

THE INFLUENCE OF EQUINE ESSENTIALS ON TEACHER HOLONOMY

by

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DEDICATION

The author would like to dedicate this dissertation to the memory of:

Francis Larson, my grandmother

Ronnie Jones, my cousin

Toby Jones, my second cousin

you are all loved and missed

PREFACE

The single most challenging issue I faced as a classroom teacher was dealing with discipline. I knew my content, knew how to write lesson plans, and enjoyed the responsibility, however, like many other teachers, discipline was the one issue that made me think that there might be another profession better suited for me. Not willing to quit, I persevered for four years until I moved into administration.

In the summer of 2007 I was hired as an assistant principal at High School C. It became evident that faculty morale was low. I was curious because High School C had new facilities, a supportive community, and lacked the issues of the inner city schools in which I had taught. It turned out that the teachers attributed it to discipline, the same issue that had perplexed me.

As a part of the administrative team, I investigated ways to support our faculty and address their issues with discipline. During that process the administrative team learned about Sammye Henderson, a teacher from Canyon, Texas, who presented at the Texas Association of Secondary School Principal annual meeting in Austin, Texas. Mrs. Henderson had developed a new discipline model. She called her model Equine Essentials and said it was based on horse training methods. Mrs. Henderson stated that when she started using it, it was the first time in over 20 years of teaching that discipline stopped being an issue and that she had become a better teacher. The administrative team felt that Equine Essentials was practical and would be useful to many of our teachers. We decided to move forward and share it with our faculty even though it lacked empirical support.

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CHAPTER 1

Introduction

Statement of the Problem

School discipline is an important component of a well functioning school environment. Discipline helps to define the culture of the school and is a contributing factor in determining the success of each student. Schools that lack civility are not conducive to learning. According to Harry Wong (1998), “Student achievement at the end of the year is directly related to the degree to which the teacher establishes good control of the classroom” (p. 4).

Parent and teacher concern for discipline is exemplified by a 2004 study by Public Agenda (Vogel, 2004). The study was comprised of a random sampling of 725 middle and high school teachers and 600 parents of middle and high school students. Ninety-seven percent of teachers and 78% of parents believe that schools need good discipline in order to be successful. Eighty-five percent of teachers and 73% of parents feel that most students are negatively impacted by the persistent misbehavior of a few consistently misbehaving students. A large majority of teachers (77%) believe they would be more effective teachers if they were not routinely preoccupied with addressing misbehaving students. Just less than half of parents (43%) agree that teachers are preoccupied with discipline.

Other findings from the same study indicate that 44% of teachers believe the discipline documentation process is burdensome (Vogel, 2004). Additionally, just over half of teachers (52%) and just less than half of parents (43%) surveyed report having armed police officer stationed on school grounds. Furthermore, a third of teachers have considered quitting because of discipline problems, and 85% of new teachers feel unprepared to deal

with behavior issues. The study identified the main cause of discipline problems as: parents' failure to teach their children discipline and a culture of disrespect in America. Other roots of the problem include overcrowded schools, parents not supporting school discipline decisions, and districts unwilling to stand firm against assertive parents.

If discipline is such an issue for so many educators and other stakeholders, the question is then what is needed for teachers to be successful. In order to retain teachers, to raise teacher effectiveness, and for schools to be successful in educating all children, teachers need to be holonomous individuals. Holonomous teachers are knowledgeable, sure, and at the same time vital to the successful operation of the school. In addition, they have the internal resources to flourish and meet challenges.

Theoretical Framework

Holonomy and the States of Mind

Arthur Koestler developed the word holon from the Greek word holos, meaning whole, to describe how systems tend to include the simultaneous interaction of individuals functioning autonomously and dependently (Costa & Garmston, 2002). Koestler explained that holons are independent, self-sufficient entities that are independent which allows for them to endure challenges, yet are subordinate to a senior authority signifying that they are part of a larger whole. Holonomous persons are aware of this contradictory existence. In schools, holonomy includes the ability of a teacher to possess individual autonomy while simultaneously being interdependent within the larger group, whether that is the department, grade level, or school (Costa, 2001).

Costa and Garmston (2002) further offer that holonomous persons have the ability to balance their dichotomous existence through their awareness. Tension from the contradiction

of individuality with membership in a larger group can be transcended when a person attains a higher level of understanding of their holonomous existence and, subsequently, maintains the ability to self-direct and act interdependent concurrently. Furthermore, the holonomous individual is one who explores choices, works to refine actions through various resources and knowledge, seeks balance, and becomes a “self-directed autonomous agent and self-directed member of a group” (Costa & Garmston, 2002, p. 20). In addition, Costa and Garmston state that holonomy is developed through a person’s five states of mind: efficacy, flexibility, consciousness, craftsmanship, and interdependence (ibid). Elaboration of the five states of mind is provided in Chapter 2, A Review of the Literature.

Costa and Garmston (2002) assert that as the five states of mind improve, an individual’s holonomous state will also improve, and presumptively, this will raise an individual’s effectiveness, aptitude, capacity, and capability. The five states of mind are the internal resources that are required for balancing the dichotomy of a holonomous system, and that balance allows for teachers to become effective professionals. Costa and Garmston explain that effective teachers have intellectual, moral, and ego resourcefulness, and in turn become “self-assuring, self-motivating, and self-modifying” (p. 124).

Equine Essentials

Equine Essentials is a discipline model developed by Sammye Henderson (2006), a teacher with over 20 years experience in the classroom teaching secondary science. She is also a beginning roper, a rodeo sport involving a team of two horse riders working in tandem to rope the front and hind ends of a steer. Though Mrs. Henderson describes herself as having had reasonable classroom management skills in the past, she was not satisfied. After becoming involved in roping, she saw parallels between horse behavior and training and her

students and classroom management. Mrs. Henderson began to try some of the same techniques with her students, which ultimately led to the development of her Equine Essentials Model in 2005. Since then she has shared her model with teachers at her school and others across Texas. Currently, Equine Essentials is implemented school-wide at Canyon High School and High School A; both are 3A schools in Texas. The teachers at those schools have been trained in its use and are directed by their administrators to implement it in their classrooms. High School C, a 5A school also in Texas, offers Equine Essentials as an option for teachers. All the teachers at High School C have been trained in its use; however they can elect to adopt it in their classrooms or choose not to use it. Other schools in Texas continue to adopt the program.

Equine Essentials is predominantly based on the horse training methods of Clinton Anderson. Anderson is often cited as one of the premier equine trainers in the world and was the only back-to-back winner of the Road to the Horse, the most prestigious horse trainer competition in the world, until Chris Cox copied the feat in March 2008. The competition involves four horsemen. Each is provided a wild horse and given three hours to train it. Anderson won one of his titles after being able to saddle his horse, stand on its back, crack a whip, and shoot blanks from a pistol without the horse reacting.

Anderson (2004) emphasizes a need to understand horse psychology and how it differs from that of human behavior. Horses are prey animals while people are predators. Most problems arise when people behave as predators and horses respond as prey. According to Anderson, horses have two parts to their brain. One part is for thinking and the other is for reacting. Whenever a horse senses a threat, the reaction side of the brain tells the horse to flee. Therefore, it is important to get horses to use the thinking side of their brain.

In addition, horses have four basic needs: safety, comfort, food, and stimulation. Safety and comfort are the most important and must be met in order for a horse to relax and overcome a desire to run away. Food, as with all living things, is essential for a horse's survival, but, a horse will not eat without first feeling safe and comfortable. Once the other basic needs are met, a horse needs stimulation to keep its physical and mental needs balanced.

Anderson (2006) postulates that once the psychology of the horse is understood it can be leveraged to train a horse. The manipulation of comfort and discomfort can make the right thing easy and the wrong thing difficult. If the horse performs a desired behavior, the trainer should make the horse feel comfortable. This can be done through a series of rewards that make the horse feel safe. If the horse misbehaves, it is equally important to make the horse feel uncomfortable by using minor approaches that are perceived as threats by the prey psychology of the horse. If the horse continues misbehavior, then increase the level of discomfort until the horse changes behavior. It is important to only make the horse feel uncomfortable when the horse misbehaves, so that by its misbehavior, the horse chooses to feel uncomfortable or comfortable.

An indispensable technique is that the trainer must demand the respect of the horse. Anderson (2006) uses several methods to accomplish this goal. Foremost, never let the horse get away with misbehavior, regardless of how minor it may appear. Horses want a leader, and if the person is not the leader, the horse will step into the role and the person loses control. It is also important to be as clear as black and white. The clearer the trainer is about what is acceptable and what is not, the less room there is for confusion about the horse's best choices and who the leader is.

From these techniques, Henderson (2006) recognized parallels between horse training and classroom discipline. Mrs. Henderson makes a point that she is not insinuating that a child is like a horse or can be treated as one, simply that there are similarities in the methods used by professional trainers and those used by effective teachers in the classroom. In turn, she created techniques that transferred to the classroom and can work for all teachers.

Henderson (2006) makes several assertions in the Equine Essentials classroom management system. One is that Equine Essentials begins with implementation at the beginning of school. The premise is based on Clinton Anderson's (2006) point that the trainer must take charge in the beginning, because it is harder to regain control than to start with it. Consequently, Equine Essential requires implementation on the very first day of school.

A second assertion is that the teacher must consciously establish himself as the leader in the classroom (Henderson, 2006). The Equine Essentials discipline model postulates that students will take the leadership role if allowed, and results in a battle for dominance. As a result, it is important for the teacher to be the sole decision maker. Analogous to the hierarchy among horses with the youngest at the bottom, Henderson explains that the same should be true between students and teachers. Henderson also explains that it is important for the teacher to be the leader because whether they know it or not, most students want a leader that allows them to feel safe and secure. Henderson refers to this as the alpha dog role requirement of the teacher and further states that the teacher needs to memorize the following: "My class is better off when I am the alpha dog" (p.11).

According to the Equine Essentials model, the role of the alpha dog is not to be the most physically powerful (Henderson, 2006). If that were not true, a person would not be

able to control a 1000 pound horse, nor would a single teacher be capable of controlling an entire class. Instead it means being the one who looks out for the herd. The alpha dog is also the one that does the most listening. Henderson uses a quote from *Understanding Your Horse* by Lesley Bayley and Richard Maxwell to magnify the meaning of the role: “A good horseman can hear his horse talking to him, a great horseman can hear the horse whisper, but a bad horseman cannot even hear the horse scream” (p. 12).

Another essential component of the Equine Essentials discipline model is the need to do groundwork (Henderson, 2006). Groundwork is a term used in horse training to refer to the initial investment needed before ever mounting a horse. Like children, horses routinely challenge and require the trainer to continually reinforce their leadership role. This reinforcement begins with groundwork that includes leading a horse, moving in and out of a horse’s personal space, and sensitizing the horse to specific actions with the main goal of gaining the respect and trust of the horse. Anderson (2006) states:

If you don’t have the horse’s respect, everything you want to teach him will be a waste of time. . . . If your horse does not respect you; you won’t be able to train him well. You will be like a schoolteacher with a class full of kids who are daydreaming, goofing around, or talking with each other. You could be the greatest teacher in the world, but the information you give will not be retained. Only when your students pay attention and look at you with two eyes will the lesson sink in. (p. 11)

In the Equine Essentials model (Henderson, 2006), groundwork takes place the first week of school. There are no specified procedures to follow, but there are prescribed goals. The main goal is to teach the students to follow procedures determined by the teacher. Every day must be the same. If a rule does not work, rather than jettisoning it, refine it. This notion

is embedded in the idea that horses thrive in environments that are consistent and routine. The Equine Essentials model identifies consistency in the classroom as exemplified by routines, fairness, and clear expectations.

Another goal when implementing groundwork is getting students to respond to the smallest of cues just as a horse does from a rider. To an outsider, it appears that the teacher is not doing anything, but the students are behaving once the goal is successfully reached. In order for the goal to be accomplished, the teacher must reward and correct behaviors and be ready and willing to do either when necessary. Even though it is often easy to reward behavior and difficult to administer consequences for inappropriate behavior, the teacher should never ignore a problem. The approach should be a method that is quick and polite; there is no need for yelling or similar degrading behavior.

According to Henderson (2006), a teacher should react to general classroom violations by initially making eye contact with a student. If the behavior continues, the teacher should move towards the student and make a quick verbal request to change. For problems that continue beyond the initial two responses given by the teacher, Henderson proposes having a form on-hand that contains the rules along with a statement explaining that violating a rule will result in a 10 minute detention. The teacher places a copy of the form with the violated rule circled in the student's hand. This method avoids yelling, confrontation, and emotion. It also makes it clear to the student what he or she did wrong. The student is then greeted respectfully when arriving to serve the detention and thanked at the end for coming. A short detention is doable and achievable with a minor encroachment on a student's personal time. This creates a balance. The student will have a small burden

without feeling overly defeated. Major violations such as fighting, extremely disrespectful behavior, and failure to serve assigned detentions are referred to an administrator.

