# Management, Not "Discipline": A Wake-up Call for Educators

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*Editors Note: Dr. Glenn Latham was a mentor to the Substitute Teaching Institute and assisted in the writing of Chapter 2 of the Substitute Teacher Handbook. His contribution to help teachers and parents improve their skills in teaching students and children has been felt not only nationwide but internationally. Dr. Latham passed away July 10, 2001, while enroute to Australia for a speaking engagement. We respectfully print this article he wrote as a standard for teachers in the classroom.*

The September 1998 issue of the *Kappan*, official journal of Phi Delta Kappa (PDK), contained "The 30th Annual Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward the Public Schools." The section dealing with "Problems Facing the Public Schools" revealed that student behavior problems fighting/violence/gangs, lack of discipline, and the need for more control were the biggest problems.

As I have studied this sad and persisting state of affairs, I have asked myself, "How can this be?" For over 60 years, human behavior has been the object of intense scientific study; study that has demonstrated beyond any reasonable doubt that human behavior can be effectively and humanely managed. What the scientific study of human behavior has taught us is that behavior is lawful, therefore it is predictable, and therefore it is treatable. As a mother succinctly noted in a letter to me, after having put this science to work in solving a perplexing behavior problem of one of her children, "This is truth!"

It is indeed, and in fact, truth. So why is that truth not being eagerly and enthusiastically practiced by educators in classrooms and schools the world over? For it is not! Dr. Ogden Lindsley, an internationally acclaimed authority on such matters, has characterized this circumstance as "scandalous" (meaning "disgraceful", a "flagrant violation of morality or propriety").

In addressing that question, six conditions seem to me to combine to form an answer. These are conditions that I have observed and experienced during nearly 20 years of carefully and systematically observing student/teacher behavior in schools and classrooms, and after visiting with teachers, administrators, students, parents, and support personnel, the world over. (For more detail on this, see my monograph, *Behind the Schoolhouse Door: 8 Skills Every Teacher Should Have* [found in the Fall 2001 issue of the SubJournal].) These six conditions are:

## I. The educational establishment knows little, in a technical scientific sense, about human behavior.

I am stunned as I have visited and continue to visit in schools and classrooms the world over how little educators know about human behavior: what gets it going, what keeps it going, and what its relationship is to the immediate environment.

An experience I had a few years ago serves as a representative example of this state of affairs. I was asked to conduct a two day workshop for a large group of educators, including school psychologists and counselors, about managing student behavior in school and classroom settings. While being introduced, it was noted that "Dr. Latham is going to talk to us about behavior modification." A low groan wafted across the room, and from the front row I heard a fellow quietly lament, "Oh no! More BS about B.M."

Since the workshop was built around a set of outcome objectives, I had prepared parallel forms of a pre- and post-test to measure the effects of the training. These tests each contained 50 true/false items that addressed the most basic, rudimentary aspects of human behavior, and how to effectively manage it in a school/classroom setting. Answers on the pre-test ranged from 0% to 19% correct, with a mean of 5% correct!

I was not the least bit surprised. I can say without the slightest hesitation, that, at best, there are no more than five out of a hundred building-based educators who can explain human behavior in technical, scientific language, and then translate that knowledge into effective management strategies.

In one attempt to assess how educators go about problem solving, as compared with members of other professions, I randomly selected 20 engineers, 20 physicians, 20 lawyers, and 20 educators and asked them to describe for me a problem commonly experienced in their work. I then asked them how they set about solving that problem, including what it was that formed the basis for their solutions. I also asked them if other members of their profession would approach a similar problem in a similar way. I found that engineers referred to laws, principles, and formulas related to force, stress, motion, pressure, etc. Physicians referred to their knowledge of physiology, anatomy, microbiology, chemistry, the central nervous system, the flow and circulation of body fluids. Lawyers referred to constitutional law, statues, precedent, logic, courtroom procedures, and their knowledge of the judicial system. Teachers' responses made absolutely no references to any kind of science, any body of professional literature, nor any principles or laws to explain what they did. Rather, they said things like, "It seemed at the moment to be a good way to handle the situation," "I've used it before and it's worked well," "It was suggested to me by a fellow teacher," "That is the way the teachers' manual said to do it," "I was taught to do it that way at the university," "I don't really know. I never thought much about it." The most frequently given response was, "I just fly by the seat of my pants."

