




JOE GRIFFIN^{PhD}

Joe Griffin, PhD

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RETHINKING DISCIPLINE IN SCHOOLS:

Discipline-culture Plus Instructional Practices Equal Performance
(DIPP Approach for Educators)



JOE GRIFFIN^{PhD}

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Change Agent | Resilient | Difference-maker

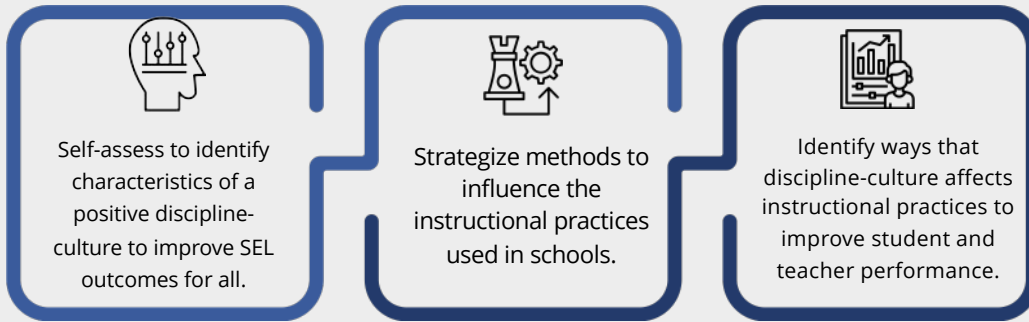
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Discipline-culture Plus Instructional Practices Equal Performance (DIPP Approach for Educators)



By the end of today's session, participants will be able to do the following:



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Take a moment to digest the image.

What thoughts come to mind?



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Joe Griffin, PhD



Opening Scenarios- Raise your hand if you've ever done any of the following:

- Prepared a school for state takeover
- Been chosen to lead a school out of state takeover
- Raised over 20 percentage points in three subjects in one year
- Helped lead a top 15 worst school in the state to successful within three years
- Raised a school from a D to a B in one year for the first time in school history



Test Score Reports

https://drive.google.com/file/d/11L_zCLm4BPX-Q5sbGy2uyN4MeAe6VmKs/view?usp=share_link



When you can see fruits from your labor!

https://drive.google.com/file/d/1gvAxxR85S8sN7K09AchXq-B7wwSvxc7m/view?usp=share_link

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Who is Joe Griffin, PhD?

Background

How'd I get here from the "Home of the Blues," Clarksdale, Mississippi?
All the greats have their Internal Motivations that push them beyond the call!

Change Agent | **Resilient** | **Difference-maker**

Author/Creator of *Discipline-culture and Instructional Practices: An Integrated Leader's Role* and the Framework for the DIPP Approach for Educators



<https://aquila.usm.edu/cgi/viewcontent.cgi?article=2887&context=dissertations>



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What is Integrated Leadership?



- Integrated Leadership is the combination of transformational and instructional leadership practices (Marks and Printy, 2003).
 - Teachers manifest through their leaders
 - clear relationship between teaching and leadership

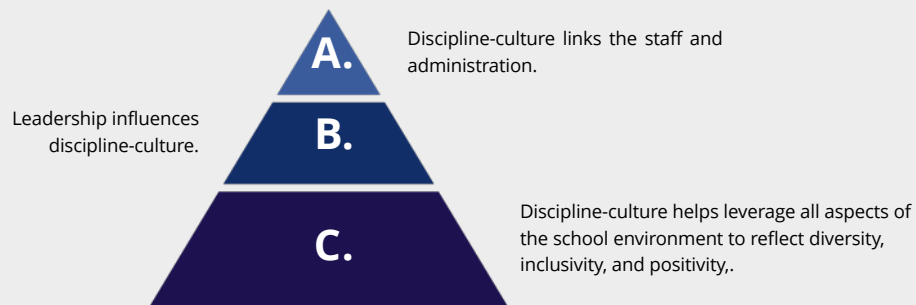
- Transformational Leadership/Instructional Leadership
- Instructional quality
- Student-centered teaching
- Collaborative community concepts
- Leading to Learn

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What is discipline-culture?