The three step approach of eye contact, proximity, and detention for the classroom is analogized by a three step escalating approach common among horse trainers called the wiggle, wave, and whack. The wiggle of a halter equates to the look, the wave of a stick compares to moving toward and addressing a misbehaving student, and the whack of the stick is comparable to a detention assignment. The progression of the three steps is important, as continuing to glare at a student or simply repeatedly approaching a student quickly becomes ineffective. Henderson states the wiggle, wiggle, wiggle desensitizes horses, just as never following through on the look desensitizes a student to do the desired behavior. Furthermore, the approach avoids yelling because yelling also leads to desensitized students. Like the horseman's wiggle, wave, and whack, the teacher's use of a look, proximity, and detention assignment lets students know that when the teacher cues them, it is time to follow directions.

The suggestion that observations of animals can lead to a better understanding of human behavior is not new. The field of comparative psychology is the study of the behavior and mental life of animals other than human beings and includes making behavior comparisons between species. Some famous practitioners include Charles Darwin, Ivan Pavlov, and B. F. Skinner. The earliest practitioners included the 9th century Afro-Arab scholar, al-Jahiz, who studied the social organization of ants (Haque, 2004). Though neither Mrs. Henderson nor Mr. Anderson makes any reference to the field of comparative psychology, it is apparent that Mr. Anderson's examination of horse psychology and Mrs.

Henderson's adaptation of Mr. Anderson's work to the classroom is consistent with a recognized field of study.

Research Hypothesis and Purpose of this Study

This study hypothesizes that those teachers trained in Equine Essentials as a classroom discipline model will have higher levels of holonomy as measured by the five states of mind. Consequently, students at these schools where Equine Essentials is broadly implemented will perform better on academic assessments.

The purpose of this study is to investigate the effectiveness of Equine Essentials' effect on teachers' holonomy by answering the following questions:

1. Does training in the Equine Essentials model help increase teachers' efficacy?
2. Does training in the Equine Essentials model help increase teachers' craftsmanship?
3. Does training in the Equine Essentials model help increase teachers' interdependence?
4. Does training in the Equine Essentials model help increase teachers' flexibility?
5. Does training in the Equine Essentials model help increase teachers' consciousness?
6. What are the effects of Equine Essentials on student achievement relative to years prior to the intervention and to similar schools without the intervention?

Significance of the Study

No empirical studies of Equine Essentials are known to exist at this time. This researcher hopes to identify the model's effects with qualitative and quantitative evidence. Popularity of the Equine Essentials model is growing, at least regionally, and the evaluation

information provided here can be used to assist school administrators and teachers in future decisions about adoption, execution, manipulation, or abandonment of the Equine Essentials discipline model.

Limitations of the Study

The following limitations may affect the study:

1. The Equine Essentials model was investigated after only one year of its execution. Long term effects may not be readily apparent and in turn, the conclusions may not reflect long term outcomes.
2. The findings may be limited in their generalizability to other schools. The comparison study was limited to only three high schools. The characteristics of the schools and small sample size could limit the generalizability of the findings.
3. The surveys were originally disseminated through school principals. At one study school the principal was the primary promoter of Equine Essentials so the result may encroach on respondents' honesty.
4. The reliability of the survey has not been tested. Survey items were included based on face validity only.
5. The comparison of testing results fails to account for all variables. Quantity and quality of resources can vary between schools and can impact student achievement.

Organization of the Dissertation

Chapter 1 includes the statement of the problem, theoretical framework that includes background on Equine Essentials, holonomy, and the five states of mind, purpose of the study, significance of the study, and limitations. Chapter 2 presents a review of the literature

in the areas of comparative psychology, discipline models, and the five states of mind.

Chapter 3 includes the methodology used to conduct the study. It includes a review of the sample populations, settings, and the survey. Chapter 4 presents the findings and offers an analysis of the data. Chapter 5 closes with a summary, conclusion, and future recommendations.

CHAPTER 2

A Review of the Literature

The following includes a literature review of some established discipline models, holonomy and the Five States of Mind.

Discipline Models

No published empirical research exists on Equine Essentials because of the newness of the model. Although there is no extant literature on Equine Essentials to review, there are many other discipline models that have been extensively studied. Some of the established models share similar beliefs and techniques as Equine Essentials though Henderson (2006) states this is a coincidence. Other models share similar foundations, but vary in their procedures, and some models have little in common with Equine Essentials. Teachers will also often combine different aspects of models.

Positive Discipline Model

The Positive Discipline Model is a common discipline model that was developed by Fred Jones (1987). This model is very similar to Equine Essentials. Though Jones is a trained clinical psychologist, the Positive Discipline Model lacks a basis in long-established psychological theory that many other models incorporate. Like Henderson, Jones based his model on observations that he made while watching classrooms and then developed a how-to approach to discipline. Also similar to the simplicity and practical approach of Equine Essentials, Jones found that the best teachers achieve their results without complex management programs that require record keeping, contracts, and tangible reinforcers. Instead, they use skills that other teachers could learn. In addition, Jones' has a rural background just as Henderson and uses common language and metaphors. For example,

similar to Henderson's use of groundwork, Jones states "Pay now or pay later" (Wolfgang, 1990, p. 194). Both are referring to teachers taking the time to establish their expectations and control of their classrooms, or having to spend more energy trying to get control later on. Additional similarities can be inferred between Jones' encouragement of the use of classroom arrangement, proximity, and body language without getting caught in verbal confrontations, and Henderson's wiggle, wave, and whack process. Jones further expands his model by encouraging the development of responsibility training through the use of incentives, omission training (a system of removing incentives when an unwanted behavior occurs), and constructing a backup plan if other interventions fail.

Cooperative Discipline

Another model commonly used is the preventive model of Cooperative Discipline developed by Dr. Linda Albert (2003). Cooperative Discipline and Equine Essentials are similar in that they both value prevention; however, unlike how Equine Essentials focuses on groundwork and the teacher needing to be black and white with clear rules upfront in order to prevent misbehavior, Albert advocates the "three C's" (p. 13). According to Dr. Albert, children need to feel capable, that they can connect, and that they contribute to the group. Teachers have to be open-minded and recognize achievements and accept mistakes of their students. When students are connected, students maintain positive relationships with their peers and teachers. In order to meet the needs of this second C, teachers need to focus on the five A's - acceptance, attention, appreciation, affirmation, and affection. And last, when students feel they are contributing, they are more likely to comply with the requirements of the classroom because they have ownership and a voice. When a student does misbehave, Albert states that is important to focus on the behavior and not the student, partly to avoid

escalating the situation, similar to Equine Essentials. In contrast, Albert states that avoiding escalation may require discussing the issue later, while Henderson promotes using her sheet immediately.

Emotionally Supportive Model

Gordon (1978) offers the Emotionally Supportive Model rooted in Carl R. Rogers and Abraham Maslow's humanistic psychology which espouses that children are born neither good nor evil, and their demeanor is determined through experiences. In addition, children have a rational capacity. Yet, the rational thought process can be stifled, such as when a teacher dictates rules. According to Gordon, the teacher is viewed as support for the student to rationally cope and deal with a given situation. Unlike Equine Essentials, which supports teachers taking a black and white approach that includes being very clear as to what is acceptable and unacceptable, Gordon's model theorizes that teachers should be concerned with the underlying issues that cause a student's actions. In addition, Gordon believes the teacher should respond with a nonjudgmental position and be supportive while allowing the student to solve their own problem.

Social Discipline Model

Dreikurs (1968) offered the Social Discipline Model developed from Alfred Alder's belief that people have an innate desire to have a sense of belonging and acceptance by others. As a result, classroom misbehavior is motivated by the need for attention, power, revenge, or helplessness. This has similarities to Equine Essentials which states that teachers need to be the alpha dog; otherwise students will seek the power role. Also, similar to Dreikurs' approach where teachers identify and address the motivation causing of student's

misbehavior, Equine Essentials states that part of the alpha dog role is to pay attention and identify the best interest and needs of the class.

Choice Theory

Similar to Driekurs, Glasser (1997) postulates that behavior is motivated by inner desires; however he proposes in his Choice Theory that those motivations are based on wanting to belong, craving for power, yearning for freedom, and need for fun. Glasser also believes that people can make proper choices, be responsible for their behavior, and teachers should have consequences for irresponsible behavior. In contrast to Gordon but comparable to Henderson's Equine Essentials, Glasser believes that a teacher should make judgments about a students' behavior and gives students directives based on those judgments.

Like Henderson, but with additional steps, Glasser's (1997) Choice Theory involves teachers moving across a continuum to address student misbehavior. At each point, the teacher uses escalating responses to student misbehaviors that makes the student responsible for his or her own behavior. The continuum involves seven parts, and the initial part is called looking on (Wolfgang, 1999). The teacher makes observations about the student's behavior and then uses nondirective statements and asks questions as needed. The next step is to make directive statements to the student and model appropriate behavior. Glasser also advocates reinforcement that includes a signed contract or other commitment from the student. Ultimately, the student may need to be isolated to think about his or her behavior or may need to go to the office.

Behavior Analysis Model

Alberto and Troutman (2008) offer their Behavior Analysis Model; one which espouses that all human behavior is learned. This model promotes a process that follows

steps in addressing behavior. The main point of each step is to be very clear, use concise words, and use data to make decisions about how to work with a child and her behavior. Behavior Analysis involves identifying which student(s) the teacher is addressing, when the specific time the behavior occurred, what took place, and the expectation of the student. The model then promotes using positive and negative rewards to achieve desired behaviors. Equine Essentials lacks the data component but shares the idea of being specific when addressing behavior. The Behavior Analysis Model calls for specific statements while Equine Essentials directs teachers to have a paper with specific rules and circle the rule that was broken.

Assertive Discipline Model

Canter and Canter (2001) promote their Assertive Discipline Model. The Canters use the assertion that human responses to conflict can be formulated in one of three ways: nonassertive, hostile, or assertive. As a result, they promote the use of assertive responses to misbehaviors. Teachers need to talk in a direct, calm, and serious tone and include enforceable consequences. This is similar to Henderson, who promotes clear rules and consequences through her detention slips. The teacher circles the misbehavior and consequence on the sheet so that the student knows exactly what he or she was doing wrong and the punishment. Also reminiscent of Henderson, who promotes positive recognitions and respectful responses with students as a formal aspect of Equine Essentials, the Canters include positive recognitions as the second part of their model in addressing and encouraging desired behaviors.

Discipline models can address many situations. At times it may require one particular model, changing models, or combination of models. The end result is that most teachers find

using a combination of models useful. However, the problem is that discipline continues to be a major issue. Existing models may be unknown to particular teachers, too complex for a teachers to adopt, or may lack general buy-in by teachers. An advantage of Equine Essentials is it is relatively easy to teach and straight-forward to implement and good administrative leadership can facilitate teacher buy-in.

Holonomy and the Five States of Mind

As mentioned in Chapter 1, Arthur Koestler used the term holon to describe how systems include the concurrent interaction of individuals functioning autonomously and dependently (Costa & Garmston, 2002). Holonomous persons are individuals that are aware of this contradictory existence. In addition, Costa and Garmston state that holonomy is developed through a person's efficacy, flexibility, consciousness, craftsmanship, and interdependence. Collectively, they are referred to as the five states of mind. Costa and Garmston assert that as the five states of mind increase, an individual's holonomous state will also increase, and presumptively, it will have a positive effect on a given environment. In regards to teachers, their Five States of Mind will provide measurements of their holonomous condition, and in turn, provide an indicator of teacher performance.

Schools can be rich sources of holonomy. At the micro level they require teachers to operate as self-actualizing, self-avowing, self-achieving, and self-adapting individuals yet function as part of a grade, department, school, and district. In turn, actions at the micro level and macro level permeate throughout the system upwardly, downwardly, and horizontally. At the macro level, holonomous schools are ones where the parts, e.g., departments and teachers, collaborate, works within boundaries, have a shared vision, interact coherently, and have stability (Costa & Garmston, 2002).

Holonomous teachers are ones who investigate choices, work to improve their actions through resources and knowledge, and seek equilibrium. Additionally, holonomous teachers have higher levels of the five states mind, i.e., efficacy, flexibility, consciousness, craftsmanship, and interdependence. Teachers lacking holonomy are often secluded, involved in battling the system, have inconsistent relations, and ultimately leave the profession (Costa & Garmston, 2002).

