In Search of a Complete and Coherent School Discipline and Classroom Management System: Comparing the Intentions and Realities of Restorative Justice, RTI/MTSS/PBIS, and Transformative Classroom Management

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A: Introduction

To achieve the most effective and desirable results, the policies and resources used to guide the discipline and classroom management practices within a school and/or district should possess the qualities of coherence and completeness. Policies and resources would be considered to be coherent to the degree that they all work in concert for the healthy development and personal growth of students and provide

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teachers with an integrated system and comprehensive set of practical strategies to create an optimal classroom.

This article explores three popular discipline and classroom management systems across a series of criteria. The systems being compared are Restorative Justice (RJ), Response to Intervention (RTI)/MTSS/Positive Behavioral and Intervention Supports (PBIS), and Transformative Classroom Management (TCM). To begin, twelve qualities are presented that characterize what is necessary for a discipline and management system to be considered complete and coherent in both design and application. These qualities are separated into those that could be judged to be basic necessities - essential for producing such outcomes as order and ease, and then those that would encourage more aspirational outcomes such as self-direction, community and social and emotional development.

First, each of the three systems is assessed across the twelve "completeness and coherence" criteria. Next, each system is explored in detail based on a) what it is intending to accomplish, and b) what it commonly produces when actually implemented. The systems are examined for their areas of conceptual alignment and the potential for practical co-existence, as well as the areas in which they represent conflicting goals and/or practical incompatibilities. Finally, a series of eight take-away policy implications will be explored at the end of paper, including:

- *A system can only accomplish practically what it would be expected to produce given its conceptual design.*
- *In the absence of coherence and completeness within the system design problems will result in application.*
- *Without a complete set of recommended practices that are aligned with a coherent set of guiding principles, those in the building are left to fill-in the missing pieces with something else.*
- *If the principles and practices that are being recommended do not feel sound, ethical, and/or leading the healthiest and highest good of the students, teachers will resist them.*
- *That which receives the most attention within the school will tend to grow as a phenomenon.*

B: Qualities Necessary for a Coherent and High Function Classroom Management and Discipline – Basic and Advanced

In this section, we outline twelve qualities that would be necessary for any school discipline and classroom management system to be characterized as fully complete and coherent. The criteria includes eight qualities at the basic level that would need to be encouraged that would result in such things as efficiency, congruity, more student growth and responsibility over time, an effective and integrated approach to challenging students with special needs, and the promotion of optimal internal and environmental conditions for learning. The criteria also includes four more advanced and aspirational level qualities that outline considerations for encouraging greater levels of student mindfulness and social and emotional well-being, community, and student leadership.

Basic level

The first eight conditions listed below characterize the basic qualities that would be in place at a school that was experiencing a high level of coherence and function related to its classroom management and discipline practices. This level is defined by the existence of clarity, positivity, a sense of fairness and faith in and among the adults in the building, and an ever increasing level of function and ease experienced by all over time. Each of these qualities is explained here briefly. Identified for each quality is it's a) basic goal, b) what ensues in situations in which it is missing, and c) its key benefits.

1. The practices used in the classroom and/or school have their basis in principles that create increased function and help promote more human potential, self-responsibility and collective good will and community over time. For a system to be considered complete, coherent and excellent, it must only include those strategies/practices that can be defended as healthy and promoting long-term growth for the students, the adults and the school as a community.
   a. Goal: A clear picture of what excellent looks like and a long-term focus
   b. If missing: haphazard practices that may or may not be contributing to a healthy and functional classroom as individual practices or when used together. Best case is a set of practices that is perceived to "work." But more often the result is a set of practices that are misguided, incongruent and/or unknowingly undermine the goals of the school.
   c. Key benefits: Coherence and a clear set of guiding principles that can be used to judge the fitness and efficacy of any practice or set of practices collectively.

2. The highest priority in any classroom would be a consistent and expert use of strategies that provide the highest level of clarity for an understanding of how to succeed in the school or classroom, contribute to the collective and meet one's responsibilities, and achieve one's personal goals. A complete approach to classroom management begins with promoting clear and positive expectations, norms, and boundaries. In a high quality classroom these concepts are soundly developed with practical strategies, concept development, and modeling. Negative strategies of any kind become unnecessary when this goal is met. The result is classrooms in which students can feel solid, supported, sane and empowered to meet their personal goals and those of the group.
   a. Goal: Clarity for how to be excellent, successful and a great part of the team.
   b. If missing: Students feel confused. Their efforts may be tentative or misguided. The group does not work well as a collective or improve over time.

       c.   Key benefits: Clarity breeds sanity. The path to success is made more accessible. Students can count on one another more readily. Trust is promoted.

3. An effective classroom must include systems in place that promote efficient interactions, routines, attention levels and activities. There must be effective "technical management" to support the other components of the system. On a basic level this promotes the ease and smoothness of the class for both the teacher and the students. Yet, over time it is the necessary groundwork for such things as a classroom and school culture of listening and respect, and a faith in the students' ability to function in whole school level situations that require orderly behavior.
    a. Goal: smooth and easy interactions without negativity or the need for coercion.
    b. If missing: Lots of wasted time. A perpetual issue with attention and most likely the un-necessary use of short-term based clever strategies to remediate the dysfunction. A pervasive feeling in the room of struggle and failure. Growth is limited.
    c. Key benefits: Efficiency. Emotional ease and a feeling that there is order. Provides a building block for higher levels of collective function.

4. A collectively held sense of those actions and words that are "Ok," "Encouraged," and/or "not OK" must be spelled out in both general and specific terms. The concept (defined by its specific examples and non-examples) needs to be developed for "who we are" and therefore, "what we do" and "what we don't do" as both the students and the adults in the school. We can call this a social contract or something else, but in its essence it is an implicit agreement that bonds the members of the collective school or classroom society. This social contract needs to include a sense of logical and reasonable consequences and ways that those who violate their agreements can fix, repair, be held to account, lose an opportunity, or reflect on what they did so that they can learn and move forward more responsibly. It also needs to include ways in which those who seek to make a positive contribution will benefit and be appreciated. Having the students involved in creating the social contract encourages more ownership and understanding.
    a. Goal: Strong and just social bonds, members have faith in the system
    b. If missing: Students become mistrustful of why discipline is used or not used. They feel like things in the class are not fair or reasonable. Student can grow to resent those who disrupt the class without consequences and the teacher for not being a leader. If the teacher acts outside of the legitimacy of a social contract, student will feel like the discipline is subjective and personal and by extension illegitimate.
    c. Key benefits: Students feel like they live in a fair and just world. They feel like if they make the effort they can count on being recognized and appreciate the value of making good choices. Those who make choices to violate their agreements learn that there is cause and effect operating to help them develop a sense of responsibility, self-discipline and accountability to the collective.

