TeachME Professional Development

Exploring Policies and Disparities in School Discipline

1. What are some typical actions that Black students might be specifically punished for?

A. Subjective actions, like defying authority or loitering
B. Objective actions, like substance use or tardiness
C. Subjective actions, like truancy and talking back
D. Objective actions, like not completing assignments

2. Which best defines disproportionality when it comes to discipline?

A. Referring students for severe punishment when they haven't done anything wrong
B. Enforcing suspensions without ever considering the nuance of the crime
C. The notion that the current disciplinary system is subject to abstract interpretation processes
D. The idea that there are some educational practices that put specific groups of people at a higher risk of receiving severe discipline

3. What potentially avoidable outcomes have been associated with disproportionality?

A. Overuse of serious discipline leading to lack of resources
B. Reversal to even more archaic forms of school discipline
C. School dropout, academic failure, and even incarceration for marginalized people
D. An overall sense of inconsistency that leads to poor outcomes

4. What are likely the most severe consequences of types of exclusionary discipline practices?

A. They take students away from the monitored school environment
B. They reduce the number of students that are present, thus interfering with planned activities
C. They are associated with poorer health because of exclusion from healthy meals and physical activity
D. They are correlated with higher rates of potentially avoidable outcomes, such as school dropout, academic failure, and even incarceration

5. What should the primary focus when responding to a student's undesirable behavior?

A. Getting the student away from the school community quickly
B. Figuring out what may be the root cause of that behavior
C. Allowing all behaviors for healthy development
D. Shielding other students from the idea of undesirable behavior

6. What is a dominant reason that students attending school over Zoom have been subjected to exclusionary discipline?

A. Toy guns were visible in the back of their Zoom calls
B. Their parents didn't let them log in for school
C. Cyberbullying
D. Refusal to adhere to the school dress code

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7. According to the ACLU, how many hours of lost instruction has the American academic community experienced due to exclusionary discipline in the form of out-of-school suspensions?

A. 22 million hours
B. 37 million hours
C. 51 million hours
D. 66 million hours

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8. Study findings from The American Institutes for Research indicate that the poor effects associated with exclusionary discipline, both academically and behaviorally, occurred for all students involved, regardless of their socioeconomic status, race, or:

A. Age/grade level
B. Ability
C. Discipline history
D. Previous level of school engagement

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9. Does the length of the exclusionary discipline matter when it comes to affected students' experience of any unwanted side effects?

A. Yes—researchers found that shorter exclusionary discipline is actually worse for students
B. No—researchers found that there was no difference, leading them to conclude that all discipline affects all students in the same way
C. No—but if anything, shorter discipline is probably worse
D. Yes—researchers noted that longer exclusionary discipline led to worse side effects, like a reduced likelihood to graduate on time

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10. Which of these is an example of exclusionary discipline practiced remotely?

A. Muting one student's video or audio feed during a group class
B. Scheduling a remote meeting with a student and the student's family in response to misbehavior
C. Referring the student to a meeting with a school administrator
D. Creating plans with the student to work one-on-one to address misbehaviors

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11. What is one thing that student misbehavior always seems to be correlated with?

A. Peer influences or rejection
B. Personality traits
C. Trauma experienced at home
D. Truancy

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12. One of the greatest problems we have in establishing equitable remote discipline practices is:

A. The inability to assess underlying causes
B. A lack of adequate data
C. The absence of strategies and resources to prevent discipline issues before they occur in the remote environment
D. The inability to use restorative practices in a remote setting

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13. Going forward, what types of information about school discipline are some educators trying to collect so we can learn more about the effects of both remote and in-person discipline?

A. Identification of the problem
B. Location, time of day, and the demographics of the student involved
C. Analysis of specific behavioral issues
D. Evaluation of what discipline practices have worked

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14. What is one of the key factors that researchers have identified as leading to better overall behavior in a classroom?

A. Modeling ideal behavior
B. Give students the primary responsibility to establish class expectations
C. Encourage students to take initiative in the learning process
D. Taking the time to establish social trust in your classroom

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15. What may be one root cause of the disproportionality associated with exclusionary discipline?

A. Student and parent intolerance
B. Teacher bias
C. Isolation
D. Intrinsic factors

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16. Which of these is NOT one benefit associated with restorative justice?

A. Educating students to understand the true impact of their choice
B. A complete absence of conflict in your classroom
C. Helping students understand how to resolve disagreements without discrimination, bullying, or violence

D. Increased beneficial relationships between students and between students and teachers

17. What is one of the main problems with restorative justice measures that stands in the way of their efficient, universal implementation?

A. They are mandatory for all involved
B. Many people believe they actually lead to poor student outcomes
C. The alleged perpetrator may be unfairly targeted
D. They are new and require a lot of investment

18. What is the purpose of PBIS?

A. To provide high-quality educational programming
B. To make inclusionary discipline more prevalent
C. To improve both teacher and student outcomes
D. To help curtail systemic racism and bias

19. What is one of the very first things you can do to practice restorative justice?

A. Establish norms in your classroom
B. Reinforce universal values
C. Call your students' parents
D. Listen to your students without bias

20. What do students feel when we mirror their feelings and emotions?

A. Confusion and embarrassment
B. Safety and empathy
C. Joy and happiness
D. Confidence and empowerment