Schools that are holonomous share the qualities of a learning organization (“Assessment,” 1995). Peter Senge (2006), though he did not specifically use the term holomy, he summed up the potential of a holonomous school in his description of a learning organization in his book, *The Fifth Discipline*.

A learning organization is “a place where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to act together. (p. 3)

Schools that are not holonomous are characterized by fragmentation, disjointedness, and isolation.

According to Costa and Garmston (2002), efficacy may be the most significant of the five states of mind of a holonomous individual. Efficacy refers the resourcefulness of an individual, and an efficacious teacher has the ability to meet challenges, persevere. She is characterized by optimism, confidence, organization, adaptation, and a willingness to collaborate in order to improve. Efficacy is an essential characteristic of teachers who can identify and implement solutions to complex problems. Therefore, efficacious teachers have

an increased ability to positively impact student outcomes and achievement (Ashton & Webb, 1986; Midgley, Feldlaufer, & Eccles, 1989; Moore & Esselman, 1992; Ross, 1992).

Teacher efficacy is shown to have many positive attributes in relation to school and teacher success. Teacher efficacy has been shown to be connected to teachers' accomplishing their goals and aspirations (Muijs & Reynolds, 2002), teachers' attitudes toward innovation and change (Fuchs, Fuchs, & Bishop, 1992; Guskey, 1988), teachers' inclination to refer difficult students to special education (Meijer & Foster, 1988; Soodak & Podell, 1993), teachers' willingness to use particular instructional strategies (Allinder, 1994; Woolfolk, Rosoff, & Hoy, 1990), teachers remaining in education and not leaving the profession (Burley, Hall, Villeme, & Brockmeier, 1991; Glickman & Tamashiro, 1982), and empirical evidence suggests a connection between teacher efficacy and teacher burnout (Chwalisz, Altmaier, & Russell, 1992; Skaalvik & Skaalvik, 2007). It is apparent that efficacy is a variable with wide reaching influence in the educational environment. If a discipline model can increase teachers' sense of efficacy, it has the potential to improve the overall school environment and improve achievement.

Teacher flexibility is the ability of a teacher to adapt, change, undertake, and persevere. Flexibility derives from a skill set and as a disposition (Costa & Garmston, 2002). Edward De Bono (1969) articulates the characteristics of flexibility as a skill set and claims the capabilities of the human mind to deliberately alter perceptions, change, and invent concepts are unique. Among teachers, identifiable characteristics of the flexibility skill set include the ability to shift among a variety of viewpoints including narrow and comprehensive perspectives, between the present and future, and logic and intuition. Flexible teachers have multiple goals and time frames, seek solutions, and evaluate different

approaches. As a disposition, flexibility includes the willingness of a teacher to alter their perception, adopt other views, compromise, and consider other perspectives, use humor, and be empathic.

In their 2004-2005 Teacher Follow-Up Survey, the National Center for Education Statistics finds that many teachers who leave the profession depart due to reasons related to a lack of flexibility (Marvel, Lyter, & Peltola, 2007). In the survey, 55% of public school teachers who left teaching but continued in education reported that they had more control over their work in their new position. Sixty-five percent of those who left the field believed that their workload in their new position was more manageable and that they were better able to balance their personal and work life.

Flexibility can also have an impact on school success. Strong parent-teacher relations, which often require compromise and a willingness to adopt others' views, can result in higher-achieving schools and/or positive outcomes for children (Henderson, Mapp & Southwest Educational Development Lab, 2002; Hoover-Dempsey & Sandler, 1995). Nonetheless, many teachers who avoid strong-parent relationships report doing so to avoid interference in their classrooms, which hints at an unwillingness to compromise (Xu & Gulisino, 2006).

Equine Essentials allows teachers to be flexible (Henderson, 2006). When teachers have control of their classes, they are more willing to implement new approaches, methods, and allow for impromptu teachable moments. Conversely, when teachers feel that they have limited classroom management, they are not comfortable enough to be flexible for fear of losing whatever control they are holding.

A third state of mind is consciousness. Conscious people are aware of their inner thoughts, feelings, emotions, behaviors, and of the consequence of those things on the self and on others. Its prerequisites are self-control and self-direction. According to Costa and Garmston (2002), the function of consciousness is to process information in a method that allows for one to interpret and act.

Empirical studies on teacher reflection and meta-cognition allow for insights into the notion of teacher consciousness. John Dewey was the first to introduce the concept of reflective teaching in his 1933 book, *How We Think* (reprinted 1971). According to Dewey, teachers use reflection as a means of stepping back to analyze experiences during a particularly difficult event or an event for which it is difficult to find a resolution. Since then, several studies have made the connection between reflective practices and consciousness (Freese, 1999; Kincheloe, Steinberg, & Villaverde, 1999; Larrivee, 2000), including empirical evidence on the benefits of reflective journals and writing on teaching practices (King & Kitchener, 1994; Ward & McCotter, 2004).

Metacognition is identified in studies as a component for successful student learning, teachers in their professional development, and teacher improvement (Flavell, 1987; Hacker, Dunlosky, & Graesser, 1998; Lin, Schwartz, & Hatano, 2005; Pressley, Etten, Yokoi, Freebern, & Meter, 1998). Equine Essentials has the capacity to raise teacher consciousness because the model requires teachers to take control of their class, to be the alpha dog and look out for the class, and to listen. In addition, teachers are required to be attentive to the start of their class, to treat everyone equally, and to treat students with dignity. These are all action that necessitates teachers to be conscious of their thoughts, actions, and environment.

This researcher would expect to see higher levels of consciousness among practitioners of Equine Essentials than among teachers without a formal approach to discipline.

Craftsmanship is the state of mind present in people who seek precision through refinement and mastery. Costa and Garmston (2002) distinguish people with strong craftsmanship skills by their ability to seek out empirical evidence in order to improve, to have high expectations, to have great understanding of the complexity of their work, to continuously work to progress, to fine-tune their thoughts and language, and to have an aptitude to distinguish between perfection and excellence. Craftsmen are also exemplified by taking pride in their work.

While the term “craftsmanship” is not typically used in the teaching profession, the notion is present in the literature under different names. For example, the concept of continuous improvement is certainly related to craftsmanship. In 2002, The National Board for Professional Teaching Standards published *What Teachers Should Know and Be Able to Do*. It included five core traits teachers must possess in order to ‘effectively enhance student learning,’ including characteristics similar to those of craftsmanship, as described by Costa and Garmston (2002). The Board’s core propositions are:

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

Collectively, the five core propositions include the use of data, reflection, fine tuning, improvement, and the development and/or the implementation of different teaching methods to problem solve and meet the needs of students; these propositions align nicely with Costa and Garmston's description of craftsmanship.

The concept of continuous improvement also provides practical evidence about the importance of craftsmanship. Schmoker (1999) describes continuous improvement in education as including three components: (a) meaningful and informed teamwork; (b) clear, measurable goals; and (c) the regular collection and analysis of performance data. Through an emphasis on a process of teamwork and data-based decision making, improvement is obtainable. Many of the elements of craftsmanship are also observed in a study by Blanton and Harmon (2005) on the effects of continuous improvement programs. In the study, continuous improvement includes: (a) developing continuous improvement teams, (b) collecting program data, (c) discussing data, (d) understanding through self-assessment, (e) identifying school needs, (f) setting priorities, (g) designing intervention strategies, and (h) implementing and monitoring interventions (p. 8). They conclude that schools that use continuous improvement techniques are "building the capacity to make more effective decisions and use their resources more efficiently" (p. 10), which again aligns nicely with the notion of craftsmanship.

Equine Essentials facilitates high levels of craftsmanship among teachers who employ it. Similar to the link between Equine Essentials and flexibility previously discussed, having control of the classroom allows teachers the time, ability, and confidence to engage in continuous improvement, or craftsmanship.

Interdependence is the fifth and final state of mind comprising the holonomous individual. Costa and Garmston (2002) illustrate interdependent people as those with a sense of community who value collective work, work toward the common good, assert themselves and integrate at timely moments, pay attention to systems, and find value in conflict as an opportunity to learn.

Professional learning communities and teacher collaboration are likely to be most valued by interdependent teachers. In the 2002 report, *What Teachers Should Know and Be Able to Do*, included five core propositions, the fifth of which detailed the importance of teachers belonging to learning communities (National Board for Professional Teaching Standards, 2002). Astuto, Clark, Read, McGree, and Fernandez (1993) define learning communities as groups in which teachers and administrators continuously seek and share learning and then act on what they learn. Additionally, learning communities advance cooperation, emotional support, individual growth, and a synergy of efforts.

Shirley Hord (1997) summarizes empirical research on learning communities, and the benefits for teachers include reduced isolation of teachers, increased commitment to the mission and goals of a school, higher morale and job satisfaction of teachers, lower absenteeism, and a greater commitment to making significant change. Other literature advocates for the use of professional learning communities to improve student learning (Calderwood, 2000; DuFour & Eaker, 1998; McDonald, Mohr, Dichter, & McDonald, 2003).

Teacher collaboration, which is similar in spirit to professional learning communities, is described as teachers working and planning together in order to align curriculum and instructional strategies. Like professional learning communities, collaboration also confers the benefits of a strong level of curricular and professional coherence and, in turn, teacher

abilities improve for the benefit of students (August & Hakuta, 1997; Datnow, Lasky, Stringfield, & Teddlie, 2005; Gándara, Larson, Rumberger, & Mehan, 1998; Lucas, 1993; Miles & Darling-Hammond, 1998; Newmann, Smith, Allensworth, & Bryk, 2001; Rea, McLaughlin, & Walther-Thomas, 2002).

There is not an obvious theoretical link between Equine Essentials and teacher interdependence. Equine Essentials is implemented within the classroom by individual teachers (Henderson, 2006). A couple potential theories include Equine Essentials increases interdependence indirectly based on teachers being more optimistic from using Equine Essentials, resulting in a more collegial school environment, or it provides teachers additional confidence and willingness to interact with colleagues in some situation. For example, teachers may be more willing to allow other teachers to observe their classrooms because of the level of classroom control.

In summary, theory suggests a potential link between the implementation of an effective discipline model, such as Equine Essentials, and four of the five states of mind: efficacy, craftsmanship, consciousness, and flexibility. As a result, teachers using Equine Essentials are expected to reflect the characteristics of holonomous educators more than teachers without a formal discipline model.

CHAPTER 3

Methodology

Analytical Framework

The analytical framework utilized for this study is a triangulation mixed methods design commonly referred to as a Qual→Quan mixed methods model. The initial investigation involves the collection of quantitative data based on a survey of teacher states of mind (Appendix A). Follow-up interviews are conducted on a sample of respondents selected from the original study population to help further explain or elaborate on the quantitative results. Additional insights are extrapolated from school-level testing data in order to investigate the broad effect of Equine Essentials on schools and student achievement.

Research Settings

Surveys are conducted at three high schools in North Texas. High School A was chosen because of its school-wide training in Equine Essentials and the mandate for all its teachers to use and implement Equine Essentials in their classrooms. The principal is an advocate of Equine Essentials and has made the discipline model a cornerstone of his school improvement plan. Sammye Henderson trained the entire staff at High School A. Based on information obtained from the Texas Education Agency's (TEA) Academic Excellence Indicator System, High School B has similar demographics to High School A, but High School B does not use Equine Essentials and is used as a comparison school. High School B is also included in the same "campus group" (as defined by TEA) as High School A.

High School C is included in the study because, while Sammye Henderson has trained the entire High School C staff on the procedures of Equine Essentials, teacher

implementation of the model in the classroom is voluntary. High School C is not included in the same campus group as High School A and High School B, and differences in student demographics are detailed in Table 1. High School A and High School B are most similar. High School B's population is larger, but the grade level distributions are nearly identical. The schools have the same percentage of juniors and seniors, but only slight variation in the percentage of sophomores and freshman. High School C's grade distribution is different, particularly because it primarily serves grades 10-12, with only a handful of freshman who either need LEP services or are placed at that campus because of their age. Students who are seventeen and older are not assigned to the ninth grade campus. It also has a considerably larger student population than the other two schools. The populations of High Schools A and B provided good subjects for comparison because of their similarities. High C was less so.

The ethnic composition of the three schools is similar. All schools are predominately white with almost 75% of the total population at both High School A and High School B, and High School C is over 80% white. Just less than a quarter of each of High School A's and High School B's populations are Hispanic, while High School C's is considerably less. Each school serves a small percentage of African Americans. The schools are very similar with respect to economically disadvantaged (25%-33%) and LEP (2%-4%). The percentage of at-risk students has greater variance, with 57% of High School B students labeled at-risk, 43% at High School C, and 30% at-risk at High School A. Schools with high numbers of LEP, at-risk, and economically disadvantaged often perform at lower levels as indicated through state test scores.