5. A system to support and process those students who have organic or deeply conditioned patterns that make such things as self-regulation, attention and emotional composure difficult. Some students bring to the class deeply conditioned problematic behavior patterns, mal-

adjustments, negative identity patterns, or experiences from past schools that make theirs' and others' lives more challenging. Even in well-run, positive environments these patterns can emerge. Other students come to a classroom with organic problems with the ability to focus attention, impulse control or any number of emotional or cognitive issues. These students need specific interventions that help support their ability to function in a classroom and hopefully lead to greater growth, well-being, and an easier time of it.

    a. Goal: Student is integrated without undermining the outcomes of class as a collective. Teacher has a clear set of strategies, a plan and support that offers them a productive path to success. Student grows and thrives.

    b. If missing: The student can make the teacher's job much more difficult. Other students can feel unfairly put upon or penalized by the student's presence. Special needs student does not make progress.

    c. Key benefits: Everyone feels like things are getting better with time. They feel hopeful. Effort is put into things that are promoting growth or at least effective maintenance, and not into reactive actions or strategies that result in short-term fixes and/or perpetuate or contribute to the problem.

6. A system for all students to reflect on their choices and how those choices affect the group as a whole as well as their own personal welfare. This process can involve engaging the whole class, for example, where the teacher asks the students to reflect on their current actions and how those actions are helping or not helping them to meet the expectation. Or it can happen in private interactions in which the teacher asks an individual to reflect on their actions and/or take responsibility for their choices.

    a. Goal: More student ownership, and responsibility and use of cause and effect reasoning.

    b. If missing: Students can maintain a passive relationship to their learning and/or an external locus of control and an immature way of processing why things happen.

    c. Key benefits: When students reflect and see the cause and effect in their choices, they are able to grow in self-responsibility and grow in the critical orientations of growth mindset and internal locus of control.

7. Reaching the goal of coherence requires refraining from the use of classroom management or instructional practices that undermine the level of function in the classroom. Many classroom management or discipline practices are used with the rationale that they "work," or were recommended by an experience teacher or expert. But when examined more closely many common and popular classroom management practices have the overall net result of leading the classroom function level downward (See Figure 3) or limiting its capacity to grow. These include many practices that ultimately encourage an external locus of control, are based in shame, compare one student to another, seek compliance rather than responsibility, or have a short term desired effect, but in the long-term promote unwanted outcomes.

    a. Goal: The use of ONLY classroom and school practices that promote more function, responsibility and growth over time.

    b. If missing: Many times a teacher works against their own interest as they implement unhealthy practices that counter the positive effects of the healthy ones they use. On a

school level the teachers that rely on unhealthy short term practices make the jobs of the other teachers who are trying to encourage long-term growth outcomes more difficult.
   c. Key benefits: Teacher effort is coherent and efficient. Students are not confused and/or forced to process mixed-messages. Behavior and learning improves in the long-term.

8. Coherence must include consistency across teachers, policies, and the many sources of information that exist in the school or district. People need to be on the same page. Some of the critical areas that must reflect integrity with one another include; teacher evaluation criteria and processes, professional development, the school or district's mission statement, and the messages placed around the school. The recommendations of administration, teacher leaders, and educational specialists must match the stated goals related to management and discipline at the school. This requires a conscious articulation of what kinds of practices are consistent with the guiding values and which ones are not.
   a. Goal: Execution of the stated policy feels coherent and reliable school-wide.
   b. If missing: Depending on the areas of dis-integrity the result of mixed messages and incoherence could be teachers' lack of trust in one another or the administration, students experiencing confusion, and over time a lack of faith and commitment from both adults and students.
   c. Key benefits: Congruence and consistency across classrooms and other areas of the school leading to commitment and a full effort toward the collective goals. All policies work toward improvement and growth.

Advanced Level
Beyond a basic structure for function and effectiveness, there are qualities that if they exist encourage a higher level of human growth and development, connectedness, and intentionality. When these qualities are in place, there is an increased likelihood of a pervasive positive feeling in the school, trust and respect among the faculty, and a sense that the environment contributes to students realizing their personal and academic potential. And the collective/entity becomes increasingly capable of self-growth and actualization.

9. A system for building community and a sense of belonging. To move to a higher level of function, coherence and effectiveness the school needs to encourage communal bonds as well as the societal bonds that are described in the first level. When the school and the classrooms encourage students to feel like they are part of something larger and are important members of the collective, there is a different feeling in the school, and capacity in classroom management to appeal to each students' pride in being a member of the "We"/team. Creating identity, encouraging sharing, building team skills, and having students work collaboratively all encourage this quality.
   a. Goal: Student feeling like they are part of and care about the collective.
   b. If missing: Students can still function with only social bonds, but without the communal bonds students do not feel the same level of connectedness and feeling of family.
   c. Key benefits: Students' needs for belonging are met. Students feel more ownership of the school. Classroom management can incorporate an appeal to being a good team

player, contributing to the common good, and the recognizing the positive experience and joyful bonds that exist.
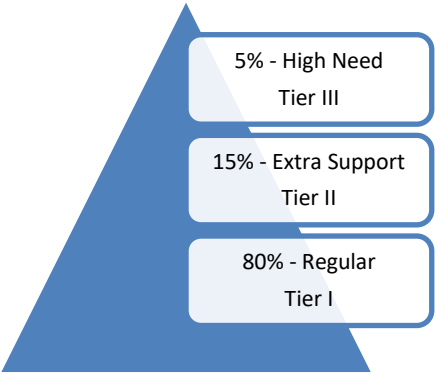
10. A system of peer mediation, student leaders, conflict resolution leaders help promote the capacity of the school for both less conflict and more positive student-student modeling. Student leaders can operate as models to encourage positive behaviors in others. They can also shift the locus of power from the adults to students, which is more prevalent in higher function schools. Peer mediators can support the conflict resolution processes in and out of the classroom. The more leaders and peer mediators that are trained, the higher the number of student that are walking the halls with those skills and dispositions.
    a. Goal: Students helping other students solve their own issues, and students encouraging each other toward positive goals and actions.
    b. If missing: Teachers and staff are forced to do it all. Students maintain an irresponsible and immature demeanor. Many students see discipline as the game of avoiding adults. Leadership skills are left to atrophy.
    c. Key benefits: Less conflict and more students thinking about making a contribution to the school. Systems are put in place to build capacity of leadership and conflict resolution, so they become self-perpetuating.

11. A system for encouraging mindfulness and social and emotional learning (SEL). Both teachers and students can benefit from formal and informal opportunities to become more centered and conscious during a busy school day. Likewise, having a systematic and intentional process for promoting social and emotional learning is necessary if a school expects to promote positive outcomes in that area. A good starting point is the recognition that everything that happens at the school is having an effect on the social and emotional world of the students. So both an additive as well as a fundamental approach should be considered.
    a. Goals: Students grow in social and emotional health as a result of spending time at the school. Students know they and other students will be encouraged to approach work, conflict, and choices with mindfulness.
    b. If missing: Without seeing how everything is connected, schools often add SEL programs over the top of a set of daily classroom practices that are having the effect of undermining the mental health. The correlation between the level of a student's mental health and his/her academic achievement is very high, so to neglect mental health is to neglect learning. In an absolute sense, most all conflict and crisis is the result of a lack of mindfulness.
    c. Key benefits: Teachers and student are aware of how students' actions are guided by thoughtfulness, high quality decision making, and a higher level of intentionality. Students trust that teachers have the intention and skills to encourage their growth.