Discipline-culture is the collective way in which discipline is handled daily by teachers and administrators....and how this affects the instructional practices that teachers are willing and able to use.



Discipline-culture is the D in the DIPP Approach.

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Discipline-culture is. . . Discipline-culture is not.



- It's correcting behavior versus punishing misbehavior. . .even if punishment has to be issued.
- It's being proactive versus reactive (instructional and grading practices, counseling, diversity systems).
- It's knowing the difference between emotional misbehavior versus classroom management issues.
- It's ensuring that teachers feel as if they are a part of a team. . . a championship team. . ."even if we're not the champions. . . until we become the champions."
- It's keeping incidents down and parents informed prior to problems occurring. . . even if/when the parent is not engaged. Effort is everything!
- It's talking to the potential not the person.
- It's implementing leadership and growth systems for teachers that live within the district evaluation process, not just an opportunity to "let someone have it."
- It's classroom uniformity principles and schoolwide initiatives on display versus not creating buy-in on the team.
- It's providing useful information to teachers that they can implement in their classrooms, in an environment that they've helped to cultivate, versus sitting on the sideline or looking inside from outside.
- Discipline-culture sets the stage for all other areas of the school to have overall increased student success.

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Discuss how discipline-culture principles align with SEL competencies at your tables.

Turn and Talk.



1. Self-Awareness
2. Self-Management
3. Social Awareness
4. Relationship Skills
5. Responsible Decision-making

Use this time to also chart any key terms or ideas that have been used or that will be used during the session, either by Dr. Griffin or at table discussions.

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Good leaders give the people something to live by!



Create a motto that will move the school community. . . And use it everyday until it becomes a lifestyle,



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May 3 at 8:27am · Leflore, MS · 🌐
Good Morning & Happy Wednesday!! Good Luck students!! This phrase was coined by our previous Principal, Mr. Joe Griffin and it still resonates with us.
💙💛 #IBetUWont



Discipline-culture on display!



After the students and faculty hear it so much, they begin to live it. This is what happens when a positive discipline-culture thrives.



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Positive Discipline- culture strategies



Create a truly shared staff vision that resides inside of the district vision. Remember, discipline-culture helps link the staff and administration to push students to next levels.

- Have each department partner to craft several school vision statements during opening week.
- Have the English department fine tune them, and then send out a ballot for top choices.
- Ensure that the chosen vision for the school is posted in all classrooms and in hallways for daily absorption.
- Notate the vision as written by the 2023 Faculty and update it yearly.

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Positive Discipline- culture strategies



An infraction system can live within a code of conduct or within the referral process itself, no matter the disciplinary format.

- It's extra support for the student.
- Allows the student to take accountability before going to next steps.
- Clearly outlines steps taken by the teacher prior to the referral process to ensure smooth actions can be taken or until student and teacher restore or resolve the situation.



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Positive Discipline-culture strategies



1

Monday Morning Memo

Administrators should block time each week to take the hard copy door-to-door. Teachers get off to a great start.

2

Gauge the temperature of students and teachers at the beginning of the week. Make sure to acknowledge students and teachers without interrupting the flow of class. Make sure learning has begun..



4

Walk the halls and be visible... You can't go wrong with exercise!

3

Remember to email the memo before or after your walk. Break it up among assistant principals if there are too many staff members, or if in a mega-school.

Serves as an unofficial walkthrough just for your eyes, and you're supporting a positive discipline-culture. Interaction is key and necessary.

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Positive Discipline-culture strategies



Remember that Discipline-culture helps leverage all aspects of the school environment to reflect positivity, inclusivity, and diversity.

Learning Walks for Parent Advisory Council....PTO/PTA is separate. Have a monthly morning and evening meeting.

https://drive.google.com/file/d/1hu2F1ECcRYTS2rf_BeEKdIlfspxLE5JC/view?usp=share_link



1st Day Welcome for Students

https://drive.google.com/file/d/1AtZlizuuz5Zhi9k-W-07g-vFzrePucc3E/view?usp=share_link

Have students repeat Creeds at the end of Morning Announcements or after a reading.