Table 1

Student Demographics 2006-2007

Variable	High School A		High School B		High School C	
	%	#	%	#	%	#
Grade 9	30	231	28	287	1	7
Grade 10	26	205	28	285	39	605
Grade 11	25	192	25	249	31	482
Grade 12	19	150	19	194	29	440
Total Enrollment	100	778	100	1015	100	1534
African American	2		4		3	
Hispanic	23		22		14	
White	73		72		81	
Native American	1		1		0	
Asian/Pacific	0		1		1	
Economically Disadvantaged	33		39		25	
Limited English Proficient	4		3		2	
At-Risk	30		57		43	

Note: Texas Education Agency Academic Excellence Indicator System

Sample

The samples for the surveys are drawn from the three high schools previously discussed. The interviewees are drawn from High School A and C. In the first stage, all content area teachers from High School A, High School B, and High School C were contacted and asked to be included in the survey. In the second stage, a sub-sample of volunteer teachers was selected from stage 1 for follow up interviews. Table 2 specifies the teacher demographics of the schools. The large majority of teachers, at all three schools, are

white. The gender make up at the schools vary. While a large majority of teachers at High School A are males, the majority at High School B and High School C are females. Only 33% to 40% of the teachers, at all three schools, have less than five years experience, the majority has more than six years. The descriptive statistics of the teachers who completed the surveys are not included because they teachers were not asked to identify themselves in order to alleviate fears that could infringe on honest responses.

Table 2

Teacher Demographics 2006-2007

Variable	High School A %	High School B %	High School C %
Teachers			
African American	2	3	0
Hispanic	4	1	0
White	94	96	95
Native American	0	0	5
Asian/Pacific	0	0	0
Gender			
Males	60	44	39
Females	40	57	61
Years Experience			
0	2	1	8
1 – 5	33	29	28
6 – 10	31	29	17
11 – 20	24	12	21
20+	10	28	26

Note: Texas Education Agency Academic Excellence Indicator System

Instrumentations and Procedures

The approach of the study was a triangulation Qual→Quan mixed methodology. This researcher initially used one instrument and felt that additional inquiry was required to answer the research question. As a result, a total of three instruments were used. Instruments one and three used quantitative data, and instrument two used qualitative data.

Instrument 1: The Survey

A Five States of Mind Scale was used as the stage 1 instrument with permission from its developer (Ushijima, 1996). The scale was developed to measure the five states of mind (efficacy, craftsmanship, creativity, flexibility, and interdependence) in order to assist with cognitive coaching, a practice founded by Dr. Art Costa and Dr. Robert Garmston. A validity study and reliability study are included with the scale and can be reviewed in the original document, *Five States of Mind Scale for Cognitive Coaching: A Measurable Study* by Teri Ushijimi (1996). The scale was administered at the three sample locations (High Schools A, B, and C) in order to gauge teacher efficacy, craftsmanship, creativity, interdependence, and flexibility to determine if the use of Equine Essentials correlated with increases in the five states of mind. The scale is comprised of 30 items with each of the five states of mind measured six times (Appendix A).

The questions include two formats. Questions 1-15 measure the degree to which teachers agree or disagree based on a 4 point scale. For example, the directions state: “Rate how true the following statements are by marking the attitude that best applies to you in your work setting. In this activity there is no such thing as a right or wrong answer.” The first question asks respondents to strongly agree, agree, disagree, or strongly disagree with the statement “I am aware of what I’m going to do before I do it.”

Questions 16-30 are feeling statements comprised of adjectives that the teachers were asked to compare. The directions state; “Circle the “x” between the two words on each line that best describes you in *your work setting*. There is no such thing as a right or wrong answer.” The first question in this series asks respondents to place themselves closer (or further way from) to “rigid” and “flexible” along a four point continuum.

Questions are worded randomly with respect to whether the most left or most right is more strongly indicative of the presence of a particular state of mind. For example, sometimes the first word is more indicative of a respondent who is more efficacious, conscious, interdependent, flexible, or exhibits craftsmanship, while other times the last answer choice is the stronger indicator. As part of the data entry process, the choices were converted to read where the initial choice was the stronger indicator of the presence of the state of mind being investigated. The end result was (1) was most indicative of the presence of a state of mind, and (2), with (3) and (4) being progressively less indicative for every question.

Instrument 2: The Interviews

The follow-up instrument is an interview guide with open ended questions based on orientational qualitative inquiry. The guide was developed from the original survey with additional questions to probe more deeply into the five states of mind (Appendix B). The interview guide is used to clarify the effect of Equine Essentials on the five states of mind of a sample of teachers drawn from the original survey population. It was also used to elicit responses that would allow the researcher to answer the research question regarding the attitudes of teachers towards the use of Equine Essentials. Patton’s guidelines (1990) were

used for creation of an interview guide to establish rapport, sequence, wording, collecting data, and transcribing.

This researcher felt that an orientational qualitative inquiry was most relevant because it includes “starting with an explicit theoretical or ideological perspective that determines what variables and concepts are most important and the findings will be interpreted” (Patton, 1990, p. 86). The researcher makes the assumption that the Five States of Mind are relevant to a study of Equine Essentials. Patton (1990) further explains that “the focus of inquiry is determined by the framework within which one is operating, and the findings are interpreted and given meaning from the perspective of that [presumed] theory” (p. 86). This researcher works in an educational environment that uses the discipline model that is being studied and is included in the study.

Instrument 3: Test Scores

The third instrument is an analysis of the year to year change of High School A and C’s Texas Assessment of Knowledge and Skills test (TAKS) scores between the 2006-2007, and 2007-2008 school years, and a comparison of its scores with similar schools from across the State of Texas. The purpose was to identify possible consequences of the intervention that began in the 2007-2008 school year at High School A and C, to before they had implemented the intervention. The similar schools’ data were drawn from Texas Education Agency’s (TEA) campus group. High School A and High School C belong to different campus groups. Though High School B’s data was not examined individually, it is part of the same campus group as Campus A, and its data were included in the aggregated data of the campus group. TEA defines the campus group as groups “of 40 other public schools (from

anywhere in the state), that closely matches that campus” (2007). Schools are grouped by type, level, and similarities in demographics.

The results are used to answer research question 6: What are the effects of Equine Essentials on student achievement relative to previous years and relative to companion schools without implementation of the model?

Procedures

In the initial quantitative study, all classroom teachers, as identified from the participating schools’ web sites, were asked to complete the survey. The first survey distribution for High School A and High School B was conducted through an email from the school’s principal in February 2008. The return rate was very low. Only six respondents sent replies. A follow-up letter was mailed to the same teachers at the two schools that included an introductory letter, a stamped return envelope and \$1 for their time. The return rate increased to 76% at High School A and 47% at High School B. At High School C, a copy of the survey was placed in each teacher’s school mailbox in February 2008 with a follow-up email to encourage teachers to complete it. The return rate at High School C was 28%. As previously discussed, responses were converted so that number 1 was the strongest indicator of the presence of a given state of mind, 2 was less strong, 3 was a weak indicator, and 4 was the weakest.

The questions were grouped according to the state of mind being explored and totals were tallied for each school. Table 3 displays the mean response for each state of mind weighted for each school based on the number of responses. Lower numbers indicate stronger evidence of a given state of mind. This researcher expects High School A, which requires Equine Essentials, to display the stronger evidence of holonomy, then High School

B, which provides training but does not mandate its use, and High School C the least which provides no training.

Table 3

Weighted Means from the Survey Results for Grouped States of Mind

High School	Consciousness	Craftsmanship	Interdependence	Efficacy	Flexibility
A	1.4	1.6	1.9	1.5	2.0
B	1.6	1.7	1.8	1.6	2.0
C	1.4	1.5	1.7	1.4	1.9

Hypothesis tests are used to compare the mean responses between schools. The hypothesis was that a school with little or no use of Equine Essentials would have lower measurable levels of the five states of mind. The null hypothesis was that the use of equine essentials would show increased levels for each of the five states of mind in a given school, and in turn, those schools would achieve higher levels of holonomy, and ultimately higher test scores. Recalling that a lower number indicates stronger evidence of a given state of mind, for each of the states of mind $H_0: \bar{x}_A - \bar{x}_C \geq 0, \bar{x}_C - \bar{x}_B \geq 0, \text{ and } \bar{x}_A - \bar{x}_B \geq 0$. Under the alternative hypothesis, which reflects the expected direction of the results, $H_A: \bar{x}_A - \bar{x}_C < 0, \bar{x}_C - \bar{x}_B < 0, \text{ and } \bar{x}_A - \bar{x}_B < 0$. When the signs were in the expected direction, a t test was conducted to determine if the difference between means was likely due to random chance. A statistical significance level of 0.10 is used to determine the critical t -value for these one-tailed tests.

The interviews for instrument two were collected from five volunteer teachers who use Equine Essentials at High School A and High School C. I conducted the interviews

following the field guide (Appendix B). Confidentiality of teachers' identities and their responses were guaranteed. How did you analyze these data?

The collection of testing data for instrument three was conducted through information from the TEA Academic Excellence Indicator System. Scores from school years 2006-2007 and 2007-2008 were obtained for High School A for analysis of the change in the percentage passing. Average scores for like schools that comprised the "campus group," in which High School A belong were also included for comparison. High School B's data were included in the aggregate data for the "campus group" information since it too belongs to the same campus group as High School A.

CHAPTER 4

Results and Discussion

The purpose of the study was to answer the overarching question of what is the association between Equine Essentials and teacher holonomy. The outcome of the teacher responses to the survey, the interview, and the changes in school test scores are used to triangulate conclusions. The results are reported in relation to the research questions that guided the study. Please refer to Appendices C, D, E, F, and G for the raw interviews.

Research Question 1

Does implementation of the Equine Essentials model help increase teachers' efficacy?

The survey showed inconclusive results in answering research question one. The hypothesis test was based on: $H_0: \bar{x}_A - \bar{x}_C \geq 0, \bar{x}_C - \bar{x}_B \geq 0, \text{ and } \bar{x}_A - \bar{x}_B \geq 0$ vs. $H_a: \bar{x}_A - \bar{x}_C < 0, \bar{x}_C - \bar{x}_B < 0, \text{ and } \bar{x}_A - \bar{x}_B < 0$. Table 4 lists the results.

Table 4

Hypothesis Tests for Mean of all Questions Regarding: Efficacy

Variable	High School A - C	High School C - B	High School A - B
$H_0:$	$\bar{x}_A - \bar{x}_C \geq 0$	$\bar{x}_C - \bar{x}_B \geq 0$	$\bar{x}_A - \bar{x}_B \geq 0$
$H_a:$	$\bar{x}_A - \bar{x}_C < 0$	$\bar{x}_C - \bar{x}_B < 0$	$\bar{x}_A - \bar{x}_B < 0$
mean1	$\bar{x}_A = 1.506$	$\bar{x}_C = 1.4481$	$\bar{x}_A = 1.506$
mean2	$\bar{x}_C = 1.4481$	$\bar{x}_B = 1.6184$	$\bar{x}_B = 1.6184$
Correct Sign	no	yes	yes
t-score	n/a	1.1426	0.8926
degrees of freedom ($n_1 + n_2 - 2$)	n/a	70	80
t-critical	n/a	1.294	1.292
Reject H_0 ?	fail to reject	fail to reject	fail to reject

Although the difference in the means is in the expected direction in two out of three cases, t-tests indicate that the differences may very well be due to random chance.

The interviews showed evidence that teachers who use Equine Essentials do experience higher levels of efficacy compared to when they did not use it. All interviewees stated that they have increased control in their classrooms as a consequence of implementing Equine Essentials. Common areas of self-identified improvement include promptness at the start of class, handling tardiness, and being systematic about discipline. Several interviewees stated that students no longer had to wait for the directions from the teacher at the beginning of class and knew what to do and what supplies to have out. Four of the interviewees stated that they have more confidence since using Equine Essentials, and most telling, all five interviewees stated in the affirmative that Equine Essentials had increased their efficacy. One pointed out that her classes were calmer, she was calmer and more teaching and learning were getting accomplished. Another stated that she was less tired, felt she was a better teacher, and the students were learning more. It was also common during interviews that interviewees often would use the word “efficient,” to answer questions targeting another state of mind. The evidence of efficacy potentially originated in teachers having more time to focus on teaching and learning rather than dealing with discipline and classroom management. These results also add to the suspicion that using a discipline model like Equine Essentials, which provides a simple, pragmatic, and layperson approach to classroom management, could lead to higher TAKS scores.