12. To ensure coherence among the practices and shared values among the staff, the school would do well to incorporate a conceptual framework for selecting, interpreting, and assessing the classroom management practices. If there is no "roadmap," one could ask, "What are the members of the school using to inform their choices or where they are trying to go?" If teachers are able to see where their practices fit on a conceptual framework or roadmap and determine which ones would be best to apply immediately as well as those they could envision for long-term use, they can be more confident in trusting what they are doing. For administrators, the use of a roadmap better enables them to evaluate potential policies, programs, professional development and recommended practices with the goal of encouraging coherence and effectiveness. One such roadmap is displayed in Figure 3.

   a. Goals: Provide a context to understand the relative value of any practice. Provide a roadmap for what the most effective trajectory would imply in terms of practice.
   b. If missing: Coherence will be lacking. Programs tend to come and go based on trends and external pressures. Practices tend to be selected and then used because of any particular teachers' interpretation of "what works." Practice selection tends to be guided by short-term or incoherent rationale.
   c. Key benefits: Integrity. A guide for understanding if real progress is being made or not. Coherent principles exist to assess policy or classroom action.

C: Comparison of Three Popular Classroom Management and School Discipline System – Introduction
Using the conditions for coherence and completeness above, we can evaluate any system or approach intending a particular set of school discipline and management practices and policies. For the purposes of this document, three systems have been chosen due to their current popularity and level of use. The first is *Restorative Justice* (RJ). RJ has gained increasing use due to its attractive appeal to shift from a crime and punishment mindset to a community, wholeness and reparations mindset. Second, we will examine the general set of programs, systems and recommendations that fall under the heading of Multi-tiered Student Supports (MTSS) or Response to Intervention (RTI) and its school discipline family member Positive Behavioral and Intervention Supports (PBIS). Finally, we will examine a comprehensive set of strategies compiled into the system and book by the name of *Transformative Classroom Management* (TCM). Other systems could have being included, and may be in future treatments, but these three are representative of what many schools are currently attempting to integrate into their comprehensive systems for dealing with discipline and classroom management. Each system is introduced in Figure 1 below.

Figure 1: The Three System Defined and Depicted in its Signature Graphic

System Basics	Conceptual Model
Restorative Justice (RJ) Restorative Justice (RJ) features two basic ingredients as well as some others that are loosely coupled into the model. The main feature of RJ is its process for having offenders meet with their victims and other members of the community and provide reparations for their actions. Also almost always incorporated into an RJ system is the idea of class meetings or councils. This is where students and teachers can come together in a circle. The processing in this circle can take the form of working out a problem, sharing feelings, or agreeing on classroom expectations. In addition, there are practices that are labeled as "restorative classroom practices." They are intended to supplement the other features, but are not consistently explained.	
Multi-tiered behavioral Supports (MTSS), Response to Intervention (RTI), Positive Behavior and Intervention Support (PBIS) Multi-tiered Student Supports (MTSS) and its parent systems Response to Intervention (RTI) and Positive Behavior Supports (PBIS) seek to support students at different level of need within a school. The assumption is that there are some students who need a high level of support, attention, and intervention (tier III, about 5% of the students in the average school). Then there are many students who have problems (tier II, about 15%) but whose behavior problems are only moderate so that they are able to function with minimal intervention and monitoring. And then there are the rest of the approximately 80% of student who need basic classroom supports that mostly take the form of clear behavioral expectations and positive reinforcements. Most programs feature the qualities of respect, responsibility and effort as their core principles. Many applications include the 16 recommended RTI teacher interventions.	
Transformative Classroom Management (TCM) Transformative Classroom Management (TCM) is a system of practices for creating a high function classroom and for moving a classroom and school up (see matrix diagram). It includes practical suggestions for creating basic function but includes a systematic process for creating the self-directed, student-centered community (1-Style) classroom. TCM includes strategies for the most challenging learners and situations defined by conflict. Instructions are included for how to cultivate a classroom social contract. All aspects of the system are intended to help the adults and the student at the school increasingly operate from a "psychology of success" – i.e., internal locus of control, a sense of acceptance and belonging and a growth orientation.	

D: Assessing the Three System, RJ, MTSS, and TCM Across the Twelve Criteria for Coherence and Completeness.

In Figure 2 below, each of the three systems introduced above – RJ, MTSS/PBIS, and TCM are assessed across the twelve criteria offered as necessary for a system to be considered fully complete, coherent and effective. Brief explanations for how each system fairs on the twelve criteria are offered. It should be noted that in many district or school implementations of RTI and/or RJ a broad range of supplemental practices are often included in what is recommend to teachers. However since those are not technically part of either system they cannot be included in an assessment of the particular system itself. The following analysis intends to be an accurate assessment of what a faithful and unadulterated application of each system involves.

Figure 2: Assessing the Three System, RJ, MTSS, and TCM across the Twelve Criteria for Coherence and Completeness.

Critical Area - Basic	Contributions of RJ	MTSS/RTI/PBIS	Contributions of TCM
1. Practices encourage increased function over time and integrate with one another.	RJ practices integrate with one another well. But in practice what is often observed is a disconnect between the RJ practices and much else being used within the various classrooms in the school (used to fill-in the missing pieces).	RTI offers a guiding set of practice suggestions that intend to produce a relatively functional teacher-centered environment. But RJ and RTI are at odds both practically and philosophically.	TCM offers a coherent set of practices for supporting higher levels of function and engagement to schools seeking to improve from lower levels. And it offers a coherent means to move a middle level school to higher levels of function.
2. Clarity and expectation for collective and personal function are explicitly cultivated.	RJ encourages students to reflect and gives opportunities for students to recognize how they might become more responsible. But a picture of a functional classroom and what that entails is not spelled out in RJ.	RTI encourages teachers to promote a controlled classroom using the 16 recommended practices. But some of these practices tend to encourage compliant rather that real growth over time.	TCM provides very clear techniques for promoting clear and student owned expectations. And it offers a broad system for promoting a collective social contract in which students learn to take responsibility and be accountable to the collective.
3. Technical aspects of the management are in place – cures, routines, procedures, etc.	RJ provides clear instructions for its primary techniques. And classroom meeting skills are usefully transferred to other classroom situations. But these are a small part of what is required to promote high function by way of effective technical management.	RTI offers broad suggestions for promoting technical management such as to teach procedures and transitions. But many of the techniques are very external and do not lead to long-term student self-direction.	TCM offers a very extensive explanation for how to create a effective technical management, and ultimately move from simple 100% attention and efficient movement to a culture of listening and respect and student self-regulation.
4. What is Ok and not Ok are clear and understood on both a practical and	For RJ what is Ok is often a matter of interpretation. But can be reinforced by the	RTI uses the 3 terms – respect, responsibility and effort to provide a broad	TCM encourages teachers and students to generate an ongoing set of norms, rules and

