your job will not be affected in any way.

Completing **Part I: South Texas Elementary Teachers** and **Part II, Teacher Belief Q-Sort,** will make you eligible to participate in a raffle for either one fifty dollar gift card or one of two twenty-five dollar gift cards to Wal-Mart. Instructions for how to enter the raffle will be provided at the end of Part II. The winner will be notified by the end of the study. Results of this survey will be available at the conclusion of the study. If you would like a copy of the summary, you may contact me directly at lindadmyersresearch@gmail.com or 940-300-xxxx or 956-522-xxxx.

Warm regards,

Diane Myers

Directions:
Go to http://www.psychdata.com/
Enter the URL link number 136523 next to the words "Go to Survey # _____.
After consenting to participate, please enter your personal PIN # _____.

APPENDIX E

Part I: Elementary Teachers in South Texas
Demographic Survey

South Texas Elementary Teachers: Part I

TEXAS WOMAN'S UNIVERSITY
DENTON · DALLAS · HOUSTON   www.twu.edu

TEXAS WOMAN'S UNIVERSITY

CONSENT TO PARTICIPATE IN RESEARCH

Elementary Teachers' Priorities in Relation to Disciplinary Practices, Teaching Practices, and Beliefs About Children on the South Texas Border

Investigator: Diane Myers, M.Ed., LPC

Advisor: Lin Moore, Ph.D.

Dear Teachers,

Hello my name is Diane Myers. I am a doctoral candidate at Texas Woman's University Family Sciences Department in Child Development. The purpose of this study is to survey teachers' beliefs about discipline, classroom management, teaching practices and beliefs about children.

You are invited to take part in my dissertation study by filling out this questionnaire online. The study has two parts. After you have completed Part I, you will be directed to Part II. The total time involved for both parts will be approximately 60 minutes. You will need to complete the survey in one sitting. Your insight and participation are valuable.

There is a potential risk of loss of confidentiality in all email, downloading or Internet transactions. However, the information requested online in this study will not be identifiable. Confidentiality will be protected to the extent that is allowed by law. Your completed questionnarie constitutes your informed consent to act as a participant in this research. The researcher will try to prevent any problem that could happen because of this research. You should let the researcher know at once if there is a problem and she will help you. However, TWU does not provide medical services or financial assistance for injuries that might happen because you are taking part in this research.

Some questions may elicit unpleasant memories. Your participation is voluntary and you may stop at any time. Your answers are confidential and you will not be asked to provide your name on this questionnaire. You will be given a pin number.

Results of this study will be available at the conclusion of the study in May 2012. If you are interested in the results you may contact me directly.

By participating in this survey, you may be eligible for a raffle for either one fifty dollar or one of two twenty five dollar gift certificates to Walmart. Instructions for the drawing will be provided at the end of Part II of the survey.

Thank you for your support.

Diane

The return of your completed questionnaire constitutes your informed consent to act as a participant in this research.

*1) Indicate your willingness to participate

    ○ I agree   ○ I disagree

*2) Please enter your personal pin #:

    [_____]

---------------------------------Page Break---------------------------------

3) Your age?
    ○ 18-24   ○ 25-34   ○ 35-44   ○ 45-54   ○ 55-65   ○ 66 plus

4) What is the HIGHEST level of education that your father achieved?
    ○ Less than High School
    ○ Some High School
    ○ High School diploma or GED

    ○ Some college
    ○ Associates' degree
    ○ Bachelor's degree
    ○ Graduate degree

5) What is the HIGHEST level of education that your mother achieved?
    ○ Less than High School
    ○ Some High School
    ○ High School diploma or GED
    ○ Some college
    ○ Associates' degree
    ○ Bachelor's degree
    ○ Graduate degree

6) Where was your father reared and educated during the majority of his childhood?
    ○ South Texas   ○ Other Texas Regions   ○ Other United States Regions   ○ Mexcio   ○ Other (please specify)

    Other: _____

7) Where was your mother reared and educated during the majority of her childhood?
    ○ South Texas   ○ Other Texas Regions   ○ Other United States Regions   ○ Mexico   ○ Other (please specify)