Research Question 2

Does implementation of the Equine Essentials model help increase teachers’ craftsmanship?

The survey results were inconclusive, and hypothesis tests failed to reject the null of no differences between schools in terms of craftsmanship, either outright or through an additional *t* test (Table 5). Even though the difference in the means is in the anticipated direction in one out of three cases, *t*-tests indicates that the differences may very well be due to chance. These results were found to be inconclusive in determining whether or not Equine Essentials shapes teacher craftsmanship.

Table 5

Hypothesis Tests for Mean of all Questions Regarding: Craftsmanship

Variable	High School A – C	High School C – B	High School A – B
H ₀ :	$\bar{x}_A - \bar{x}_C \geq 0$	$\bar{x}_C - \bar{x}_B \geq 0$	$\bar{x}_A - \bar{x}_B \geq 0$
H _a :	$\bar{x}_A - \bar{x}_C < 0$	$\bar{x}_C - \bar{x}_B < 0$	$\bar{x}_A - \bar{x}_B < 0$
mean1	$\bar{x}_A = 1.682$	$\bar{x}_C = 1.3077$	$\bar{x}_A = 1.682$
mean2	$\bar{x}_C = 1.3077$	$\bar{x}_B = 1.6579$	$\bar{x}_B = 1.6579$
Correct Sign	no	yes	no
t-score	n/a	1.2902	n/a
degrees of freedom (n ₁ +n ₂ -2)	n/a	70	n/a
t-critical	n/a	1.294	n/a
Reject H ₀ ?	fail to reject	fail to reject	fail to reject

The interviews showed mixed evidence that teachers experience higher levels of craftsmanship after adopting the Equine Essentials discipline model. A common theme was that teachers felt that the Equine Essentials model provided the control that allows them more

time to investigate new teaching methods, ideas, and solutions. Teachers expressed that Equine Essentials solves discipline issues so that their classroom is calmer and they feel less stress. In addition, all interviewees stated that they felt they were more attentive to the classroom. Only one teacher stated she felt that she was more creative because of implementing Equine Essentials, and she was also the only one who stated she felt an increase in her level of craftsmanship when explicitly asked.

Research Question 3

Does implementation of the Equine Essentials model help increase teachers' interdependence?

Recall that the theory is weakest with regard to linking Equine Essentials with teacher interdependence. As would be expected, the survey results showed no difference between the interdependence of teachers at schools using Equine Essentials and those at the school not using it. The hypothesis tests with regard to the link between Equine Essentials and teacher interdependence were also inconclusive (Table 6). One of the three tests is in the correct direction, however, a *t* test failed to prove it occurred due to any reason other than random chance.

The interviews showed no evidence that teacher interdependence increases with the use of Equine Essentials. Interestingly, there was evidence that mandating the use of Equine Essentials could potentially hurt it. School A has made it mandatory, though not all teachers have bought in to the program. In turn this has caused some resentment. Conversely, High School C has made it optional. Two teachers stated how they wish it was implemented school wide because of the lack of consistency of classroom management among classrooms. In addition, when the interviewees were asked directly if there was an effect on their

interdependence, none of the five stated that it did, however, this researcher did not provide a definition or example of interdependence. While interviewees showed a positive inclination to work in teams and with others, the result seemed to be unrelated to Equine Essentials.

Table 6

Hypothesis Tests for Mean of all Questions Regarding: Interdependence

Variable	High School A – C	High School C – B	High School A – B
H ₀ :	$\bar{x}_A - \bar{x}_C \geq 0$	$\bar{x}_C - \bar{x}_B \geq 0$	$\bar{x}_A - \bar{x}_B \geq 0$
H _a :	$\bar{x}_A - \bar{x}_C < 0$	$\bar{x}_C - \bar{x}_B < 0$	$\bar{x}_A - \bar{x}_B < 0$
mean1	$\bar{x}_A = 1.8593$	$\bar{x}_C = 1.6667$	$\bar{x}_A = 1.8593$
mean2	$\bar{x}_C = 1.6667$	$\bar{x}_B = 1.7665$	$\bar{x}_B = 1.7665$
Correct Sign	no	yes	no
t-score	n/a	0.7814	n/a
degrees of freedom (n ₁ +n ₂ -2)	n/a	70	n/a
t-critical	n/a	1.294	n/a
Reject H ₀ ?	fail to reject	fail to reject	fail to reject

There is no connection between teacher interdependence and Equine Essentials. Neither the survey nor the interviews showed evidence of it.

Research Question 4

Does implementation of the Equine Essentials model help increase teachers' flexibility?

The survey was inclusive in determining if Equine Essentials increased teacher flexibility. No evidence was found to support the alternative hypothesis, either through outright rejection of the null or through a follow up *t* test. One of the three tests is in the

correct direction, but significance was rejected by a *t* test. In the end, all three hypothesis tests failed to reject the null. Table 7 includes details of the findings.

Table 7

Hypothesis Tests for Mean of all Questions Regarding: Flexibility

Variable	High School A – C	High School C – B	High School A – B
H ₀ :	$\bar{x}_A - \bar{x}_C \geq 0$	$\bar{x}_C - \bar{x}_B \geq 0$	$\bar{x}_A - \bar{x}_B \geq 0$
H _a :	$\bar{x}_A - \bar{x}_C < 0$	$\bar{x}_C - \bar{x}_B < 0$	$\bar{x}_A - \bar{x}_B < 0$
mean1	$\bar{x}_A = 1.984$	$\bar{x}_C = 1.9097$	$\bar{x}_A = 1.984$
mean2	$\bar{x}_C = 1.9097$	$\bar{x}_B = 1.9561$	$\bar{x}_B = 1.9561$
Correct Sign	no	yes	no
t-score	n/a	0.2174	n/a
degrees of freedom (n ₁ +n ₂ -2)	n/a	70	n/a
t-critical	n/a	1.294	n/a
Reject H ₀ ?	fail to reject	fail to reject	fail to reject

The interviews showed inconsistent evidence that Equine Essentials has a positive impact on teachers' flexibility. Four of the five interviewees felt that they were better prepared to deal with the unexpected. They had a plan that allowed them to go with and address the unanticipated. This was due to the procedures of Equine Essentials but also due to the model removing the emotional aspect of discipline. Teachers who have control of their classes are more willing to implement new approaches, methods, and allow for impromptu teachable moments. Teachers also stated that because of the control, the fear that getting off task for a teaching moment is no longer an issue. The teacher who did not mention being better prepared to deal with the unexpected stated that Equine Essentials is an organizational tool and is therefore not useful for disturbances. In addition, several felt that Equine

Essentials gives more options for solving problems and helped to improve the operations of their classroom. However, when asked specifically if Equine Essentials had any impact on their flexibility, two felt there was no impact.

It may seem counter intuitive to establish a connection between Equine Essentials and flexibility or at least a connection in which flexibility is increased, because Equine Essentials has rigid steps and a black and white approach. However, the interviews suggest that it may exist. The increased classroom management and systematic simple approach in Equine Essentials gives teachers the control that allows them to be prepared for the unexpected and they adapt as they go through their lesson. In addition, they feel that they can allow for teaching moments or experiment because they are not concerned with losing control of the class. They have increased confidence to be able to keep control under any circumstance.

Research Question 5

Does implementation of the Equine Essentials model help increase teachers' consciousness?

The survey results were inconclusive. One of three hypothesis test rejected the null and the t-test failed to reject it as well. The test compared High School C, where teachers can elect to use Equine Essentials, with High School B which does not use it at all. The hypothesis was that High School C would have a lower mean (lower representing greater consciousness) than High School B because of High School C's use of Equine Essentials. Table 8 lists the results for the hypothesis tests for question five.

The interviews showed mixed results of the effect of Equine Essentials on teacher consciousness with some potential affirmation of the positive affect. The five questions pertaining to consciousness always included at least one answer in which an interviewee felt

there was no impact. In regard to how has an interviewee's awareness of her direction changed since using Equine Essentials, only one stated they it had been changed, another stated that Equine Essentials had made it easier, while the others stated there was no impact.

Table 8

Hypothesis Tests for Mean of all Questions Regarding: Consciousness

Variable	High School A – C	High School C – B	High School A – B
H ₀ :	$\bar{x}_A - \bar{x}_C \geq 0$	$\bar{x}_C - \bar{x}_B \geq 0$	$\bar{x}_A - \bar{x}_B \geq 0$
H _a :	$\bar{x}_A - \bar{x}_C < 0$	$\bar{x}_C - \bar{x}_B < 0$	$\bar{x}_A - \bar{x}_B < 0$
mean1	$\bar{x}_A = 1.556$	$\bar{x}_C = 1.3846$	$\bar{x}_A = 1.556$
mean2	$\bar{x}_C = 1.3846$	$\bar{x}_B = 1.64$	$\bar{x}_B = 1.64$
Correct Sign	no	yes	no
t-score	n/a	1.8932	n/a
degrees of freedom (n ₁ +n ₂ -2)	n/a	70	n/a
t-critical	n/a	1.294	n/a
Reject H ₀ ?	fail to reject	reject	fail to reject

The five respondents' answers to the question of how often do you think about your actions and is it more or less with Equine Essentials, included it helped increase it, there was no change, and that it was less now. When asked explicitly if Equine Essentials had an effect on their consciousness one interviewee stated there was no change, two said it had increased, and another said it helped with knowing which students were prepared, who was getting to class on time, and who was focused.

The evidence on whether or not Equine Essentials has a positive consequence on teacher consciousness is mixed. One of the hypothesis tests, and the only one from the entire survey shows that it can be due to more than random chance. In addition, the interviews did

not entirely dismiss a connection. This researcher believes that for some people Equine Essentials can have positive effects on teacher consciousness because teachers are forced to think about having a smooth start to class, and having a plan, and be aware of issues that may need to be addressed. On the other hand, if a teacher can implement Equine Essentials and has established clear expectations, then expectations can be routine, and eventually habits. Those habits become ingrained and may no longer require persistent awareness, or consciousness of the teacher. This study did not investigate the level, saliency, or length of commitment from the teachers or try to determine the level of implementation that the teachers had made to Equine Essentials.

The surveys also resulted in an additional observation. The means between School B and C are always in the expected direction even though they are not different at a statistically significant level. A possibility is that Equine Essentials as an option is best at increasing the five states of minds of teachers. An interviewee alluded to negative results when the program is mandated for all. Alternatively, having Equine Essentials, as an option, potentially allows for buy-in among those that need a classroom management plan and alleviates the problem of forcing someone to adopt a plan when they already have one. Additional research in this area may clarify the significance of this observation and limitations of this study, which will be discussed further.

Research Question 6

What are the effects of Equine Essentials on student achievement relative to years prior to the intervention and to similar schools without the same intervention?

The Texas Academic Excellence Indicator System (AEIS) reports campus passing rates for all content areas and also compares them to a “campus group.” The campus group is

comprised of similar schools. In examining the change in the category, “TAKS Met Standard” from 2007 to 2008 for High School A on the TEA AEIS report, and comparing it to the change in the campus group, High School A shows greater improvement in most areas. While High School A required the implementation of Equine Essentials, none of the other schools in that particular group used it.

For 9th grade tests, High School A exceeds the campus group improvement from year to year in one of two content areas and when aggregating all 9th grade tests. The one area (reading) where High School A did not exceed its campus group, it had a high baseline level (96) and did not drop. In 10th and 11th grade, High School A improves at a greater amount in three of four content areas at each grade level and when aggregating all 10th grade tests and all 11th grade tests. High School A exceeded the campus group in two content areas and the aggregate when combining all tests and grade levels (Table 9).

Table 9

Achievement Changes Between 2006-2007 and 2007-2008 School Years

Var.	Grade	Year	High School A		Group A		High School C		Group C	
			Passing	▲	Passing	▲	Passing	▲	Passing	▲
ELA	9	2008	96	0	93	1	n/a		n/a	
		2007	96		92		n/a		n/a	
	10	2008	94	0	94	3	93	7	94	1
		2007	94		91		86		93	
	11	2008	97	4	95	1	93	-1	95	0
		2007	93		94		94		95	
Com.		2008	36	7	27	6	26	4	31	7
		2007	29		21		22		24	

Table 9 (continues).