conceptual level.	recommended practice of asking students to reflect on the appropriateness of their behavior.	concept of what is acceptable and encourages the use of practical explanations for what is and is not Ok.	expectations for what it looks like to do one's part in the social contract. A series of expectation promoting skills are explained as well.
5. Support for students with organic or deeply conditioned behavioral issues.	RJ can provide a useful opportunity for students with more substantive issues and histories of problem behavior to engage in a process of repair when they are unable to self-regulate. But often these same students can become repetitive users of the process and treat it as a game, when no other consequences are included.	RTI tends to take a behavioristic approach to modifying the behavior of students who are chronically out of line or disruptive. Where RJ asks students to reflect and think of how they can repair what they do or did. RTI asks the teacher to create incentives and monitoring to encourage change.	TCM looks at challenging student behavior from multiple angles. It looks first at what is happening in the classroom and with the relationship between the teacher, the work and the student. It also provides a system for supporting the long-term change of students' negative identity patterns. Finally, it recommends the use of responsibility training and behavioral contracts for students who need to take more responsibility for their actions.
6. System for assisting and encouraging students to reflect on their actions and choices.	RJ is based in the notion that reflection is the key to real change in behavior. All key features encourage student reflection.	RTI formally includes little about supporting the reflection process in the class. However, some peripheral groups making recommendations to RTI do recommend using a behavioral reflection process.	TCM is based in an ongoing building of responsibility through looking at cause and effect relationship in all classroom matters. This includes the use of ongoing clarifying questions with the whole group and classroom meetings. As well as those listed above.
7. Refraining from incorporating practices that undermine the function or growth potential of the class.	RJ practice have very little downside. But do take time and can create resentment from students who feel like the focus is on those who are off task.	RTI includes mostly sensible suggestions, but when examined more closely, there are a series of practices such as extrinsic rewards, manipulative use of language, enabling with proximity and negative recognitions, and colored card shaming systems that can act to stunt the growth of individuals and the class as a whole.	TCM is designed to be free of practices that can seem to be useful in the short-term but in the long term. TCM practices are designed to progressively increase classroom function, student self-responsibility and collective cohesiveness over time. More effective alternatives to common and popular manipulative strategies are offered and explained.
8. School-wide consistency of policy and practice.	RJ can be implemented on a class-by-class basis. But school-wide integrity is a plus. RJ requires administrative representatives to be part of offended-victim conferences.	RTI can encourage school-wide consistency and faithful implementation of the proven strategies. But it does also conflict with many schools missions or the goals of the school if those goals include creating a more empowering student-centered school.	TCM encourages any school to move upward toward more function and can be implemented school-wide. TCM provides a roadmap for both the classroom and whole school level as to how to move toward a more 1-Paradigm student-centered, empowering school community.

Critical Area - Advanced	Restorative Justice	MTSS/RTI/PBIS	Transformative Classroom Management
9. The school and the classroom grow as a community and in the felt communal bonds.	Through classroom meetings and encouraging students to work through problems RJ can have a positive effect on the classroom sense of community. But done poorly, these practices can promote a sense of insecurity for those most vulnerable.	The use of the 3 guiding terms is a beginning into creating a positive school culture. But RTI does little to promote community directly. And placing the focus on the lowest functioning students can encourage more students to move to this level for attention and the admiration of others.	TCM takes a multi-faceted approach to promoting community. Cooperative learning and "winning together" is encouraged. As is creating a classroom identity. All practices ultimately lead to the creation of the 1-Style classroom community.
10. Peer mediation and student leadership provide for students to take on an essential role in promoting excellence and quality.	RJ does not encourage peer mediation formally. But those who do it well often learn how to harness student leaders to take a more active role in being circle leaders or peer supports.	RTI does not formally include mechanisms for involving student leaders or peer mediation.	TCM encourages the use of peer mediators that operate in and out of the classroom. It also encourages student leadership in many forms in the classroom. The principle in TCM is that if students can do it, they should be leading or running it themselves.
11.A systematic infusion of mindfulness/consciousness and SEL encouraging practices for students and teachers.	RJ does not formally encourage mindfulness, but it does encourage the use of reflection rather than teacher telling.	RTI does not formally encourage mindfulness.	TCM encourages teachers to be mindful of what is going on inside as they teach, as one whole chapter is devoted to this idea. And teachers are encouraged to develop a psychology of success in each student – i.e., internal locus of control, belonging, and growth orientation. How to do this is explained in detail.
12. All practices can be explained within a unifying conceptual framework that provides a context for quality and growth.	RJ implicitly encourages participants to stay patient, trust the process, and keep a long-term view. The promise is a school where students are in touch with their feelings, consider their actions, and adults are facilitators and not bosses. But the steps to get from where most schools are to that future often seem overly challenging.	RTI is intended to help a school become less chaotic and serve the most-needy. But it is difficult to know what the ultimate purpose of RTI is beyond moving schools out of a troubled state. Many of its practices can be said to keep a school at a middle level of function, motivation, and social and emotional development.	TCM is based in a roadmap (See Figure 3) that begins with helping school/classrooms move out of lower levels on the function and effectiveness roadmap and toward the highest levels. Those highest levels imply ever greater levels of student self-direction, classroom community, and success psychology/social and emotional growth. A whole chapter is devoted to explaining how to move to the highest levels on the roadmap.

E: Discussion of the Three Models Presented
In this section we will examine each of the three models in more detail. To better understand them we will need to look more closely at what each is intending as well as what each produces in application. However, to better understand the effectiveness of a school-wide policy or system, it will be instructive to look first at how policies and recommendations for practice play out at the classroom level.

Examined from the broad perspective we can recognize that every teaching act is a classroom management act - teachers are managing continuously. And every classroom management act makes a difference. Every act is connected and adds to the ongoing construction of what the class is about and how all the members are related. Teachers engage in thousands of thoughts and actions that ultimately translate into effects on the students as individuals and as a collective. So as we examine those thoughts and actions, we might explore them based on what each teacher is trying to do, and what they actually do.

As we explore what any teacher is trying to do on any day, it will likely be informed to a great extent by the classroom management practices and modelling that they have been exposed to in their own schooling, as students, in their teacher preparation, in professional development, in addition to those that are encouraged or required by the school policy. Given the twelve qualities of a complete and coherent model outlined above, we might ask, how many of them is any teacher intending to fulfill in their practice each day? How many are guiding their thinking as they make choices about what to do? Does the teacher have a complete and coherent model from which to draw?

Next, if we were to observe the actual practices being demonstrated in any particular teacher's classroom, what conclusions could we draw? What effects are their classroom management practices producing? Is it more student self-direction or intrinsic motivation over time? Would what we observe represent evidence that the teacher has the adequate tools to produce a functional class and the other qualities outlined above as basic to a high quality classroom? And is what they are doing making the class actually better in terms of the more advanced and highly desired outcomes like community, mindfulness, psychology of success and social and emotional development? If we can see evidence in most classrooms of an intention to encourage the elements of a quality classroom, as well as daily progress toward those qualities in action, we can say that a school has a coherent mechanism for encouraging a complete and quality classroom management and discipline system.

To better understand how a school might achieve the goals or completeness, coherence and quality and how each of the three discipline systems might support their goals, we need to examine each system in terms of first, what it is intending, second, what it actually creates in application, and finally in terms of its potential compatibility with other systems as well as the other goals and practices at the school in which it is being implemented.

Restorative Justice - What is it intending?

The intention of Restorative Justice (RJ) begins with its foundation as an alternative to students being suspended, expelled, and removed from the system (often for things like willfulness defiance and disobedience). Next RJ intends to encourage teachers to help students reflect on how they can repair the situation or their relationships with others if they have damaged them, and to encourage student self-reflection, voice, and community bonds.