Surely, as a profession, we can do better than this. Surely, we can do a better job, a more professional job, preparing teachers to assume the heavy behavior management responsibilities they face in the classroom at any level.

What do educators need to know? In brief, outline form, they need to know and be able to effectively put into practice, the following:

*A. Basic principles of human behavior.*

It is absurd to expect educators at any level to effectively build or fix something if they don't understand the principles that explain how that "something" works. For educators, that means a working knowledge of the following principles of human behavior:

1. Behavior is largely a product of its immediate environment.
2. Behavior is shaped by consequences.
3. Behavior is shaped better by positive than by negative consequences.
4. Whether a behavior has been punished or reinforced is known only by the course of that behavior in the future.
5. Past behavior is the best predictor of future behavior.

*B. Sound, effective classroom management methods.*

Knowledge is only an antecedent. It has no value unless it leads to an action that is then consequated in some positive way. (As someone insightfully observed, "Is it any better that a person knows how to read but doesn't, than it is to not know how to read at all?")

Actions that grow out of knowledge that in turn have been shown to produce positive, healthy student behavior in schools and classrooms, include the ability of educators to:

1. Eliminate coercion from the classroom, particularly:
   a. Criticism,
   b. Sarcasm,
   c. Threats,
   d. Logic,
   e. Arguing
   f. Questioning about inappropriate behavior,
   g. Force: Verbal or Physical, and
   h. Despair/Hopelessness
2. Deal with inappropriate behavior non-coercively using:
   a. The extinction strategy,
   b. The selective reinforcement of other appropriate behavior, and
   c. A stop, redirect, reinforce strategy (more formally referred to as the "Teaching Interaction Strategy.")
3. Reinforce appropriate behavior:
   a. In a variety of positive ways,
   b. Casually and briefly,
   c. Intermittently, and
   d. Descriptively, embellished occasionally with "values" statements.

*C. Precise, proven, problem-solving tools.*

The literature on the management of human behavior repeatedly reminds us of the importance of "measuring" behavior, i.e. carefully analyzing it, then making decisions based on the data.

Educators rarely make behavior management decisions based on data. When it comes to such matters, decision-making is universally data-less. In a word, in such matters (and more!), educators have their feet planted squarely in mid-air!

"Testing," in its typical "kit carrying psychologist" mode, is not a databased approach to solving behavior problems. It is assessment intended for labeling and placement, not for treatment. In my hundreds of visits with classroom teachers, not once did a teacher tell me that the results of "psychological testing" ever had any impact or use at all on how to improve the learning environment of the classroom. Not once!

In treating student behavior, educators must have the skills to:

1. Analytically assess behavior in the settings in which it occurs.
2. Treat behavior clinically by applying the scientific principles of behavior (as contrasted with the use of anecdotes, conventional wisdom, common sense, or trial and error).
3. Make treatment decisions based on analytically derived data.

## II. During either pre service or in service training, educators are rarely taught to levels of proficiency and fluency how to manage student behavior.

Upon graduating from college in 1961 with a teaching certificate in hand, I went confidently into my first teaching assignment. Within 30 minutes I realized that I hadn't been taught one single thing about how to manage a classroom environment, nor the individual behaviors of students. I have learned in the years since that teachers are no better prepared now than they were in 1961.

Using a five-point rating scale (1 being inadequate to 5 being adequate), I have asked hundreds of randomly selected building level educators to rate the adequacy of their teacher training program in preparing them to manage student behavior. The average of these ratings is1.71. That's slightly less than three-quarters of the way from flat out "inadequate" to "poor!" With rare exception (special education teachers typically being the exception), teachers told me that their pre service training program tended to skirt the issue of behavior management by assuring them that if they did a good job teaching, they wouldn't have serious behavior problems to deal with.

Though there is considerable truth to the notion that effective pedagogical skills will have a positive effect on student behavior, it alone is not enough. And what is enough is clearly not being taught at the college of education teacher training level.

Circumstances are similarly so with in service training programs. At best, they are awareness building efforts with little residual effect: too little, too late. There are studies that indicate that only 2% to 5% of what is addressed through in service training ever finds its way into the school and classroom in the form of new and improved teaching or management methods. And when it does, it doesn't last very long (See Section III below).