Var.	Grade	Year	High School A		Group A		High School C		Group C	
			Passing	▲	Passing	▲	Passing	▲	Passing	▲
Math	9	2008	81	5	73	2	n/a		n/a	
		2007	76		71		n/a		n/a	
	10	2008	81	3	71	-4	70	4	75	-3
		2007	78		75		66		78	
	11	2008	95	14	85	0	82	-5	86	0
		2007	81		85		87		86	
	Com.	2008	29	7	22	6	23	5	24	4
		2007	22		16		18		20	
Science	10	2008	78	8	70	6	77	15	78	10
		2007	70		64		62		68	
	11	2008	93	7	86	6	87	0	89	5
		2007	86		80		87		84	
	Com.	2008	18	2	14	3	22	7	17	4
Social Studies	10	2008	97	2	92	2	92	5	93	3
		2007	95		89		87		90	
	11	2008	98	2	98	5	96	1	98	-2
		2007	96		93		95		96	
	Com.	2008	42	-3	33	2	45	2	37	2
		2007	45		31		43		35	

Table 9 (continues).

Var.	Grade	Year	High School A		Group A		High School C		Group C	
			Passing	▲	Passing	▲	Passing	▲	Passing	▲
All Tests	9	2008	80	4	72	2	n/a		n/a	
		2007	76		70		n/a		n/a	
	10	2008	71	4	58	4	62	11	65	2
		2007	67		56		51		63	
	11	2008	90	15	78	5	75	-4	80	2
		2007	75		73		79		78	
	Com.	2008	14	4	10	4	9	4	11	4
		2007	10		6		-5		7	

An examination of TAKS commended performance shows High School A improved by greater amounts in two of four content areas and in the “all tests” category. Changes in commended scores can show how higher-achieving students are improving (Table 9).

The evidence is not irrefutable that Equine Essentials improves academic achievement as measured by the TAKS passing rate because there are some areas that show campus groups improving at greater amounts. Simple comparisons like these do not account for other simultaneous improvement efforts on these campuses. Nonetheless, in several areas there are increases that would be consistent with a positive impact of Equine Essentials, and further investigation is warranted.

Conclusions

Evidence suggests that Equine Essentials can help advance some states of mind that comprise teacher holonomy. Efficacy has the greatest potential to improve. The effect on

teacher efficacy was a consistent theme among the five interviewees. Teachers commonly stated they felt they were teaching more and students were learning more. With the abundance of empirical evidence showing a connection between teacher efficacy and the achievement of teachers and schools, and this study showing evidence of a positive connection between teacher efficacy and Equine Essentials, Equine Essentials has the potential to improve the overall school environment and improve achievement.

Evidence was also gathered from interviews that showed teacher craftsmanship increased because teachers had more time to develop new ideas and the control to experiment. Some evidence suggested that teacher flexibility could also be affected through the implementation of Equine Essentials. Some teachers expressed feeling comfortable with the control they have in their classrooms from using Equine Essentials and as a result, were willing to allow for deviation from lesson plans. The effect on consciousness was mixed based on inconstant results. Potentially it has short term gains. New adopters of Equine Essentials are required to think about having a smooth start to class, having a plan, and being aware of issues that may need to be addressed. In the long term, these processes may become habitual and no longer require consideration. The study indicated little effect of Equine Essentials on teacher interdependence, but this was the weakest links in theory.

The analysis of test results for High School A showed promise but additional statistical analysis is necessary to determine the effect of all variables. Ideally, this study would have involved included responses from all faculty, more longitudinal data (long term evidence), and included surveys of the teachers prior to implementing Equine Essentials. High School A has shown marked improvement since implementation. The principal also stated that he gives 100% credit to the use of Equine Essentials. If High School A is a good

model for school improvement and we accept that students need high quality and dedicated teachers, then Equine Essentials is potentially a powerful tool.

Implications

Equine Essentials is a new classroom management and discipline model. This writer originally learned about the program from Sammye Henderson, creator of the program. In the 20 years she had been teaching previous to developing the model, she routinely felt that there had to be better ways of handling her class. Once she began to use the techniques of Equine Essentials, she finally felt like she has had begun maximizing her teaching abilities. Her awareness, abilities, the potential of her students, and classroom behavior improved. Though Mrs. Henderson did not use the exact terms of the five states of mind, this researcher immediately saw the alignment: it was as if Mrs. Henderson had said her consciousness, efficacy, and craftsmanship had improved. Through the use of empirical evidence, the results of this study have the following implications:

1. Teachers who use Equine Essentials potentially have increased levels of efficacy, craftsmanship, flexibility, and consciousness. In turn, schools may reap positive benefits from Equine Essentials in terms of school climate, student behavior, and academic outcomes. Efficacious teachers have the ability to meet challenges, persevere, and are characterized by optimism, confidence, organization, adaptation, and a willingness to collaborate in order to improve. Teachers with strong craftsmanship skills are distinguished by their ability to seek out empirical evidence in order to improve, to have high expectations, to have great understanding of the complexity of their work, to continuously work to progress, to fine-tune their thoughts and language, and to have an aptitude to distinguish

between perfection and excellence. Teacher flexibility is the ability of a teacher to adapt, change, undertake, and persevere. Conscious teachers are aware of their inner thoughts, feelings, emotions, behaviors, and of the consequence of those things on the self and on others. In concert with each other, the end result is more holonomous teachers.

2. Some evidence suggests that Equine Essentials may have a positive impact on student achievement. If a discipline model can increase teachers' sense of efficacy, it has the potential to improve the overall school environment and improve achievement.
3. Equine Essentials can potentially become an acceptable discipline and classroom management model with empirical evidence and research based support.

Recommendations for Further Research

As a result of this study, this researcher suggests further investigation into refinement of the states of mind questionnaire and interview instruments previous to replicating the study. The survey lacks high levels of validity. Longitudinal research into the effects of Equine Essentials on school performance with more sophisticated statistical measures would also be appropriate. The study could also be expanded to investigate the effect of Equine Essentials on students. Does Equine Essentials increase the achievement of students academically and socially? Does Equine Essentials affect bullying and other forms of student interactions? Does Equine Essentials affect different grade levels of students differently, and if so, in what ways? The model can also be investigated in different environments. This study was limited to rural areas. What are the outcomes for student and teachers in inner city schools and suburban schools when Equine Essentials is adopted? A study could also be

conducted to further investigate how and why schools using Equine Essentials improve their passing rates in some areas and not others. The model is new and has shown a lot of potential, leaving it open to many investigative opportunities.

CHAPTER 5

My Growth as Leader

Introduction

An important component of a dissertation and graduate experience is the leadership growth of the graduate student behind the dissertation. Unfortunately, that component is often undisclosed. Instead, the focus is often limited only to the tangible product and not the experience. This chapter is intended to complete my graduate record.

This chapter is about my experiences that have affected and influenced me as an educational leader and how my leadership has matured. My introspective investigation examines how I have grown as a leader from my personal experiences and knowledge gained through my graduate work and writing this dissertation. It will follow the scholarly personal narrative, as presented by Nash (2004).

Background

I believe that the opportunities I have had in my life have given me my own unique perspective on the world. I see the world through a combination of filters that no one else can employ. Within these experiences, I have developed constructs that allow for me to interpret, develop meaning, and to bear witness. I feel my early experiences are relevant when exploring my growth as a leader to share how I entered my graduate studies and how they influence my leadership.

I have lived in many different places, some of which have similar cultures, norms, and customs, yet some are very distinctive. I was born in Rawlins, Wyoming. Rawlins is a small town on the high plains. It is a typical small American town and I was a typical Rawlins child. I attended public schools, my blue collar father worked in the coal mines, and

my mom stayed home. At nine years old my father got laid off and we moved to Barranquilla, Colombia in South America.

I was anything but typical of a Barranquilla child. I was an American with freckles and red hair, not brown hair and brown skin; I spoke English, not Spanish; I was Baptist, not Catholic; I was a minority, and no longer a part of the majority; and my middle class American upbringing translated into upper class elite in Colombia. My family had maids, chauffeurs, country club memberships, and I attended the most privileged private college-prep school in the city. The school was Pre-K through 12th grade with 60-students at each grade level. All but two classes were in English and a common goal was for the students to graduate and be able to attend prestigious colleges in the United States. I lived there for three years. We then moved to a mining camp in Albania, Colombia on the Guajira peninsula.

I lived at the mining camp built in the jungle and surrounded by a fence and guards for a year. It was a highly restricted area due to safety issues. Guerilla revolutionaries and narco-traffickers presented security concerns. I attended 8th grade at the company ran school, usually shopped at the company commissary, road around in company cars, swam in the company pool, carried my company-issued identification card at all times, and flew in and out at the company airport on company planes. It was an odd experience living in the mining camp. Three lasting events have stayed with me. First, all the friends I had were ex-pats, and it was a segregated living arrangement. The Americans families, with a few others from Canada and England, lived on the hill. The houses up there were for management, which were predominately ex-pats. It was enlightening, especially to have felt that segregation; however, it was not like de facto or de jure segregation in the United States, but more approximating segregation in South Africa with the minority receiving the benefits. On the

one hand the segregation makes you feel different, on the other hand it was rewarding because of the special treatment, yet it was also eerie to be dissimilar and feel resentful eyes constantly cast upon you. I think these experiences have helped me be a better educator and leader when dealing with minority, majority-minority, and immigrant students

Occasionally we did leave the mining camp and interact with locals. We would go to a nearby town that had black market goods for sale and seemed lawless. Vendors would be hawking their goods and lots of commercial activity, but there was always a feeling something wrong could happen. One incident in particular sticks out. It was right after the United States bombed Libya in the 1980s. There were a lot of Libyans who had migrated and lived in that town and I remember them berating the American families immediately afterward. I had always gotten odd stares from the Colombians, had never been berated. I remember thinking that while it had been easy to disparage a nationality, but not an individual when there is a face there and you can see the humanity, the Libyan vendors had no such problem. These were people that we had bought goods from, but that no longer mattered. We did not go back for a while, but all was forgiven when we did because they missed the Americans' money.

A third experience, and most important in its influence in my leadership development was an event that occurred with Colombian police. A few friends and I were outside of the camp and were setting off firecrackers, "mate seugras," which translates to mother-in-law killers because they were extra large. We were under a bridge. When we drove out we looked up and saw approximately a dozen policemen with automatic rifles pointed down at us. We decided to act like we had not seen them and kept driving. As soon as we got around a turn, we threw out the "mate suegras" and drove on because we had heard they were illegal. The

police eventually caught up and came out of the jungle encircling us. They stopped us and searched each one of us. In the vehicle we also had two powerful pellet guns. The police took them and shot them. When they heard the sound they immediately were satisfied that was what was making the sound under the bridge and we were not trying to blow the bridge up. We then set up some targets and had a shooting contest with members of the Colombian National Police Force. We all hit our targets and they all missed, but they were fine with that because they carried Uzis and they did not have to be marksmen. Then the police proceeded to say we could probably go but they sure could use some lunch. We knew they were asking for a “mordida”; also known as a bribe. We explained that we did not have any money. They countered that they were worried that they could get a flat tire because they did not have a jack. We gave them a jack and went on our way.

The defining aspect of the event was to witness corruption from authority and the feeling of being hassled. It was mild in nature but relevant to my leadership growth. I often reflect on the following question when I am feeling like I am having a hard time making the right decision: “Is there a car jack to deter my good judgment, or is there a right choice that may appear to have fewer rewards?” In addition, borrowing from the business environment, price should not be the only consideration. There should be performance standards. I believe that I must make choices that meet ethical, moral, and spiritual standards, despite temptation.

At the end of the year in the mining camp, the company paid for me to attend a boarding school in the United States because the company school only went through eighth grade in English. At 14 years old I enrolled in a very small private boarding school in the mountains of Colorado. My parents had picked the school since it was near where they had grown up and there was extended family nearby. However, and to the surprise of my parents,

the school's liberal foundations and approach were polar opposite to my parents' conservative beliefs. The students lived in cabins, attended classes heated by wood burning stoves, went to school Tuesday through Saturday in order to ski on Monday when the slopes were less crowded, went on backpacking trips three times a year, went on trips to other countries, archeological sites, and museums, and took classes on Zen and Carl Jung, read Edward Abbey books and the *Road Less Traveled*, and squeezed in the basics. Teachers went by their first names. I attended that school for four years and graduated with 12 other students in 1990. I learned about the environment, the Grateful Dead, and dread locks. I also learned how to be more understanding of people with views politically, socially, and spiritually different than what I knew. This has been very rewarding in working with many of the students I have had. There are also many students who need an advocate because their needs are not being met. I have the knowledge and understanding to lead that opportunity.