    Other: _____

8) What languages were spoken in your home during your childhood?
    ○ English   ○ Spanish   ○ Both English and Spanish   ○ Other (please specify)

    Other: _____

9) Were there other members in your family who were educators? (Please check all that apply)
    ☐ Father   ☐ Mother   ☐ Sibling   ☐ Other (please specify)

    Other: _____

10) Where were you reared and educated during the majority of your childhood?
    ○ South Texas   ○ Other Texas Regions   ○ Other US Regions   ○ Mexico   ○ Other (please specify)

    Other: _____

11) What was the family income when you were growing up (best estimate)?
    ○ Less than $15,000
    ○ $15,000-24,999
    ○ $25,000-34,999
    ○ $35,000-49,999
    ○ $50,000-74,999
    ○ $75,000 or more

12) During your childhood, what was the economic status of your family?
    ○ Poor income   ○ Lower income   ○ Middle income   ○ Upper-middle income   ○ Upper income

————————————————————Page Break————————————————————

13) What is your job title?

[   ]

14) Where do you work?
   ○ Public School
   ○ Private School
   ○ Charter School
   ○ Faith-based School

15) Where is your school setting?
   ○ Small Town   ○ City   ○ Rural Ranch   ○ Rural Agricultural

16) What type of class do you teach? (please check all that apply)
   ☐ General Education   ☐ Special Education   ☐ Bilingual   ☐ ESL   ☐ Gifted and Talented

17) What year did you complete your teacher training?

[   ]

18) What grade level do you teach? (please select all that apply)
   ☐ Pre-Kindergarten   ☐ Kindergarten   ☐ 1st   ☐ 2nd   ☐ 3rd   ☐ 4th   ☐ 5th

19) How many years have you been teaching?

[   ]

20) How many years have you taught at your present school?

[   ]

21) What is the source of your certification?
   ○ Traditional Undergraduate Program
   ○ Alternative Certification
   ○ Post-baccalaureate
   ○ Graduate Degree with certification
   ○ E-Learning

	Not at all	Little	Somewhat	Much	Very Much
22) Did your certification program prepare you to understand the developmental needs of children?	○	○	○	○	○
23) Did your certification program prepare you to manage a classroom?	○	○	○	○	○

24) Does your school practice corporal punishment (paddling) of children?
   ○ No   ○ Yes

25) Does your school have a campus-wide discipline policy?
   ○ No   ○ Yes

26) If yes, what is the name of this policy?

[   ]

27) Do you agree or disagree with this practice?
      ○ Disagree   ○ Agree

28) Why or why not?

[   ]

(1000 characters remaining)

29) What has informed your approach to child guidance and/or classroom management? (please check all that apply)
- ☐ Education Courses
- ☐ Campus Policies
- ☐ In-service/Professional Development
- ☐ Conferences/Symposiums/Institutes
- ☐ Professional Publications/Journals
- ☐ Study Group with co-workers
- ☐ Mentor Teacher
- ☐ Professional Learning Community (PLC)
- ☐ Certification Program Instructor
- ☐ Family member who was a teacher
- ☐ Cultural Practices
- ☐ Religious Beliefs
- ☐ Family Background and Child Rearing
- ☐ Other (please specify)

[   ]

---------------------------Page Break---------------------------

30) Who was responsbile for discipline in your home when you were growing up? (please check all that apply)
- ☐ Father
- ☐ Step-father
- ☐ Grandfather
- ☐ Uncle
- ☐ Mother
- ☐ Step-mother
- ☐ Grandmother
- ☐ Aunt
- ☐ Older siblings
- ☐ Guardian
- ☐ Foster parent
- ☐ Other (please specify)

[   ]

31) Was there a child in your family who seemed to be "in trouble" often? (check all that apply)
- ○ Me
- ○ Sister
- ○ Brother
- ○ Step-sister
- ○ Step-brother
- ○ Cousin
- ○ Other (please specify)

32) Was there a child in your family who seemed to be the "favorite"? (check all that apply)
- ○ Me
- ○ Sister
- ○ Brother
- ○ Step-sister
- ○ Step-brother
- ○ Cousin
- ○ Other (please specify)

NOTE: The following questions can trigger unpleasant or painful memories for some. Please use your own discretion as to whether you want to complete this part of the survey, remembering that all of your answers are confidential and will never be seen by anyone but the researcher. You may stop the survey at any time.