What to do about this, if teachers' opinions and insights are of any value at all, is clear: more pre service and in service teacher training programs that are staffed by competent trainers; people who know how to do what they are teaching others to do. The training has to be on-site, and needs to:

A. Teach teachers what they need to know about human behavior,
B. Demonstrate the application of that knowledge into effective practice,
C. Create appropriate practice opportunities for trainees,
D. Coach teachers fluency in the application of effective methods, and
E. Provide trainees with *prescriptive* feedback about why what works works, why what doesn't work doesn't work, and what to do to make what doesn't work, work!

Accomplishing this may or may not require college of education faculty member involvement. There is certainly no compelling evidence suggesting that colleges of education faculty members are in any way uniquely qualified to teach the skills necessary for teachers to be able to effectively manage student behavior. At present, most college of education faculty member has not been trained in applying scientific principles to the management of children's behaviors.

### III. School systems rarely, if ever, have support staff available to sustain the effects of training.

Nothing has a more powerful counteractive effect on "treatment" than does "regression to baseline." This means, very simply (and we have all experienced it), that in the absence of some type of incentive or support system, the effects of training (whether pre service or in service) steadily erode until performance sinks back to its lowest common denominator: mediocrity, or worse.

During the hundreds of school and school system visits I have made, only once did I experience a mentor program that was systematic, operational, and working. I visited personally and individually with every teacher in that system and everyone of them said, in effect, the same thing: "It is a waste of time and money to send classroom teachers to in service training programs because nothing ever comes of it. Send the mentors, train them, and then have them come back and train and mentor us in our classrooms. Behavior management training outside of the school and classroom is a waste. It might be fun for the teachers to get away once in a while, but in the long run, no good comes of it, and teachers just get more and more discouraged because nothing ever gets better."

I believe with every fiber of my being that therein lies a big part of the answer to our school-based behavior management problems: train locally based trainers/mentors, and have them train and mentor teachers *within their classrooms*.

No such support system presently exists in any broadly based systematic, systemic way. Teachers are desperate for help but have nowhere to turn except one another – which

may or may not yield the desired results. When I asked classroom teachers to rate the adequacy of support services available to them in serving behavior problem students, again on a scale of 1 to 5, with 1 being inadequate and 5 being adequate, the mean response was 1.27!

The great majority of in service training programs that address student behavior and classroom management are elegantly packaged methodologies that are rarely anchored in science, and if they do have a scientific base, the science is either never mentioned or it gets eclipsed by all the sparkles and glitter that surround the presentation of these methods. At the time of presentation, the message sounds and seems so compelling, but once the teachers are back in the real world of their classrooms, the message begins to ring hollow, interest fades, the once compelling-sounding methods degenerate into punitive, coercive, desperate reactions, and there regression to baseline cycle is complete – predictably!

Complicating the "regression effect," is the affect effect: staff attitudes. It has been well documented that in an environment where negative staff attitudes prevail, the implementation and maintenance of behavioral treatment programs are doomed at the onset. This was recently addressed in an article published in *Behavior Modification*. Entitled "Staff Attitudes That Impede the Implementation of Behavioral Treatment Programs," the authors note that though "significantly improved social competence is achievable using programs that incorporate behavioral strategies, negative attitudes about behavior therapy result in little support from co-workers [who] are pessimistic about the utility of behavioral interventions." The authors further noted that negative staff attitudes not only have a dampening effect on specific "behavior alienator venation's," they have a chilling effect on "attitudes about behavior therapy" generally.

It is a tragic example of magnificent proven-to-be-effective tools for serving children with challenging behaviors being kept out of the hands of educators in favor of dull, antiquated, harsh, coercive methods that leave ugly scars on the very lives those educators are charged with serving. It is malpractice at its worst! This sad circumstance is similarly so

with regards to effective pedagogy. How often teachers have told me, "When I began my teaching career, my 'seasoned' fellow teachers would often say to me, 'Forget all that foolishness you learned in college. You're in the real world now!' "

## IV. Educators typically prefer "art" over science.

As noted earlier, human behavior has been the object of intense scientific study in major universities for over 60 years. We have a massive, robust database, but little to nothing comes of it. During my decades of school and classroom visits, the overwhelming sense of educators is that effective teaching and the management of behavior are art forms, and have little to nothing to do with science. This is a tragedy of epic proportions.

