

## Your Discipline Philosophy: Teacher Self-Assessment

*In each pair of statements below, mark the one with which you identify most strongly.*

- I try to build a positive emotional climate in the classroom.  
 I prefer to focus on academics. The students are there to learn.
- Whether or not my students cooperate, I communicate acceptance of them as people.  
 When my students cooperate, I communicate my approval.
- It is possible to have fun with your students and still keep their attention.  
 Students will probably take advantage of a teacher who tries to have fun with them.
- I have a variety of classroom materials available for my students to take as needed.  
 Most of the time, I dispense materials.
- I want my students to listen to me, and I try to make it need-fulfilling for them to do so.  
 I want my students to listen to me, and I punish them when they do not.
- Students can choose responsibly and still not choose what I would like.  
 I am reluctant to let kids make decisions; they might not choose what I want them to.
- "Please put the lid on the paste so it won't dry out."  
 "Please put the lid on the paste for me."
- I try to find something positive to say about every paper I get.  
 Students will not learn if you do not correct their mistakes.
- I like my job most of the time.  
 I dislike my job most of the time.
- "Johnny, you really got ready in a hurry today."  
 "I like the way Johnny got ready today."
- It's possible for students to have power without disrupting the class or hurting anyone.  
 Give them an inch, and they'll take a yard.
- In my classroom, there are immediate negative consequences for misbehavior.  
 I frequently give my students warnings and reminders when they misbehave.
- When my students behave, it is because they are working for positive consequences.  
 When my students behave, it is to avoid punishment.
- "If we're quiet in the hall, we'll be able to get to lunch quickly."  
 "If you're noisy in the hall, we'll have to come back here."

- My students sometimes choose which problems or assignments they want to do.  
 I determine the assignments for my students.
- I want my students to care about me.  
 I do not care if my students like me as long as they behave and do their work.
- I know I am doing a great job when I am prepared and doing my job.  
 I know I am doing a great job when my students are busy learning.
- Everyone works better when there is a meaningful payoff.  
 Students should not have to be rewarded for cooperating.
- I try hard to treat students with respect, even when I'm responding to their negative behavior.  
 It is sometimes necessary to criticize or humiliate a student.
- I have a number of unrelated, non-destructive diversions to relieve work-related stress.  
 Most of my out-of-school time is devoted to my work.

### What Your Answers Mean:

If you more often checked the *first* statement in each pair, you support a 21st-century discipline philosophy. If you more often checked the *second* statement in each pair, you're certainly in good company. The second statement reflects a more traditional authoritarian approach to dealing with children. This is, for the most part, the model most of us grew up seeing and the way many of us were trained to work with children in a classroom.

Shifting to the beliefs and behaviors represented by the first statement in each pair can result in increased student cooperation, responsibility, and engagement, and a decrease in power struggles, disruption, and general stress in the classroom environment.

Handout adapted from *The Win-Win Classroom*, revised edition, by Jane Bluestein, Ph.D.  
Buy the book at <http://janebluestein.com/2012/book-the-win-win-classroom/>