33) What types of correction methods (Discipline/Guidance) were used in your home? (check all that apply)
- ☐ Redirection
- ☐ Ignoring
- ☐ Explanations
- ☐ Behavior Plan
- ☐ Distraction
- ☐ Negotiation
- ☐ Limit Setting
- ☐ Reading from the Bible/praying
- ☐ Other (please specify)

34) What types of consequences (punishment/discomfort) were used in your home? (check all that apply)
- ☐ Sent to room
- ☐ Sit in the corner
- ☐ No music
- ☐ No toys
- ☐ Locked in bathroom or closet or locked outside
- ☐ Time Out
- ☐ Not allowed to play outside
- ☐ No friends/playmates
- ☐ No allowance
- ☐ No phone calls
- ☐ No social events
- ☐ No computer
- ☐ No video games
- ☐ No television
- ☐ No dessert
- ☐ Room/house cleanup
- ☐ Withholding affection
- ☐ Withholding attention
- ☐ Other (please specify)

35) What types of punishment (verbal) were used in your home? (check all that apply)
- ☐ Criticizing
- ☐ Scolding
- ☐ Name calling
- ☐ Demeaning

☐ Promoting guilt
☐ Sarcasm
☐ Humiliating
☐ Promoting shame
☐ Other (please specify)

[   ]

36) What types of punishment (physical pain) were used in your home? (check all that apply)
☐ Paddled
☐ Hit (about the body)
☐ Pushed/Shoved
☐ Slapped (about the face)
☐ Hair pulled
☐ Spanked with bare hand
☐ Switched
☐ Kicked
☐ Punched
☐ Swatted (1 or 2 swats)
☐ Spanked with a belt
☐ Pinched
☐ Ear pulled
☐ Thumped
☐ Beaten (with object)
☐ Beaten (with fist)
☐ Other (please specify)

[   ]

What are your beliefs about how your primary caretaker handled discipline in your home?

	Most of the time	Often	Occasionally	Seldom	Never
37) Consistent	○	○	○	○	○
38) Fair	○	○	○	○	○
39) Kind	○	○	○	○	○

Thank you for your valuable insight! This is the conclusion of Part I. You are almost finished. Part II must be completed in one sitting. You will not be able to stop and return.

At the completion of the 2nd survey you will be asked to send your name and contact information to a designated email address to be eligible for the drawing for either one fifty dollar or one of two twenty five dollar Walmart gift cards. Your contact information is completely confidential and not linked to any portion of the survey questions. You will be notified prior to March 15, 2012 if you are the winner. At the conclusion of the drawing, all names will be permanently deleted. If you feel the need for counseling support, please contact any of the following: David Saavedra, LCSW at 956-320-1775; Adriana Ocanas, M.Ed. at 956-682-8800; or Dr. Susan Ander, LPC at 956-421-2727.

Please continue to Part II of the survey by clicking on the following link:

http://www.socialdevelopmentlab.org/qs/partners/stexas/

You will need your pin number again to access the survey.

————————————Automatic Page Break————————————

South Texas Elementary Teachers: Part I

APPENDIX F

Part II: Teacher Belief Q-Sort

Part II: Teacher Beliefs Q-Sort

Q-Sort 1 Teachers Priorities about Classroom Discipline and Behavioral Management

1. The primary goal in dealing with students' behavior is to establish and maintain control.

2. A noisy classroom is okay as long as all the students are being productive

3. Students must be kept busy doing activities or they soon get into trouble.

4. When students are engaged in interesting problems and challenging activities, they tend to have a very few discipline problems.

5. Proper control of a class is apparent when the students work productively while I am out of the room (either briefly or when a substitute is present).