Every year, over half a billion tax dollars are spent in research investigating ways of improving the school environment, but virtually none of that research, nor an appreciation of it, ever finds its way into schools and classrooms in a systemic, systematic, sustained way. Nevertheless, what this mammoth effort has taught us is, 1) effective teaching/classroom management requires the skillful combination of "art" *and* science, and 2) to be effective, solutions to problem behaviors simply must be anchored in the science of human behavior.

It remains a mystery to me how we in education adopt and even adore what science has brought us in so many areas of our lives: technology, communication, transportation, agriculture, medicine, and the list goes on. We would be aghast at the suggestion that we return to the way things were done 50 to 100 years in any of these areas. But in education and the management of human behavior, we are continually hearing the call: "Back to basics." We are the only profession I know that is heading into the next millennium with its eye fixed keenly on the rearview mirror. It is sheer ignorance practiced by the very institution charged by society with the responsibility of protecting society from ignorance.

Without science as its base, a practice is idiosyncratic, and though it might be effective for the one using it, its use to the profession is severely limited. To be broadly useful, a skill

must be generalizable. Science provides the best hope for making that possible.

Not only in America, but across the world, educators generally regard teaching and the management of behavior as art forms. The assumption is made, therefore, that the facilitation of good teaching and behavior management requires that the "system" get out of the way and allow the "creative juices" of educators' to flow. (In my visits with teachers and administrators, I've heard that term used dozens of times!) This is poppycock! The fact of the matter is that creativity and true artistic ability are the results of hard work. I refer you to a marvelous article written by Dr. John Falk of Rutgers University in which creativity, rather than being characterized as "an almost godlike...ability," is, in fact, a product of the "innovator's hard work..." Dr. Falk emphasizes that seldom do truly innovative, creative people refer "reverently" to their "inventive accomplishments... as marvelous cognitive constructions." Rather, they speak of themselves as "being obsessed with a particular problem, [and] of trying different solutions" until they have reached an "acceptable end." Thomas Edison's classic portrayal of his remarkable accomplishments illustrates this nicely when he referred to his ultimate successes as"99% perspiration and 1% inspiration."

What I have observed, and continue to observe, in schools where the management of student behavior is the issue, is neither art nor science. I do not observe educators "being obsessed with a particular problem and trying different solutions" in any kind of a systematic, databased fashion. What I do observe is a lot of frustration, desperation, random trial and error, and, yes (as I noted earlier), "flying by the seat of my pants."

We can do better than that. We know how to do better than that. We *must* do better than that. But before we will ever *do* better than that, we have got to disabuse ourselves of the foolish notion that art and science are incompatible, and that we must choose one or the other.

## V. Educators typically fail to recognize the dynamic relationship between instruction and classroom management.

In the early 1970s, I was involved in a major effort to improve student on-task performance, specifically, and classroom behavior, generally. The study involved 33 schools (K-12) in four states.

Employing a number of scientifically validated classroom management methods; we were able to remarkably increase student on-task behavior and decrease inappropriate behavior. For this, everyone was delighted. But there turned out to be a downside. With students spending more time on-task and less time misbehaving, teachers found themselves with much more instructional time than they would have ever imagined, and student productivity skyrocketed.

Teachers were nearly buried with assignments to read and grade, projects to oversee, and the need to find more meaningful things for the students to do. This taught us all a great lesson.

Just being able to manage student behavior is not the total solution to the creation of an effective learning environment. Competency as a teacher requires competency in the areas of *content*, *pedagogy*, and *behavior management*. They are integral parts of the whole. Without competency in all three areas, an educator's ability to function properly in the classroom is severely limited. Just as teachers generally respond dimly to the quality of their pre service training in preparing them to manage behavior (as I noted earlier, 1.71 on a five-point scale with1 being inadequate to 5 being adequate), they regard their pre service pedagogical training only slightly higher: 2.41 (just short of midway between poor and fair).

## VI. Within the field of education, and in society at large, there is a general lack of clarity about what is meant by discipline, punishment, and management.

In its classic form, *discipline* means "train or develop by instruction." I have read and reviewed discipline plans used in schools and school systems in every state in America, and

in not one of them have I found language that regards inappropriate student behavior as evidence that the school needs to "train or develop by instruction" appropriate student behavior. NEVER! Literally all so-called school discipline plans that I have read regard inappropriate student behavior as a reason to punish, not a time to "train or develop by *instruction*."