After graduating I enrolled at Colorado State University, which has an enrollment of over 20,000 students. My experiences at Colorado State were not out of the ordinary. I majored in Political Science and was a typical college student. The assimilation was easy. I had thought it would be harder, since it was so much bigger and inclusive than my past experiences. I went to class, studied, and found too much time to go to concerts, football games, and have fun.

My junior year I finally figured out how to study and get good grades. I had always passed but, as in high school, I was typically a B and C student. However, I befriended some people who got good grades, but I knew they were no more intelligent than I was. I realized I was always capable of doing better academically, but I did not know how to do it until then. My underachievement was the result of a combination of factors. I wasn't always motivated

and lacked the skills to be academically successful. Yet, suddenly it mattered to me. I was around people to whom achievement mattered, and they were able to achieve at a higher level. I thought I should be able to as well. This “ah-ha” moment has always stuck with me, and I often wonder why it took me so long. I think that I was lacking the skills to study, I lacked a study group, and I had some poor role models along the way. In addition, my interests did not always include getting an education, and I thought passing, rather than excelling, was good enough. Last, I think most things came easy. My parents or someone usually gave me what I wanted, and always what I needed. At that ah-ha moment, I realized it was up to me to determine my future. I had good role models, peers to study with, and I had figured out how to study.

My improvement eventually led me to have the courage and belief in myself to apply and gain a prestigious internship at the Colorado Legislature as a senior. I graduated in five years, the fifth year a tribute to an unfocused start, with the intention of continuing in politics; however, it just did not work out.

I unfortunately experienced some private events that led to a bout with depression. I needed to redefine myself. After graduation, I went back to my high school and was a dorm parent for four freshmen for free room and board for several months. I had remained friends with the director and he wanted to help me get myself back together. I also had the opportunity to teach a government class. A couple of seniors needed the credit to graduate and the class was not being offered. Their parents paid me a small fee though I taught under the umbrella of the school. I had never thought about teaching previous to that point, and looking back, I did not do a very good job, but I did enjoy it. The experience of working with students, dealing in a subject I enjoyed, and working with parents and teachers was

gratifying. Nonetheless, the time came that I needed to find a job that paid and I moved to Phoenix.

My brothers had been living in Phoenix, so I went there to find a job, eventually landing in the business world. I was the front office manager of a multi-specialty health clinic for a few years. Then I went to work for the local Ma Bell phone company, USWest Communications. USWest was taken over by Qwest Communications, while I was employed there. I had been around the world and had lots of experiences with cultures of different people. I had developed patience and understanding. I was not an ethnocentric nationalist by any means. I was open minded, willing to withhold judgment, and listen first. However, the transition from USWest to Qwest taught me a lot about business culture.

USWest and Qwest were very different and the work environments were very different. Qwest had been a small, unregulated, fast growth company of the nineties. USWest had been a highly regulated, slow growth company that was formed from the break-up of AT&T's monopoly. The two companies dealt with customers, shareholders, and employees very differently. Experiencing the differences first hand was very enlightening. USWest appeared to me to want to develop long term relationships. It had often been hit hard in customer service surveys and was trying to change that perception. We received lots of customer service training. It also had many employees who had been lifelong workers for the company. Qwest was much more interested in the bottom line. The company was relatively new and did not have long term relations with customers or employees. It nearly tripled sales quotas and expected employees to make a sale and move on. In the end, I decided that I was not content with the new way of doing business.

I continued to work at Qwest for several more years, though at night I went to school at the University of Phoenix's main campus and worked towards a master's degree in secondary education. I remembered how I had enjoyed teaching the government class several years before, and my wife had already decided to change careers and was taking classes at night to get a teaching degree. I saw more job security in the education field. My wife and I felt that, if we were both educators, we would not have to worry every day about getting laid off, and we could feel good about helping people. I made the plan to continue at Qwest until I got my degree and then quit in order to become a teacher. I would leave the business world for the education world. My career change was validated when, as expected, I thoroughly enjoyed teaching. My feelings about Qwest were also validated when the company's former CEO was indicted, convicted of insider trading, and sentenced to federal prison.

When I completed the degree requirements for the master's in education, my wife and I moved to Fort Worth, Texas. We weighed living in Arizona, Colorado, and Texas. We found that the cost of living in Texas was the lowest and it had the highest teacher salaries. In addition, we had family in the Fort Worth area that could put us in touch with the school district. I was offered a job at South Hills High School, a minority-majority, inner-city Title I school. I had not selected the school intentionally; I just needed to find a school willing to hire me. The school had gangs and other issues, but I never felt unsafe despite the fact that the last year I was there a student gang member and his fellow gang bangers chose to tussle with the school resources officers. In the process, the student gang member got shot by the police. He survived. The experience of working at South Hills had the effect of making me more of a complete person on many levels, and it gave me invaluable tools as a leader. I gained experiences with different kinds of people in a new environment. It was certainly

different from my experience in elite private schools, expensive boarding schools, and suburban public schools. I had not worked in a low-income, urban environment or been around gang members; I had little experience with African Americans, and had never worked with poor, inner city youths. As a budding educational leader, I was now prepared to call on these experiences in the future when I would inevitably need them. I had improved my confidence and ability to work with different kinds of people, stoked a desire to help disadvantaged children, and improved my ability to work with colleagues from broader social backgrounds. These skills were a nice complement to my already existing knowledge of diversity and my adaptability skills.

After a year at South Hills, I started at TCU in the MBA/Ed.D program. I was driven by a new desire to be in educational leadership. I felt that my background would allow me to provide valuable knowledge and skills to an educational environment. I also was drawn to the program because of the combination of education and business. I considered it the yin and yang of my own work experience being brought together as one.

In the meantime, I continued to work at South Hills High School for four years, eventually becoming a department chair and lead content teacher in the third and fourth years; those were my first formal leadership positions. I believe I was chosen for these leadership positions for three reasons. First, while many people do not like to speak in front of others, I find it empowering. It is an opportunity to lead. Second, people looked favorably upon my pursuit of the MBA and doctorate degrees. Lastly, I was willing to accept the positions. I wanted the opportunity to lead.

Being in the department chair role was new to me, and it was my first formal leadership position - it was very enlightening. It was not an easy situation to step into. The

previous leadership was underperforming and the department's situation had paralleled the Nut Island Effect. The Nut Island Effect refers to an incident that happened on Nut Island in Massachusetts. A group of isolated, homogenous workers were not supervised by management. In turn, the workers felt abandoned and in turn united with each other, but tried to address issues independent of the rest of the company. As a result, they inadvertently released tons of raw sewage into Boston Harbor. The term is now used to refer to situations when a homogenous committed team works in isolation and becomes progressively more isolated from management. The social studies department at the school was primarily comprised of male Anglo coaches who worked in portable classrooms across the sports fields from the main building. They were not closely monitored and were isolated. Adding to the challenge, the previous department chair had been demoted, was still part of the department, and was not pleased with me being made the department chair. He was also a coach, and coached with many of the other members of the department. The principal had picked me to lead it. I had not applied but was happy to be offered the opportunity.

I called my first department meeting. I started it right on time because I wanted to set precedents that we were going to be more formal. As the meeting was proceeding, the previous department chair became highly agitated and confrontational with me. He had been taking everything I had been saying personally, though that was not my intention. I had expected him to be reluctant to accept me in the department chair role. He had still wanted it and I had taken it. I assumed it was embarrassing to him and deflated his ego. I also expected some friction and confrontation; however, I did not expect a verbal altercation so quick and immediate. I knew instantly that this was a defining moment in my leadership growth.

I would have to handle it correctly or it would be a long year. The whole department was watching to see what I would do and how I would handle it. Most of the department was comprised of male football coaches. I was not a coach and was also younger than most of them. I was not part of their fraternity, nor was I part of their group that celebrates physicality over intellectualism. I knew they were wondering if I had the courage and fortitude to lead.

Fortunately, I had some level of awareness of the situation and had been thinking about it and preparing for such a contingency so I was not caught completely off guard. I had been constructing scenarios through my head and various responses. In addition, I knew I had to prove myself and made a concerted effort to use the thinking part of my brain and avoid going into a fight or flight mode. I knew he was going to be challenging, but I needed him on board with the team. The department needed to make some changes and conflict would not have been conducive to the goal. I calmly looked at the individual and stated that I understood, intentionally not apologizing, and that I would take his statements as advice. I wanted to focus on his words, not his tone. In other words, I needed to let him say what was on his mind and vent his frustration. I did not want to apologize because doing so would allow for him to be dominant, leaving me submissive. However, when he continued to make statements and kept raising his voice, I felt that he was trying to be a bully. I reflected remembered learning in my management classes that at times, I will have to deal with aggressive people who will try to bully or challenge me as a leader and that, metaphorically, I have to hit them between the eyes. I cannot back down and I have to be the one to offer the choices in the situation. In a calm voice I stated although he could join the conversation in a productive manner, his points were not on the agenda, and we could talk later. I continued,

stating that if he wasn't going to be able to do that, he was excused. I wanted him to make a choice to either join us or walk out, in a symbolic gesture of abandoning his old department. On the other hand, I didn't want to embarrass or belittle him but I had to stand my ground. I also had no plans to hold a grudge against him for such actions. I wanted the members of the team to have the courage to tell me what they think, but to see how to do it in a constructive manner.

Previous to my management classes, I suspect that I would have proceeded into a fight or flight mentality. My mouth would have gotten dry and my face would have gotten red. I was pleased that I handled it the way I did and proud of my growth. It is important to have a healthy respect for your competitors; however, they too put their pants on one leg at a time. I also believe that going head to head with competitors is okay; they are likely to be as concerned with me as I am with them.

I realized I could be a leader. My skill set was developing and I was changing. I stood up to a challenge and handled it. I am not sure that would have been the case a few years earlier. This time I kept my head and I did it in front of an audience that wanted to see if I could handle it. It was personally very rewarding. Though I continue to make mistakes, some regrettable, some in good faith, some out of ignorance, my own insecurities have dissipated. Since the confrontation, I have realized that sometimes leadership involves being tough and making people mad, or being soft and nurturing, at other times open and welcoming, or decisive and indifferent. Nonetheless, it always includes anticipating what is happening around you, knowing what you want to achieve, and reflecting on where you have come from and the choices you have made.

The following year I became an assistant principal at Weatherford High School. Weatherford High School is a rural/suburban school with lots of community support and resources, predominantly white, but with some low socio-economic students. I have been there for two years. My focus is now on the whole school and not just my class or department. In addition, it has included working closer with other stakeholders such parents and community members. These changes are a reflection of two things. One is that as titles and responsibilities have increased, my focus has shifted from the micro perspective towards the macro. The second factor is that as I have shifted from an inner city school with high numbers of low socio-economic status students to one with high community support and lower numbers of low socio-economic students, and the stakeholders have changed. More parents and community members want to be involved. It is a beneficial learning opportunity to interact with increasing numbers of customers.

I think one last additional piece of my background is important in a discussion of the experiences and principles that have guided me throughout my graduate experiences and leadership development, and that is my family. My parents never went to college. My mother dropped out of high school. The highest level of education she has achieved is a GED. She had a poor home life that led to her seeking independence early and as a result, she had to work. My father was a high school graduate and then he went into the military. He has been an over achiever. Very few people in his profession have achieved what he has without a college degree. However, my parents have lived nearly two decades in different corners of the world and been successful. At the same time, they always preached the importance of education to me and gave me the opportunity to get an education. Since my parents accomplished so much with limited educations, I feel compelled to achieve more with more

education. They grew up without many comforts, but worked hard. I have grown up with so many comforts and privileges that I feel I have a responsibility to maximize my achievements. In addition, education was important to my parents, and my being involved in education as a career and getting an advanced education will make them proud.

I also have two brothers. One is older and he is a college graduate. He was the first in my family to graduate from college, gaining a bachelors degree in education from the University of Wyoming, although he never became a teacher. My other brother and I are twins. We had never been apart until we completed our undergraduate studies. We were always there to provide each other support. I often wonder what it's like not to have that type of relationship and support. Nonetheless, now that we live in different cities, we continue to support each other. We push each other into believing that we can accomplish more than we think we can on our own. We also continuously challenge each other in seeking out new educational opportunities. After I got my masters in secondary education from the University of Phoenix, he enrolled at Arizona State University in their MBA program. Once he completed it and after my telling him I was interested in getting my doctorate, he encouraged me to enroll at Texas Christian University in the MBA/Ed.D program.

I think it is fair to conclude that previous to beginning my graduate studies and my dissertation I had not had a formal leadership role. The opportunities had not developed. However, the framework was there to be a leader, even if I lacked the credentials. I can relate to many different types of people from all socio-economic statuses. I have also had lots of unique experiences, seen many different parts of the world, and been involved in polar opposites of given events. I just had not had formal leadership training.