Students learn to say positive things to themselves, subconsciously training the mind.

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Discuss the following examples of traditional disciplinary and instructional viewpoints at your tables.

How do these ideas defy the Discipline-culture Framework?

Remember to keep charting key ideas.



1. "Once it leaves your classroom, it's out of your hands."
2. "You lose the power when you remove a student from class."
3. "You must not be able to control your classroom!"
4. "I don't accept late work."
5. "I've already taught this once, and you should have been paying attention then!"
6. "You won't pass this class acting like that in here."

Instructional Practices are Influenced by Discipline-culture!



Collaboration on disciplinary matters between teachers and administrators adds to collaboration for instructional practices that actually get used to move students forward.

A.
Provide opportunities to expose students to more high-yielding instructional strategies.

B.
Professional development takes on a new meaning.



C.
Re-design the curriculum to meet students where they are.

D.
Create a community of professionals.

Instructional Practices are the I and the first P in the DIPP Approach.

Instructional Practices with high yields exist in a positive discipline-culture. What practices? How is this possible?



Don't you want your students to have the best, therefore, you must be the best!

1. Teachers are more willing to try:

- a. Stations/Centers
- b. Reciprocal Teaching
- c. Read, write, discuss techniques
- d. Pairing/Grouping

2. When teachers and students are supported by leaders, teachers are more willing to try higher-yielding strategies. The collective way in which teachers and administrators handle discipline daily also affects what instructional strategies teachers are willing and able to try.

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3 Effective Ways to Have Meaningful Professional Development that Improves Instructional Practices



“Teachers learn best by watching other teachers teach.” Douglass Reeves

1. Implement peer observations- Create a school where it does not matter who visits your classrooms.
 - a. Set the peer rotation as you deem fit to get what you need, whether it's mentorship or simply exposure.
 - b. Make the observation schedules purposeful not random.
 - c. Put norms in place.
2. Implement common planning times and Professional Learning Community meetings
 - a. Be intentional. PLC discussions are about data and instruction to build teacher capacity (questioning for feedback, teaching strategies, vocabulary integration concepts, cooperative learning, etc.) These cannot turn into gripe sessions.
3. Implement School-wide initiatives
 - a. Trauma-informed practices, SEL, Reading/Writing across the curriculum, community engagement
 - b. Departmental Initiatives- study skills campaigns, uniform lesson planning, thinking maps, graphic organizers, vocabulary integration, test-taking strategies, clubs, and more

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Instructional Practices that enhance discipline-culture



1. Post student work.

Use an evaluation rubric just for this because students love to see their work posted.

2. Emphasize visuals during instruction.

We learn at

65-400%

(not a typo) higher rates when the learning is accompanied by a visual.

3. Administrator-in-training program

Equip assistant principals, teacher-leaders, and aspiring administrators on staff for leadership.

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Instructional Practices that enhance discipline-culture



Redesign the curriculum (if needed) to meet ALL students where they are (high-flyers, mid-rangers, underachieving, and struggling students).

- Analyze the most current data to guide decisions.
- Create feeder courses that remediate struggling learners.
- Create courses that enrich high-flyers.
- Have data talks with every student. Data talks are 1-on-1 discussions about improving grades, test scores, absenteeism, discipline, etc. This also provides an opportunity to spend time with at-risk, disruptive, special needs students, etc. without a negative connotation. When possible, parents can be included in the discussion in-person, zoom, or via phone.

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Instructional Practices that enhance discipline-culture



Create a community of professionals.

1. Use Maxwell's Law of the Bench—"Only with a strong group of players on the bench, can a team consistently win. This is called depth. And every great team has great depth." This applies to all teams, from sports to business.

- a. Everyone is important to the progress of the team/school.
- b. Create a succession plan to build a pipeline of educators that are ready to step up to next slots when needed.
- c. As every individual teacher improves, so does the strength of the staff. Ultimately, *students benefit the most from teacher development.*

2. Remind, Reward and Recognize Regularly

- a. Increase the numbers of Teachers/Students of the Month per month
- b. Promote academic clubs
- c. Reward students w/out tardies, absentees, and referrals monthly

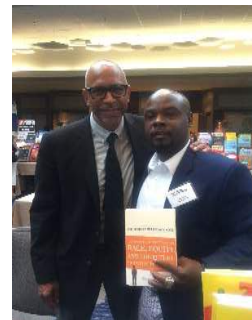
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By ensuring that you have a positive discipline-culture, you enhance instructional practices, which is a move toward equity for all.