RJ therefore encourages the use of three practices to encourage classrooms to engage in more humane practices. To counter excessive suspensions, and student who become increasingly comfortable with a violation-punishment pattern, RJ encourages using conferences with the offender, victim and others such as the teacher and the school administrator (as well as parents and anyone else essential to the event). To counter a lack of community and voice, they encourage the use of community circles. And to encourage more personal and authentic teacher-student relations they encourage teachers to ask rather than tell. In general, RJ practices are intended to make the discipline process thoughtful and personal and keep chronic rule breakers from becoming marginalized.

However, RJ does not represent itself as a complete system for creating classroom function, strategies for promote clear expectations, more self-direction over time, or helping student grow in their sense of what quality participation looks like, among other things. And it could be noted here that any one of the three aspects of the model could be used or not used independently. For example, community circles are recommended in many other classroom management approaches.

RJ in application

In application, RJ looks very different in every school. Partly that is to be expected given that each school is unique, but it is also predictable given that going from intention to practice with RJ is dependent on many other variables including the size of the school and its personnel. For example, in a school of 200 where there is a great deal of existing function and cohesion, one could expect very few students to require conferences. So it is realistic that school leaders could be in attendance as prescribed in the model. In a school of 600 or more where there are frequent transgressions that would imply a high number of needed conferences, the logistics of having all required parties - the teacher and administrator or counselor and both the victim and the offended as well as parents - in attendance is more challenging?

If a large school is committed to processing all offenses with fully represented conferences, and it is not equipped to process the number necessary, what are the alternatives? In practicality, the most likely response to an over-burdened system is to begin to ignore offenses. So one critical choice schools must make relates to what teachers are to do instead if the written policy is to have RJ conferences for offenses and it is not equipped or willing to handle all the violations. If the policy is to use conferences – violations occur – and there are no conferences, then what? Are teachers to employ other measures? Are they to let the offense pass? In either case, what is learned by the student who engaged in offence in which there was no meaningful result? And as importantly, what message is send to the other students? Students' sense of fairness is built on the certainty, follow through and consistency of the adults. For those students who are rarely in the offender role, they want to see evidence that the system is contributing to a more fair and just school or classroom.

RJ recommends that victims are to be part of conferences. If we play out the scenario in which a student offender is asked to sit down, with the victim, and others from the community and come up with ways that they can repair or restore the situation, then one can imagine it going very differently depending on all the variables involved? And in practice, all permutations of the various possible outcomes will take place. Could the student sincerely recognize what they did, take responsibility and make a change? Could the student see it as a game? Could the victim feel grateful to be given a face to face apology? Yet in other cases, could they feel like having to sit with the person who has offended or abused, and watch an insincere apology to be a painful experience adding insult to injury? Could victims (and parents of victims) be less inclined to speak up knowing that they are going to have to endure the possible discomfort of the conference process? In practical application, all permutations of possibility both desirable and undesirable have and will manifest themselves within the conference context. So we can expect both the desired as well as the undesired consequences with RJ.

Another issue related to the implementation of RJ is that it addresses very few of the areas that are required for a high function classroom. There are a broad range of discipline issues that occur continuously in any classroom ranging from very minor to more significant. Many of the problem behaviors that might arise in a class could be categorized as an offender-victim situation, but many do not fit that definition. In fact if we were to survey all cases in which a student acted in a manner that violated the rules and norms of a classroom or school, we would find that most misbehavior is minor and/or does not imply a victim or anything that could be repaired or restored (i.e., talking in class, abusing the pencil sharpener privilege, or cheating on a test). In a functional class there are countless implicit and explicit expectations that are in continuous operation and require efficient teacher leadership to maintain. The teacher must regularly act to demonstrate to the whole class that certain things need to happen in certain ways and each student needs to do their part to be accountable to their peers and the good of the group. Reminders, clarifying statements, and efficient individual student and whole group logical and/or natural consequences are necessary to operationalize the expectations and make them meaningful.

Classroom circles can be a wonderful process. The community circle process has been around for centuries and has many potential benefits – promoting sharing, collective problem solving, public recognitions, disseminating information, etc. But it takes time. The time expenditure is less of an issue in an elementary classroom. Very few elementary classrooms could not benefit from regular class meetings/circles. But in the secondary classroom, a teacher has many classes in a day. Would the expectation be that each of the classes would engage in a regular meeting? And if the meetings were assigned to a single group, such as the advisory period, then how would that support the development of other groups of students the teacher meets within the day? Different students and issues exist in each period of each room of the school. In this age of pacing and benchmarks, it is a great deal to ask teachers to cover content at a fast pace, as well as encourage deep processing, in addition to holding regular classroom meetings. Is a teacher required to meet standards, required to have class meetings (and in some cases, prohibited from removing students who are disrupting the progress of the other students)? RJ values and other school values and policies often conflict leaving teachers and students feeling like they are being unfairly put between a rock and a hard place.

Those who are highly qualified to lead a class meeting or a conference with an offender and victim will tell you each is a challenge and require subtleties, skills and lot of experience. Each can be useful, each can be transformative, and each can go badly and most any possibilities we can imaging will occur in application. Are we asking teachers to have the skills necessary to do them well? Do we trust all teachers to do them well? Training can help, but how much training would it take to make even the average teacher an expert in running a class meeting or a restorative conference? We may be able to realistically expect most elementary teacher to be able to develop those skills with training and practice. But the nature of the large comprehensive public secondary school includes challenges that make that actuality more difficult to envision.

Overall Potential Contribution: Restorative Justice
Completeness: RJ provides insight and tools to implement its two key practices. Each of the tools is explained in detail and supported by examples and an understanding of its potential. However, RJ meets only a few of the necessary qualities to ensure a complete and coherent discipline and classroom management system.

Coherence: The features of RJ show logical consistency. They trust the questioning and reflection process and encourage students to work through problems together and not expecting external authorities to solve them. But as they only address a limited scope, educators are challenged to implement meetings and conferences in a manner that is coherent with everything else that is in place at the school.

Compatibility: Conferences and class meetings can be compatible with other practices. But very few schools are currently committed to the intimacy, and student-centered reflection process that would allow RJ to fit into the broader logic at the school. Much of RJ is not compatible with what is recommended in RTI or other behaviorist models on the level of intent and/or application. RJ is compatible with TCM and the goal of a 1-Style classroom in most ways.

Response to Intervention (RTI)/Multi-Tiered Student Supports (MTSS)/Positive Behavioral Intervention and Supports (PBIS) – What Are They Intending?
Response to Intervention (RTI), Multi-Tiered Student Support (MTSS) and Positive Behavioral and Intervention Support (PBIS) intend a tiered system of supports for the students in a school. Support includes both academic and behavioral issues. Yet, the RTI family does not officially call itself a program or a complete system, but only a framework from which to operate and structure various interventions, policies and practices at a school.

In a multi-tiered framework, students are classified into three levels based on need. Assuming a normative student sample, a small number of students at the school would be identified as requiring the most intensive tier three level. More students would be identified as needing extra help than the average student and therefore be classified into the second tier. And the rest of the students would be classified into the general first tier. RTI and PBIS and later MTSS were born as a way to better classify and serve special education students, and were initially formulated by those that came from teaching

in the area of special education such as the Canters and the early leaders in the development of PBIS. These roots in behavioral modification can be seen in most all aspects of the system recommendations for all of the three levels.