This certainly reflects how society in general has come to regard "discipline," a regard that has degenerated badly in the past 40 years. In the 1957 edition of *Webster's New Twentieth Century Dictionary*, discipline is defined thusly: "To instruct or educate; to prepare by instruction; to train." The word "punishment" is contained nowhere in the definition. In the1995 edition of *Merriam Webster's Collegiate Dictionary, 10th Edition*, the first definition of discipline is "PUNISHMENT."

Furthermore, it is the public's perception, generally, that discipline and punishment are one in the same, and that sameness translates into aversive, negative, coercive attempts to make kids behave. A disturbing example of this appeared recently in the *New York Times Magazine* (Feb. 14, 1999) in an article titled "*Disciples of Discipline*." Referring to a prominent parenting guru as the "pro-punishment Spock," the article, in effect, describes a no-more-mister-nice-guy approach to parenting which advocates laying down the law then reacting to non-compliance using no-nonsense coercers. Of course, in the smoke and mirrors arena of conventional wisdom, this all makes a lot of sense. But under the searching microscope of science, it is nonsense. Research on the long-term effects of coercion reveals that the coerced seek to escape, avoid and countercoerce. I wasn't surprised, therefore, that the article ended noting that this "disciple of discipline, this pro-punishment Spock, and his mother haven't spoken in years. Think about it!

Students (as is so with all human beings) behave as they do for one or both of the following:

1. It's the only way they know how to behave, given the consequences of their behavior history, or
2. It is more reinforcing to behave as they do than it is to behave in some other way. This being true (as it surely

is!), when a student behaves in a particular way, we must first ask the question, "Is that an appropriate behavior or is it an inappropriate behavior?" If it is an appropriate behavior, that tells us that the student knows how to behave well in that setting; therefore, it is important for us to reinforce that behavior in some positive way. If the behavior is inappropriate, that tells us that we need to teach the child how to behave well. (The science of human behavior has taught us exactly how to do that in virtually any setting.)

By responding properly to appropriate behavior, using the skillful application of positive reinforcement, we build on a student's strengths, thus increasing the chances the student will continue to behave well; and, conversely, decreasing the chances the student will misbehave in the future.

In their truest forms, neither discipline nor punishment should be coercive. Discipline in an educational setting should most certainly be an approach to improving student behavior through training and instruction. Punishment, as used by educators, parents, and society at large, as a means of decreasing the frequency of inappropriate behavior through the use of aversive consequences is more often reinforcing than punishing! Regularly, teachers will complain to me, "I punish that kid a dozen times a day for doing that, and he keeps on doing it! He just doesn't get it. It blows me away!"

That observation is flawed in two ways: First, the child isn't being punished. If the behavior continues and even increases, then whatever the teacher is doing in the name of "punishment" is, in fact, a reinforcer, since reinforcers maintain or increase the frequency of a behavior. Second, it's the teacher who doesn't get it. The kid has it down pat! The kid is masterfully shaping and managing the teacher's behavior.

Educators must understand the difference between punishment and reinforcement, since, as taught to us by the earlier-stated 4th principle of human behavior: "Whether a behavior has been punished or reinforced is known only by the course of that behavior in the future."

On average, teachers allow about 96% of all appropriate student behavior to go unrecognized. But when students

misbehave, WHAM! Teachers are all over them like a smell! And with what results? The misbehavior increases because the WHAM, though intended to be a punisher, is actually a reinforcer since the teacher is paying attention to, i.e., reinforcing it.

In the 1988 edition of the *International Encyclopedia of Education*, Dr. Sidney Bijou, arguably the world's greatest living authority on these matters, wrote: "Research has shown that the most effective way to reduce problem behavior in children is to strengthen desirable behavior through positive reinforcement rather than trying to weaken undesirable behavior using aversive or negative processes."

Educators must abandon the counterproductive "discipline" notion and start thinking and practicing management. Our job as educators is to manage the school and classroom environments in such a way as to teach, reinforce, and promote appropriate behavior, and when punishment for inappropriate behavior is deemed necessary, it is administered non-coercively.

We know how to do that. We know exactly how to do that! And the time has never been riper for doing it!