6. Monitoring students can prevent problematic situations.

7. Peer interactions are best left to recess and snack time.

8. The curriculum and class schedule need to be prioritized over students' specific interests.

9. A classroom runs smoothly when there are clear expectations for behavior.

10 Classroom rules should be discussed and posted.

11. Self-monitoring behaviors (or self-regulation) are important skills for students to develop.

12. It is important to respect students' autonomy and expect them to act in a responsible manner.

13. Students should try to solve conflicts on their own before going to the teacher.

14. Rules for the students' classroom behavior need to be reinforced consistently.

15. Praise from me is an effective way to change students' behavior.

16. Students learn best in primarily teacher-directed classrooms

17. If I treat students with respect, kindness, and concern, there are less behavior problems.

18 Verbal punishment is an unacceptable means of controlling students' behavior; I believe it is more important to use only positive management techniques.

19. If I anticipate problems before they happen and discuss them with students, I have fewer discipline problems.

20. Extrinsic rewards for desirable behaviors (e.g. stickers, candy bars, etc.) undermine students' motivation; it is better not to give such rewards at all.

Q-Sort 2 Teachers' Priorities about Classroom Practices

1. Having a morning routine.

2. Talking about our plan or schedule for the day.

3. Welcoming each student by name to class.

4. Doing an activity to create a sense of community.

5. Talking about current events.

6. Using hand signals.

7. Having at least a few students share something that has happened to them.

8. Discussing a written announcement or message created by the teacher.

9. Conducting the business of the classroom (e.g. collecting lunch or milk money) following a set routine.

10. Reflecting and talking about something, such as a social interaction, that "worked" or "didn't work" in our class.

11. Reflecting on the content of an academic lesson and talking about what we learned.

12. Using drill and recitation for factual information (math facts, etc.).

13. Modeling behaviors for students.

14. Introducing new objects or new activities in the room through demonstration.

15. Using work sheets.

16. Permitting students to choose from a variety of activities.

17. Encouraging students and giving feedback that focuses on the processes of students' creations or thinking, not the outcomes or the solution.

18. Using whole group instruction.

19. Using a theme-based approach to instruction.

20. Working on group projects.

Q-Sort 3 Teachers Beliefs about Children

1. Almost all children in my class try their best

2. Many of the students in my class try to get away with doing as little as possible

3. Students should feel as though they are "known" and "recognized" in the classroom.

4. Students need to be met where they are in terms of ability.

5. Each one of my students teaches me something.

6. Almost all students are equally likeable and enjoyable

7. Most students respect teachers and authority.

8. Students seldom take care of their materials if they are not supervised.

9. Students learn best when they have good role models for their behavior.

10. Students need some choice of activities within the classroom.

11. Students need to work on skills at which they are not good, even if it means giving them fewer choices.

12. Students cannot be understood without knowing something about their families.

13. Students meet challenges best when they feel that their teachers care about them.

14. Students need to feel safe and secure in the classroom.

15. Students need opportunities to think in a quiet classroom environment

16. Students need to have their strengths recognized to promote learning.

17. Students learn best by being actively involved in lessons.

18. Students need opportunities to be creative in the classroom.

19. Some students show little desire to learn.

20. Students are more motivated by grades than they are by the acquisition of competence.
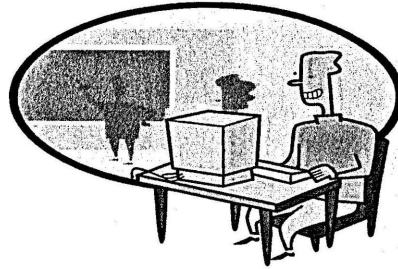
APPENDIX G

Follow-up Letter to Teachers

TEXAS WOMAN'S UNIVERSITY
DENTON · DALLAS · HOUSTON   www.twu.edu

Dissertation Research Reminder

Hello Fellow Teacher,

Just a quick reminder about participation in my dissertation research,

"Elementary Teachers' Priorities Regarding Disciplinary Practices, Teaching Practices, and Beliefs about Children on the South Texas Border."

It is simple to access the survey.

Go to http://www.psychdata.com/
Enter the number 1234xxx next to the words "Go to Survey # _____

After consenting to participate, please enter your personal PIN # _____ found on the original letter of participation. Note: If you need a new PIN # please email or phone me:
southtexaselementaryteachers.@gmail.com or
Ph: 956-522-xxxx or 930-300-xxxx

Please complete the survey before March 15, 2013.
Thank you for your participation.

Diane Myers, M.Ed., LPC
Texas Woman's University