

# Understanding Perspectives of Educators to Inform Equitable School Discipline Reform

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## Abstract

This presentation describes the results of a quantitative survey with Illinois teachers about discipline and behavioral changes related to statewide discipline reform during the pandemic. Further, information will be shared about the types of professional development teachers have received and wanted. Data about exclusion from remote instruction will be highlighted. Implications will be shared for how school psychologists can support more effective and less biased school discipline practices in the context of returning to school in the throes of COVID-19. In addition, implications for how to embed training in school psychology programs based on priorities of teachers will be shared.

## School Discipline Reform and Study Purpose

- School discipline reform legislation is occurring across the country due to long-standing racial/ethnic, disabilities and additional forms of inequity (Committee for Children, 2018)
- Limited work has been done to study discipline practices and classroom management decisions in the age of COVID-19
- The purpose of the study is to examine how discipline, behavior management and the types of professional development teachers are receiving in the throes of COVID-19

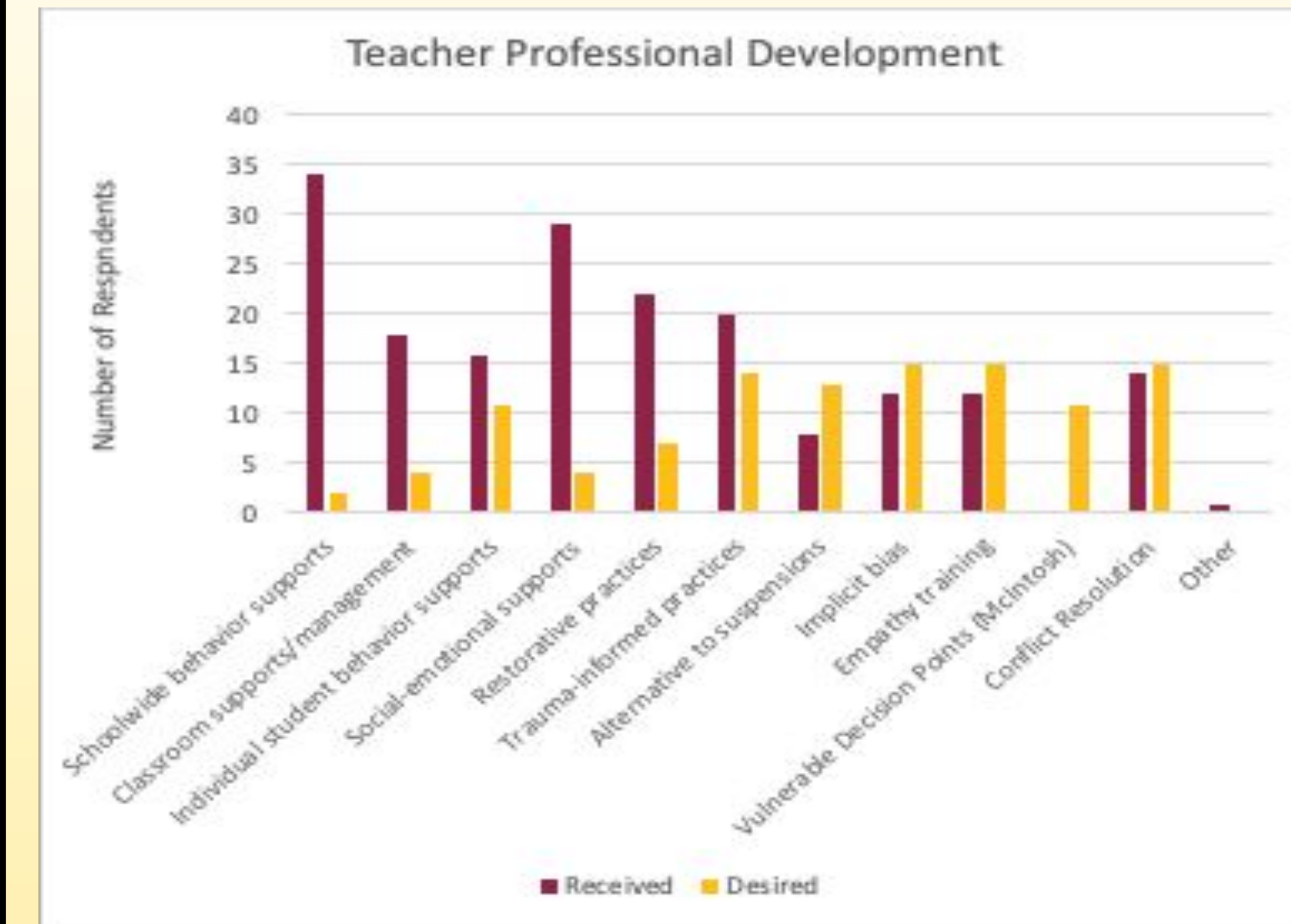
## Methods

- Developed an online Qualtric survey to understand how teachers were approaching school discipline and how they access professional development and supports
- Focus was originally on how teachers viewed the impact of statewide discipline reform legislation reform in Illinois, but modified to incorporate impact of COVID-19
- Teachers working in six districts across Illinois identified as being in the top 20% of state education agency discipline metrics were recruited for participation
- Teachers entered a lottery to receive a \$25 gift card
- Descriptive statistics were calculated

## Demographics

N = 38	n	%
<b>Age</b>		
20—30	4	10.5
31—40	9	23.7
41—50	16	42.1
51+	9	23.7
<b>Gender</b>		
Male	10	26.3
Female	28	73.7
<b>Ethnicity</b>		
Not Hispanic/Latinx	37	94.4
Hispanic/Latinx	1	2.6
<b>Race</b>		
White	31	81.6
Black/African American	4	10.5
Asian	1	2.6
Bi-Multi-Racial	2	5.3
<b>Highest Level of Teacher Education</b>		
Bachelor's Degree	10	26.3
Master's Degree/Other Professional Degree	26	68.4
Doctoral Degree	2	5.3
<b>Students Receiving Free/Reduced Lunch</b>		
0—74%	10	26.3
75—100%	23	60.5
<b>Grade Taught</b>		
Pre-K/Preschool	2	5.3
Kindergarten—5 <sup>th</sup>	7	18.4
6 <sup>th</sup> —8 <sup>th</sup>	14	36.8
9 <sup>th</sup> —12 <sup>th</sup>	15	39.5

## Professional Development Received and Desired



## Student Removal

Written Documentation	n	%
Yes	21	55.3%
No	11	28.9%

Consequences of Student Removal	n	%
Breakout room with instructor	19	50.0%
Breakout room without instructor	3	7.9%
Removed entirely	31	81.6%
Other	4	10.5%

## Key Findings and Implications

- Removal from online instruction was primarily based on subjective offenses
- Common professional development received was school-wide behavioral supports, social-emotional supports, and restorative practices
- Common professional development desired was training in implicit bias, empathy training, and conflict resolution
- Graduate programs should cover implicit bias and empathy training (e.g., consultation and multicultural courses, practica, internship)
- School psychologists and faculty should advocate for a role in active reflection and monitoring of school discipline data

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