Establishing and maintaining a well managed learning environment requires more than a simple awareness of what works and a determination to do better. In behavioral terms, "awareness" and "determination" are merely antecedents; that is, their only value is in getting things moving in the proper direction so that those efforts can be reinforced in some positive, facilitating way. This is the formula for change. If the antecedent doesn't provoke an action that is then reinforced, nothing will change. We know that with absolute certainty.

All three of these components must be operational:

1. *There has to be a powerful antecedent.*

Like the spark in the combustion chamber of an engine, something or someone has to get things going.

Typically, the antecedent that sparks an effort to get something going is a compelling, persisting need. As has been demonstrated conclusively by poll after poll, research study after research study, and by the everyday experiences

of building-based educators the world over, how to effectively manage the school environment, and the behavior of students in it, remains the most compelling, persistent need in education today – as has been documented to be the case for at least the past 30 years.

The need is not the question. The question is how to elevate that need to a priority level high enough to command an action that will produce a change. This, of course, means the involvement of decision-makers. That's not easy to do, for a number of reasons. Here are a few of the more prominent ones.

My experience – and it is experience that has been supported by systemic change efforts in other domains of education – is that parents are frequently the most effective change agents. No one has a more vested interest in how well the school environment is managed than does a parent. Furthermore, parents will always be around, they will always be the ones who "own" the schools, and they can't be fired. The history of systemic, sustained change in education is not a history of political or professional intent. It's a history of parent pressure and presence.

My suggestion, therefore, is that concerned, objective parents be enlisted to take a leadership role in the establishment and maintenance of building-based, scientifically sound behavioral management programs. I realize that this is a radical suggestion, but I am convinced it is the only approach that will ultimately work. It will require technical support from knowledgeable people, and administrative support from the boards of education. But if done in an orderly, autonomous way, it has an excellent chance of working. It is not without risks, but it is viable.

*2. There has to be systemic action.*

That action must come in the form of change efforts that are supported by what science have demonstrated to be effective. Half-baked, hair-brained ideas growing out of the sour soil of anecdotes, administrative expediency and desperate appeals for relief – immediate relief! – have got to be cast out for good. We know how to do it. That is a fact, a documented, replicable fact. It is time to embrace that fact and put it to work in behalf of our children's well being.

Systematic, systemic, and sustained behavior management programs must be as high on the priority list of boards of education as are matters of finances, personnel, facilities, and the many other immediate pressure points to which boards of education must attend.

Remember, as has been documented over the decades, student behavior is the public's number one concern in education. It is time that boards of education make it their number one concern! In fact, it should be the first item on every board meeting agenda. Supported by the knowledgeable help and expertise of competent behavior analysts, boards of education would be able to hold school personnel accountable in their application of what works with student behavior, and what has the highest probability of properly managing the school environment to facilitate effective instruction and student progress.

*3. There has to be consequences.*

Consequences should come in two forms: reinforcing and corrective. When the results of the actions taken are effective, positive reinforces must be forthcoming. It is the appropriate administration of positive reinforcers that assures that effective results will continue. Again, how to do this is a well-documented matter of record.

If results of the actions taken fall short of what is desired, needed or expected, then corrective action must be taken. This needn't be negative or punitive. Rather, it is instructive. Research in the field of staff training and development has demonstrated conclusively that educators can be taught to perform these skills to high levels of proficiency and fluency. Unfortunately, as documented by my research, and that of others, educators rarely are. We must be careful to not be fooled into believing that certification is a guarantee of competence.

As I have visited schools and classrooms around the world, I have been impressed with the many wonderful things that bright, dedicated teachers are able to do in creating a safe, friendly, and exciting learning environment. But those are random, idiosyncratic events. As I have visited one-on-one with those teachers, I have been concerned that, for the most part, these unusually able, successful teachers

are not able to 1) explain why they are successful, or 2) teach others to be as successful.

If a skill isn't generalizable, its use to the profession is severely limited. It might serve an individual well, but beyond that, its effects are random at best.

This paper is not intended to be an in-depth treatment of how to accomplish what needs to be accomplished. It is a statement of *what* needs to be accomplished if education is to ever hope for success in its efforts to systemically and systematically create and maintain a safe, effective, attractive learning environment. How to do that, as I have noted repeatedly, is a well documented matter of record, albeit, one that remains our profession's best kept secret!

The luxury of dawdling in the past, pretending to know where we are going and what we are doing, is no longer affordable. The day is spent. The stakes are high. A new and more demanding day has dawned.

Wake up, educators!

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