The intention in MTSS is that interventions for students in tiers two and three would be monitored and any changes in behavior would be tracked to show the efficacy of the strategies being used. Most of the recommended interventions for students in these two lower tiers typically fall under the heading of applied behavioral modification.

For the general tier one student RTI/PBIS recommend a set of "proven" strategies. These strategies can vary and are more or less organized given the state or district policy and/or the particular guidelines and recommendations at a school. Often the RTI classroom management recommendations and training relate to the 16 "proven" strategies that are found in the RTI literature. Upon examination, the purpose of most of the general classroom level strategies could be characterized as encouraging teacher control of the classroom and promoting "acceptable student behavior." Many of the strategies recommended in the broad domain of RTI and PBIS could be best described as behavioristic such as the use of extrinsic rewards and public comparison, as well as more technical strategies like training students in procedures and transitions.

If one were to characterize the overall intention of the RTI system it would be to create a school in which behavioral strategies are used with greater or lesser intensity based on the degree of non-compliant behavior and learning progress of the student(s). Therefore goals such as building student self-direction, community, encouraging congruent and authentic dialogue between students or between teachers and students, or promoting student empowerment or social and emotional learning could at best be secondary considerations, and would more likely be in conflict with the goals of the teacher-centered behaviorist classroom.

Response to Intervention (RTI)/Multi-Tiered Student Supports (MTSS)/Positive Behavioral Intervention and Supports (PBIS) – In Application
In application implementation of RTI has shown the capacity to improve many low performing schools and raise the level of classroom function. RTI can be effective supporting more school-wide consistency, and fewer of the practices that are characterized by passivity, reactivity, or hostility (i.e., the lower quadrants - 3-Style/Passive and 4-Style/Coercive as represented in figure 3 below,). RTI discourages reactive and personal teacher practices and encourages more systematic use practices and a focus on the behavior not the person and faithfully applying techniques to reinforce more wanted behavior and discourage unwanted behavior.

However, as RTI tends to put a great deal of attention and human focus on the lowest tier of students, in many cases this creates the unintended consequence of neglecting the needs of tier one students and making the students in tier three the high profile students in the school. In terms of human modelling, there seems to be a tendency for the types of behavior that receive the most attention to be implicitly encouraged by any system. Therefore the more the adults in the building focus on the most disruptive and irresponsible student actions, the more students consciously or unconsciously see

that behavior as desirable in as much as it is a means to getting such needs as attention, recognition, notoriety, reputation, control and fun met.

If we walked into ten schools in which RTI and/or PBIS was being implemented we would see some consistent elements such as the over-arching written themes of respect, responsibility and effort. But we would also see a great deal of variation, given that RTI and PBIS are just offered as frameworks for schools to use to create school-wide systems, and the specifics are left to the school. The recently developed school-wide implementation survey creates more standardization, especially when it comes to what to do with tier one classroom management, but there is still a broad range of practices that are recommended in the name of RTI. Increasingly schools use the "16 proven strategies" to anchor their general classroom management teacher recommendations.

RTI's effectiveness moving schools from lower levels is mostly due to its encouragement of promoting clarity, and "positivity." It encourages teachers to teach and model their behavioral expectations, and suggests that they make many more positive comments than negative comments. These practices are upgrades from the 3- and 4-Style practices that many of the teachers may have been using. Thus the improvement we see in low performing schools. But as we examine effects of the recommended RTI strategies, we see that in practice the best they can accomplish in the long-term is an orderly teacher-centered class. And that is only possible when they are implemented by a better than average teacher who has a commitment to his/her students personal development. In practice is it rare (no more than 1 in 100 maybe) to find a teacher who applies the recommended strategies faithfully and achieves 1-Style, student-centered results. The reason is that included in the proven strategy recommendations are those that employ student to student comparison, subtle shaming, teacher intimidation, emotional manipulation, a value for compliance over self-responsibility development, and the extrinsic motivational practices explained earlier. (See problems and alternatives to these strategies)

In application, when teachers are given a list of suggestions without a larger intention for their use, there are a couple logic results. First, the teacher may assume that the strategies, if applied faithfully will achieve optimal results (i.e., a 1-Style student-centered classroom). Second, that teachers might pick and choose those that they liked off the list, and fit them into their current personal ideological and pedagogical schema. These phenomena seem to be playing out in many schools. Teachers are using the recommended behavioristic strategies with the incorrect assumption that they are going to achieve an emotionally empowering classroom. And likewise, teachers select strategies from the recommendations that they see as helping them accomplish what they desire. Often teachers pick out the endorsement in the RTI materials for the use an extrinsic reward system because it seems to them to be a positive alternative to "being negative." While there are advocates for the use of reward systems, most expert agree that the long-term effect of a regular use of extrinsic behavioral reinforcers is a deterioration of the intrinsic motivation of students. Alfie Kohn calls this phenomenon "punished by rewards." Each year of being given rewards for doing those things that we want students to enjoy doing such as learning, acting with integrity and putting forth effort, the student loses the internal satisfaction for their work and learning, and increasingly shifts their attention to what they will get for doing their work and/or behaving appropriately.

In many cases, we can see the ill-effects of extrinsic rewards when we observe what happens when students transition from one level to the next. For example, after leaving an elementary school that incorporated a heavy dose of extrinsics, the teachers at the middle school is put in the position that they must begin the year with students who are looking for a reward before they are willing to engage in the activity. Combine the habituation of students to rewards with a history of teachers who used a great number of the emotionally manipulative practices from the RTI list of recommended practices and the problem becomes more pronounced. So the teacher in the next room, or that is next to teacher these students is forced to either adopt a similarly externally-oriented set of practices or engage in a painful process of withdrawal therapy.

To achieve 1-Style results – student self-direction, community/felt bonds, internal motivation/POS – practices must encourage those things and be free of elements that undermine them. When applied, RTI has shown the capacity to reinforce and train behavior better than 3 and 4-style practices, but because of the often manipulative and extrinsic focus of its recommended practices, it does not do very well in demonstrating the capacity to encourage a 1-style classroom result. Instead of the RTI tier one recommendations encouraging a progressive movement of students toward even more self-responsibility, they are mostly a lite version of the tier two and three strategies. The result is the limited capacity that we see in application.

Overall Potential Contribution: RTI, MTSS, PBIS
Completeness: Over time RTI/MTSS has moved from a broad framework of ideas to a more specified set of practices. However, it does not claim to be a complete system even now. But depending on where one looks there are suggestions for practices that are in the RTI family to explain many situations that the average teacher will face if their goal is a teacher-centered classroom.

Coherence: RTI appears coherent in many ways. The "proven" strategies tend to fit with one another fairly well, in that students would not be confused by them or feel that they are in conflict. Where coherence can be a problem may be found in what the practices produce. Juxtaposed with the values and goals of many teachers, many can find that their results are at odds with what they would desire to see. If one is attempting to encourage a greater level of student self-responsibility and classroom community while implementing the recommended RTI strategies both the teachers and the students will experience and feel the incongruence and incoherence on some level.