Pervasive inequality makes the pursuit of equity difficult but essential. . . We must compensate for disadvantages.”
Dr. Pedro Noguera

SEL for all lives here!



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Performance improves when discipline-culture properly influences instructional practices.



Performance is improved when there is a positive discipline-culture....and teachers are more willing and able to try high yielding instructional practices.

- A. Leadership influences discipline-culture and instructional practices. What all increases through the creation of a truly positive discipline-culture?
- B. The results will come if you're putting in the right work. What are you putting in place?
- C. What's the tone of your leadership? How are you leading? Do your daily conversations motivate staff and students?

Performance is the second P in the DIPP Approach.

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What performance factors improve along with a positive discipline-culture?



Motivation-

What's driving the school? Play into your strengths and build around your weaknesses. . . until they are also strengths.

Commitment-

You want people that are in this process collectively with you. School turnaround leadership nor school management leadership is easy.

All Scores/Percentages-

(state test scores, absenteeism, retention rate, referral rate, suspensions, ACT/SAT)- Think about all the strategies you've used within the system to enhance the system; discipline-culture techniques plus instructional strategies can only enhance performance.

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What systems and strategies are you implementing to improve Performance at your school?



1. Get regular rest, and take some time for yourself. With the DIPP Approach to raising student achievement, you will improve performance.
2. Have positive affirmations, and speak life into yourself everyday. Students and teachers will exceed expectations when the DIPP approach is in effect.
- 3 Update grading policies
4. Host Community Forums, Career Expos where you bring in professionals, preferably alumni To expose students to various career models.



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What systems and strategies are you implementing to improve Performance at your school? (continued)



5. Positive Talk for all! Uplift all! . . . through it all! You have to have high spirits to exceed expectations
6. What are you saying to stakeholders to influence Performance?
 - a. "Learn hard today!"
 - b. "Love what you do!"
 - c. "Rise above it all!"
 - d. "We are (mascot name)!"
 - e. Have a great (mascot name) weekend!
 - f. Have the best (mascot name)! morning, day, or evening!
 - g. Go (mascot name)! It's a lifestyle.
 - h. Do what great (mascot name) do!
 - i. Engage, encourage, excel!

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DIPP Approach Recap



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Discipline-culture is influenced by leadership.

2

Instructional practices are influenced by discipline-culture.

3

A positive discipline-culture impacts and influences the instructional practices that teachers use to increase **Performance**.

4

Discipline-culture can be negative or positive.

DIPP Approach Recap



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Discipline-culture lives within systems and strategically impacts SEL.

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Instructional Practices take on new life with the creation of a positive discipline-culture.

8. Learn more about the DIPP Approach for Educators and the DIPP Approach for students.

7. Take the Discipline-culture and Instructional Practices Questionnaire

https://docs.google.com/forms/d/e/1FAIpQLScFJ7aejnKyNyqK_NISYhMiYlv8he_gLZijETPZXK5s7XZBmQ/viewform?usp=share_link



**Discipline-culture +
Instructional
Practices =
Performance**

**DIPP Approach for
Educators**



Love what you do!

- Make sure to assess discipline-culture in your school/organization.
- “Discipline-culture is the bridge between goals, character, and achievement for students and schools. Let’s make it a positive experience.”



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How can the creation or extension of an intentionally positive discipline-culture impact your school or district?



- Talk at your table for a few minutes to discuss key takeaways, terms, thoughts, ideas, comments, extensions of the learning, SEL connection, etc.
- Review charts
- Share out a few comments from various sections of the room.
- Wrap up and questions.
- Thank you all for your time and attention!

Joe Griffin Global Consulting LLC

joe@drjoegriffinspeaks.com

joegriffin365@gmail.com

662 313-6018



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