***Discipline Referrals Percentages Annotated Bibliography***

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Problems of Practice

Blake, Jamilia J. & Darensbourg, Alicia M. (2013) Predictors of Achievement in African-American Students at Risk for Academic Failure: The Roles of Achievement Values and Behavioral Engagement. *Psychology in The Schools,* vol. 50(10), 1044-1059

Effects of Achievement Values

* Self-esteem theory
* Disidentification hypothesis

African-American Youth’s detachment of self-esteem

* Racial/ethnic identity and adolescent formation
* Student intrinsic interest in an academic subject
* A widening gap of academic interest among late elementary / middle students

Teacher-Reported Behavioral Engagement

* Assessment of Reading Values
* Assessment of Math Values
* Relationship between Behavioral Engagement & Achievement

Data analysis

* Usage of Structural Equation Modeling (SEM) Procedures
* Differences according to Gender
* Math Achievement
* Reading Achievement
* Increasing Gaps between European and African-American youth

Theriot, Matthew T., Dupper, David R. (2010) Student Discipline Problems and the Transition from Elementary to Middle School. *Education and Urban Society,* v. 42(2), 205-222

Substantial increase of student infractions from Elementary School to First-year Middle School

* Subjectively defined infractions; example, “class disturbance”
* Objectively defined, Concrete infractions
* Success transition from 5th to 6th grade is critical
* Declines in student motivation / attitudes toward school
* Onset of puberty as a significant source of developmental stress
* Peer Relationships, conflict with authority, academic pressure

Middle School Environment

* Larger, impersonal environments
* Hourly class changes
* MS whole-class instruction versus individualized (ES) Instruction

Middle School Behavior

* Exploration into the differences in behavior interpretation
* Drawing attention to individual student struggles
* Vague, subjective definitions of student infractions
* Adult tolerances of student behaviors

Described discrepancies in disciplinary referrals

* Differences across student groups
* Socioeconomic status, gender, race and other factors in referral discrepancies
* 6th grade Disciplinary Referrals as a Predictor of Future Academic Success

Classifications: Objective vs. Subjective Infractions

* Categories of administrative Disposition
* In-School Suspension
* Out-School Suspension
* Bus Suspensions
* Parental Conferences
* Warnings

Statistical Revelations

* Arbitrary Punishment among Identified Classes of Students
* Teacher Tolerance of Students Behaviors
* High Rates of Middle School Suspension
* Lower Rates of Academic Performance
* Predictors of Juvenile Incarceration
* Predictors of Student Dropout Rates

Intervention and Programming Recommendations

* Interventions for Peer-to-Peer Conflict
* Programs for Emotional and social Competence
* Programs for Reducing Aggression
* Reacting to Early Signs of Poor Transition

Smart, Julie B., Marshall, Jeff C. (2013). Interactions Between Classroom Discourse, Teacher Questioning, and Student Cognitive Engagement in Middle School Science. *Journal of Science Teacher Education,* vol. 24(2), 249-267

Inquiry-based Instruction

* Teacher instructional practices Influence Student Learning
* Student Outcomes in Efficacy, Achievement & Motivation
* Verbal Communications Between Student and Teacher
* Mediating the Process of Inquiry – Based Instruction
* The Effects of Non-existent Verbal Dynamics

Classroom Communication Patterns

* Differences in Form and Function
* Non-Inquiry Contexts; Closed Questioning
* Managing Student Thought and Encouraging Collaboration
* Engagement in Higher Order Thinking
* Re-directing the Evaluative Role Of Meaning Back To the Student

Social Cognitive Theory

* Verbally modeling methods of Deductive Reasoning and Problem-Solving
* Teacher’s role in facilitating Classroom Discourse

Quantitative Analysis

* Questioning Level
* Complexity of Questions
* Questioning Ecology
* Patterns of Communication
* Classroom Interaction

Consistent Use of Higher Order Questioning and Thinking

* Findings
* Complexity of Questions
* Peer Critiquing of Responses (Students)
* Questioning Ecology or Climate
* Peer Responses
* Open-Ended Questioning