Compatibility: RTI practices are compatible with many other more teacher-centered practices that are offered in books and professional development, such as Assertive Discipline or First Days of School. But they are not very compatible with Restorative Justice practices, social and emotional learning, or the strategies that are necessary to build such qualities as community, mindfulness, intrinsic motivation, or the 1-Style classroom described in TCM. And overall given that RTI can encourage the unintended result of shifting the attention, energy, and resources at the school to the most disruptive and high maintenance students, programs and initiatives that seek to encourage such qualities as student leadership, mindfulness, peer mediation, and a positive school climate are often neglected or given a lesser presence.
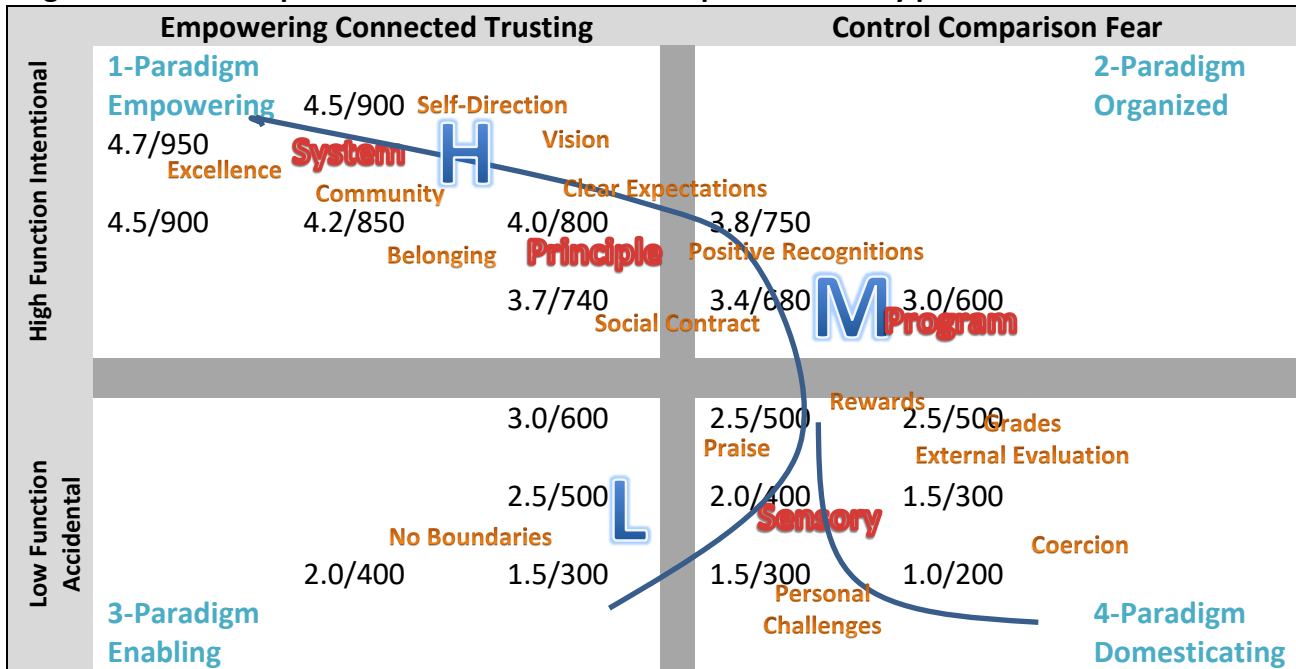
Transformative Classroom Management – What is it Intending?

Transformative Classroom Management (TCM) intends to provide leaders and teachers a system of strategies that will move any classroom up to higher levels of function and toward a student-centered environment. TCM intends to be mostly complete and integrated in that there are strategies for all types of situations, and all of the practices in TCM work to the same purpose which is based in the construct of a psychology of success (POS). In the TCM framework a practice could be considered effective to the degree that it promoted more of the POS qualities – internal locus of control, acceptance and belonging, and a growth vs. fixed ability orientation – in both students as individuals and the class/school as a collective. TCM uses the matrix depicted in Figure 3 below to represent the different styles of classroom. TCM encourages practices that would move any class up, but also encourages those who can to attempt to create the 1-Style classroom. In that type of classroom the teacher is attempting to create more student self-direction and community as well as maximum POS.

TCM offers several places where the teacher and school can choose from a range of options. One example is the idea of the concept of the social contract. There are many terms or applications of this idea that fit into TCM, but all share the qualities of promoting the existence of social bonds, collectively held expectations, each students' accountability to the group and the teacher's skills as a facilitator. TCM also offers ideas for achieving long-term results with more challenging students, or those that RTI would refer to as tiers two and three.

One of the identifying features of TCM is that it suggests that teachers avoid several of the popular strategies recommended by many other contemporary systems. Included in the practices that TCM characterizes as tempting and short-term clever, but ultimately unhealthy and long-term ineffective are the use of public shame like colored card charts, intimidation such as proximity control, manipulation such as saying "I like the way ----- is ----ing", to modify those that are not ____ing, personal praise, and extrinsic rewards given in exchange for compliance of achievement to list a few. All practices in TCM need to meet the POS test – are they going to create more internal LOC, belonging and self-acceptance, and a growth orientation? (link to extended discussion of these) TCM would contend that using it will therefore act as an essential source for the development of desirable social and emotional skills and dispositions.

Figure 3 : School Improvement Theoretical Roadmap with Pathway pattern reflected

Transformative Classroom Management – In Application

Most teachers who try to implement TCM appreciate the specificity of the strategies and how things are broken down to a practical level. Having a guiding vision of the 1-Style classroom helps teachers make daily choices. But many teachers find that the suggested strategies conflict with what they have gotten used to in the past, so can struggle to eliminate practices that they have been comfortable using. This is especially true for the suggestion to eliminate the use of negative recognitions. For most teachers this helps them become free of a limiting practice and reduces the negativity in the room. But for those who have relied to a great deal on negativity that recommendation, it tends to feel like an unrealistic expectation. Newer teachers and those who have a personal commitment to positivity do better implementing TCM than those who have gotten used to the use of shame, negativity, and manipulation as fundamental to what they do.

Teachers who commit to the use of TCM strategies do see that the levels of consistency, self-responsibility and trust within the class increase. But to get there teachers have to be consistent and make a commitment to using TCM faithfully or their results will be less pronounced. Incorporating a long-term perspective can be challenging, but for those who are able to stick to a vision informed by the qualities of a 1-Style classroom, long-term progress is likely.

Implementing TCM requires a little more effort at the beginning of the term, so that students can create patterns and expectations that will build toward more POS and self-direction. But while it can be more work up front, it requires less direct effort as time goes on and as students become more self-directed as individuals and functional as a collective community who self-regulates and encourages one another.

After being trained in TCM, teachers realize that they have to be more thoughtful when dealing with students who have more deeply conditioned patterns of behavior. Like Restorative Justice there are skills asked of the TCM teacher in how to help those with negative patterns reflect and generate thoughtful solutions to their own issues. Tools such as behavioral reflection contracts are intended to achieve relatively immediate results as well as to encourage long-term change. Like some other models like RTI, a different set of strategies are offered for working with the needs of more challenging students that are less necessary (or often not recommended) for the majority of students. But in contrast to RTI, there is not an assumption that what is necessary with these students with special needs and deeply conditioned patterns should be up-leveled and used class-wide with all the students. Ultimately, the goal of more self-direction and personal responsibility is the guide for selecting the best action to take. So if two students were truly helped by extrinsic reinforcements, TCM would suggest they be used with those two students, but using them with other students who did not absolutely require them would still be seen as unhealthy and long-term ineffective.

Classroom meetings are recommended and explained in TCM. So like RJ, this tool is suggested as a means to promoting more voice, sharing, and problem solving. In TCM the process is suggested to be used in a more deliberate way than RJ, for example to solve a classroom issue with a short discussion and vote, or to be used in an extended exercise for creating a new solution or processing an emotional issue. But TCM assumes that some teachers will want to use such a practice and others will not. It is just one of the many practices that support the movement of a classroom to the high function, self-directed 1-Paradigm location.

Overall Potential Contribution: Transformative Classroom Management
Completeness: TCM is intended to be a relatively complete system for creating the highest levels of classroom function and student growth and development. In practice adopters find that most issues are addressed in the book and/or training.

Coherence: TCM uses a series of guiding principles including the frameworks of a "psychology of success" and the teaching style matrix to ground its practices. Therefore coherence is also built in. If a practice cannot demonstrate efficacy across the guiding principles it is not recommended. And since the guiding principles are based in those elements that encourage the highest levels of human growth, mental health and social development, it is congruent with the best instincts of the teacher and the best good of the student.

Compatibility: TCM is compatible with other books, models and programs that assume similar guiding principles, i.e., student self-direction, intrinsic motivation and community. Therefore, RJ can fit well into TCM or vice versa. TCM can also fit into a multi-tiered model. However, many of the practices suggested in the broader RTI domain run counter to the goals and principles of TCM, so would not be congruent.

F: Policy Implications: Lessons Learned from the Examination of the Three Systems
After examining these three school discipline systems across the twelve dimensions of coherence and quality, a few lessons can be drawn implying the following eight implications for school policy:

1. **A model can only succeed in promoting outcomes that are consistent with its intentions and its design**. Each of the three models has a different intention and guiding principles and thus a different goal. If we use the model depicted in Figure 3 as a roadmap with which to plot the intended conceptual location of each model, could imply the following conclusions; RTI is intended to move schools from 3 and 4 quadrant to the 2 quadrant. RJ intends a move from 2 quadrant to 1 quadrant attitudes and practices, but only deals with a limited number of necessary qualities to ensure full 1-Style practice. TCM intends to be a practical guide to making the 1 quadrant achievable. The primary take away here might be that RTI does not encourage a coherent move in practice toward the 1-paradigm quadrant, and RJ can only encourage it if it is supported by a series of other practices that would support such a move.

2. **Incoherence in design will translate into problems in application**. When practitioners are given a set of incompatible recommendations the inevitable incongruence will likely manifest itself in series of predicable ways, including:
    a. Students experience the effects of the incoherence as inconsistent messages and incongruent actions.
    b. Teachers will likely ignore those recommendations that they see as inconsistent with their values, if not immediately, eventually.
    c. Teachers will lose faith in leadership and policy.
    d. Teachers will struggle to foster a vision and set of shared values with which they can draw to guide their practice. As a result the school will struggle as a collective to demonstrate consistency and a unified message to students and the community.

3. **In the absence of a clear purpose and a complete set of practices to accomplish that purpose, the vacuum created will invite individuals to fill it in with whatever they can find that meets their needs.**

4. **Without a long-term focus, many people will tend toward solving problems with short-term solutions**. When teachers are encouraged to use strategies that are defined by a focus on short term modification of behavior, long term goals such as promoting self-direction, community, and social and emotional development will the hindered. For some teachers encouraging short-term strategies can be permission to abandon the idea of moving to the 1-paradigm location (on figure 3), and for others they may feel like they are being asked to do something unethical if they are required to use short-term focused practices knowing it will limit their capacity to move toward their preferred goals.

5. **If administrators do not fully or accurately understand the intentions and the implementation issues related to what they are formally asking teachers to do, there will be consequences**. Those consequences can include a loss of faith within the faculty and staff, disintegration of the implementation over time, their own experience of regret for what was put in place at some point in the future, and the underperformance of the school on metrics of success.

6. If the operational goals of any school's effort to create a school-wide discipline system do not implicitly or explicitly include meeting the twelve effectiveness criteria outlined above, issues related to coherence, completeness or overall quality will manifest in predicable forms. In other words**, if the twelve qualities are not addressed successfully, the failure will be demonstrated in the form of lower school performance.**

7. **All three of these models have the potential capacity to work together coherently**. But to make this work effectively, it would take a selective use of aspects of each. Both of RJs essential features would have a place in an overall coherent plan. But training would need to be included. Class meetings and offender conferences can encourage positive results. But administrators would have to accept a role in the conference process if that element is expected to be robust. MTSS can bring coherence to how the school manages and addresses the needs of special education and high need students. But only practices that would qualify as healthy and compatible could be included in the overall system. TCM can provide guiding principles and a comprehensive set of strategies that work to move a school toward higher levels of function and student growth over time, and could promote the necessary completeness to the overall system at any school.

8. **Wherever attention is focused within a school will make the symbolic statement about what is valued most, and will have the practical effect of making that reality within the school grow in significant and expression**. This is true for an individual, a classroom or a whole school (or a society for that matter). Placing the focus on the negative and what is unwanted will likely encourage more of that quality. Therefore, if the primary attention in a school or classroom is placed on chronic offenders, the least committed to the collective, and what is unwanted in general, those issues will tend to grow in the daily school phenomenon. Conversely, placing attention upon and cultivating a vision for positive outcomes will likely encourage more of those outcomes to come about. Therefore, if a great deal of attention is placed on building relationships and community, and recognizing collective accomplishments those values and goals will grow and become evidenced.

G: Conclusion

In the current educational policy environment, teachers and school leaders are receiving an ever increasing level of prescription from the outside and a growing demand for accountability to external policy requirements. Much of this external pressure is related to school discipline and classroom management policy mandates. Well intended groups have encouraged the use of both RTI/MTSS and/or Restorative Justice. The reasons for this encouragement are understandable. Yet, for the good of all - teachers, leaders and the students - we must consider how best to achieve the highest and best good in both policy and practical application. This paper offers twelve criteria defining what would characterize a coherent, complete and quality school discipline and classroom management policy. Any policy that would be judged to be sound and beneficial should be able to meet at least the first eight basic qualities.

As we engage in the work of developing policy and suggestions for professional development, let us ground our efforts in sound guiding principles and the knowledge that we have access to the wealth of great thinking that has been produced to date. Coherence, completeness and quality are possible, but not inevitable. Coherent results require a careful examination of both the intentions and practical realities of any idea, no matter its perceived value. The consequences of our actions have enormous effect on the lives of teachers, students and communities, so we bear a great burden to make wise choices. Therefore, we must become experts in the various options, implications and practical realities of the policy that we are developing and/or asked to implement.

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