I believe my experiences have been wide ranging and I feel that this is a benefit for me in my leadership development because of the foundations they have established. I can identify with minority students even though I am an Anglo. I empathize with LEP students in their quest to try to learn a language, assimilate in a new culture, and retain their own culture. I value parents who do not have a college education, and maybe who are high school drop outs, who are standing in my office trying to help their child. I know what small town values are and something about big city pizzazz. I have experienced firsthand the abuse of power and a challenge to it. I have witnessed underachievement and overachievement. I can rely on such experiences to make better decisions, rely on them as bases of understanding, and as predictors of outcomes. I do not define and make meaning based on limited constructs, but through a broad plethora of unique and varied experiences and knowledge.

My Philosophy of Leadership through Equine Essentials

Throughout my five year adventure as a graduate student, I have had the opportunity to experience what it means to be a leader and develop my philosophy of leadership. I have sat in classes and studied leadership, I have been in leadership roles, and have had time to reflect and learn. This is a highlight of my philosophy of leadership resulting from my doctoral studies and dissertation, and how it reconciles with Equine Essentials.

Sammye Henderson (2006) states teachers need to be the alpha dog. She uses a quote from *Understanding Your Horse* by Lesley Bayley and Richard Maxwell to magnify the meaning of the role: “A good horseman can hear his horse talking to him, a great horseman can hear the horse whisper, but a bad horseman cannot even hear the horse scream” (p. 12). I believe this the spirit of leadership. It is about hearing what you, your people, your students, and your superiors require. They are your messengers. A leader’s ears and door need to be

open, otherwise the messengers will stop coming. Furthermore, leadership does not exist in a vacuum, and does not just flow from the top down, but also loops throughout the system. It is important to get input from others even when you are not taking a vote. Leadership requires a leader to be decisive

When I contemplated the topic for my dissertation, I knew that I would choose a subject and test its achievability. This translated well to my skill set as a leader. It is important to know your limitations and when to extricate if failure is likely. I researched topics, checked with various people, and investigate whether they had potential as a dissertation. On occasion I would discover that the topic did not have potential, was less interesting than I had anticipated, or had some other issue. However, usually the issue was that I could not figure out how to be a teacher or assistant principal full time, take classes, care for my family, and work on my dissertation simultaneously. I realized early that for me to accomplish my goals I needed to be efficient and practical. I needed to find a topic that would overlap with my professional responsibilities. I anticipated that the do-ability would increase if I could make my dissertation applicable to my job. I needed to find a topic that would get support from my superiors in order to have more resources, be applicable to my subordinates in order for it to be useful to them, and would bring meaning and value to myself. I felt that I had to balance it with my family, career, and education for my dissertation. The demands of all could be met if I merged tasks; otherwise the opportunity costs were potentially too great.

After accepting the assistant principal's job at Weatherford High School, I discovered that faculty satisfaction was low, particularly with respect to student discipline. Another assistant principal mentioned to me that earlier that summer he had heard a lady present at

the Texas Association of Secondary Principals' Conference in Austin, Texas and would like to have her present to the faculty at the staff development days in August. The lady was Sammye Henderson and her discipline model was Equine Essentials.

Henderson came that August and presented and afterward we spoke. She told me about the influences behind her model. This was an enlightening moment for me. She had no empirical evidence behind her program and it lacked a research basis. That was the moment that I decided to do my dissertation on Equine Essentials. I could get Henderson's support because having research to support her model would be welcomed and beneficial, the teachers at the school were ready for it because of their frustration with discipline, my superiors would endorse my research because the district believes in data-driven decisions and prefers teachers to have high levels of job satisfaction. It would also have the benefit of being original. I had a teacher once tell me that carbon copies are always pale; be original. It was meant to be. I was not always patient, but I was open to opportunity.

An additional belief I have about leadership is that being a leader involves providing an acceptable level of structure and I wanted my dissertation to be something that was useful in the classroom, something to help teachers and students. I do not think anyone likes an environment where there are no rules and anything goes. I remember sitting in classes as a student where the teacher did not have good classroom management. I also remember my own struggles as a first year teacher. And neither time do I remember getting everything neither I nor my students needed out of the class. On the other hand I remember being a student in classes in which the teacher was in charge, but not overbearing, and how it felt being there. It was safe, efficient, and educational. On the opposite extreme I remember my sixth grade teacher who was dictatorial in her approach. She squished any desire I had for

learning. A leader needs to find the right balance of structure between pandemonium and oppression. Educational leaders need to monitor and check for progress and understanding, but not squash creativity.

In my later years as a classroom teacher, when I did have a good grasp of classroom management, I had a system. Included in my rules were seating assignments for all my classes including seniors in my advanced placement classes even when many people thought it was unnecessary. I also set clear expectations, and had procedures. Sammye Henderson often told me that she had not been satisfied with her classroom structure until she discovered Equine Essentials. Thereafter, her classes excelled. She also wanted to share her model in order to help other teachers.

Passion is also an important part of leadership. Passion implies a high level of caring, a willingness to be engrossed, and love. Passion is also essential for long term sustainability. Other motivators, such as fear and desire to please others, are not sustainable for me. In order to engross myself deeply into something and spend the better part of two years in it, takes passion. I also feel that just as it is very important for a leader to try picking the right person, one who is passionate for the task being delegated, it is equally important for the leader to be passionate about his or her own tasks.

After visiting several different topics for my dissertation, I realized that I needed to be passionate about my topic. My dissertation is more than just research. I had to lead teachers into using it, share its progress with superiors, including the superintendent of the district, and work with other educational professionals from outside my district. I had identified several topics about which I was not passionate. Just as I was not passionate about working for Qwest and performed out of fear, I could not immerse myself enough to be effective.

The most important leadership experience I have had during this adventure is my involvement in leading change. In my MBA and Ed.D classes we have studied how it is necessary to continuously improve, which often involves change. Educational environments, economies, competitors, and people are always evolving. In turn, rules, structures, systems, and procedures should not be absolute or the prerogatives forever binding. In order to remain competitive, meet the needs of students, and align with the communities requirements, it is essential that an organization to be able to modify the way it conducts business.

Change is also important on an individual level. I saw how my own parents were persistent in their pursuit of improving themselves. Therefore, I believe people need to be flexible and adapt to the changing environment. Introducing a new classroom management model followed this philosophy. Equine Essentials was a new system. It was practical, sensible, and fit the culture of the school and community.

There are many leadership challenges when introducing a new system. I experienced many of these challenges. They involve making decisions on how to introduce the new program, to what extent to introduce it, and how salient it will be. Once a change is introduced, there will be nay-sayers that will not be pleased, adventurers who will jump right in, and ones who will take their time watching to determine where they fit in. It is important to be able to address these groups and get their buy in. Other challenges include monitoring, follow-up, and reflection; and then making decisions about adjustments. Leadership is the catalyst for meeting these challenges. In the case of Equine Essentials, in collaboration with the other administrators, I had to determine if it should be mandatory - would the whole school be introduced or should we experiment with a department, and who would have to be on board? The experience I had introducing Equine Essentials also involved managing nay-

sayers, adventurers, and watchers. In the meantime we continue to follow-up with it, monitor it, and reflect on the program.

Conclusions

Leadership involves many different activities. It involves working within the organization, making decisions, listening, collaborating, and being passionate; however, in the final analysis leadership is about how you end a project. It is never about how ambitious you are in the beginning, or excited, or grandiose. It is about how you end. It is about being resolute and steadfast, fervent and dedicated, and having faith and believing that what you are doing is important. I remember feeling insecure about my topic. At a doctoral student dinner everyone in the room was taking turns speaking about their dissertation or project. They all seemed to have splendid academic studies in mind. I was doing mine on a discipline plan based on horses. It seemed too simple, too average, and too practical. Looking back, the project could be used to help schools and kids in a meaningful way. That is important and that is what I believe is the root of leadership in education – helping students and teachers achieve academically and professionally at higher levels.

APPENDIX A

States of Mind Inventory

Part 1

Rate how true the following statements are by marking the attitude that best applies to you in your work setting. In this activity there is no such thing as a right or wrong answer.

1. I am aware of what I'm going to do before I do it.

Strongly Agree Agree Disagree Strongly Disagree

2. I find ways to get better at what I do.

Strongly Agree Agree Disagree Strongly Disagree

3. I am a team player.

Strongly Agree Agree Disagree Strongly Disagree

4. I am getting better and better every day at my work.

Strongly Agree Agree Disagree Strongly Disagree

5. I can make things happen.

Strongly Agree Agree Disagree Strongly Disagree

6. I am aware of what I'm doing.

Strongly Agree Agree Disagree Strongly Disagree

7. With enough effort I can do anything.

Strongly Agree Agree Disagree Strongly Disagree

8. I am comfortable not knowing what to expect.

Strongly Agree Agree Disagree Strongly Disagree

9. It is better to work alone than in a group.

Strongly Agree Agree Disagree Strongly Disagree

10. There is a connection between how hard I try and how well I do.

Strongly Agree Agree Disagree Strongly Disagree

11. There is one way to solve a problem.

Strongly Agree Agree Disagree Strongly Disagree

12. I think about my actions after I've done something.

Strongly Agree Agree Disagree Strongly Disagree

13. It is rewarding to accomplish a task as a team.

Strongly Agree Agree Disagree Strongly Disagree

14. It is better to think of one way to do something rather than consider several ways that might work.

Strongly Agree Agree Disagree Strongly Disagree

15. I practice to be better at things that I do.

Strongly Agree Agree Disagree Strongly Disagree

Part 2

Circle the “x” between the two words on each line that best describes you in your work setting. There is no such thing as a right or wrong answer.

Example:

If you are positive in your work setting, you would circle the following “x”.

Positive (x) x x x Negative

If you are negative in your work setting, you would circle the following “x”.

Positive x x x (x) Negative

If you are somewhere between positive or negative in your current work setting, you would circle the appropriate “x”.

Positive x (x) x x Negative

Or

Positive x x (x) x Negative

16. Rigid	x	x	x	x	Flexible
17. Unaware	x	x	x	x	Aware
18. Precise	x	x	x	x	Guess
19. Cooperative	x	x	x	x	Uncooperative
20. Helpless	x	x	x	x	In Control
21. Adjusting	x	x	x	x	Set
22. Independent	x	x	x	x	Teaming
23. Adaptable	x	x	x	x	Inflexible
24. Not Realizing	x	x	x	x	Informed
25. Wrong	x	x	x	x	Accurate
26. Incompatible	x	x	x	x	Compatible

27. Effective	x	x	x	x	Powerless
28. Conscious	x	x	x	x	Unconscious
29. Thorough	x	x	x	x	Incomplete
30. Confident	x	x	x	x	Insecure

Questions 5, 7, 10, 20, 27, and 30 measure teacher efficacy; 8, 11, 14, 16, 21, and 23 measure flexibility; 1, 6, 12, 17, 24, and 28 measure consciousness; 2, 4, 15, 18, 25, and 29 measure craftsmanship; and 3, 9, 13, 19, 22, and 26 measure interdependence

APPENDIX B
Interview Guide

Introductions

1. Have you been teaching 1-2 years, 3-5 years, or more than 5 years?
2. Which content area do you teach?
3. Do you use Equine Essentials (EE) in your classroom? How long?

All the following questions are asked with EE and classroom management in mind:

Efficacy

1. Before using EE, how did you get things accomplished? What do you do now?
2. How has your ability in accomplishing your goals/objectives in the classroom changed since you began using EE?
3. Has EE changed your level of control in your classroom? Why or why not?
4. How is your confidence level now that you use EE compared to before using it?
5. Do you feel successful using EE? Why or why not?
6. What is the effect of EE on your level of efficacy?

Flexibility

1. How comfortable are you with unexpected events in your classroom? Are you more or less comfortable now that you use EE?
2. How are problems solved in your classroom? How many ways are there to solve problems in your classroom? Are there more or less solutions with EE?
3. How many different ways do you consider addressing discipline problems in your classroom?
4. How has EE changed the operations of your classroom?
5. Do you feel flexible in your classroom? How has EE affected your ability to adapt to situations?
6. What is the effect of EE on your level of flexibility?

Consciousness

1. How aware are you now of the direction you are going in your classroom? Has that awareness changed now that you are using EE?
2. How aware are you of what you are doing in your classroom now that you use EE? Has that awareness changed now that you are using EE?
3. How often do you think about your actions? Do you reflect on actions more or less since using EE?
4. How aware do you feel like you are? How informed are you of your classroom environment? How, if at all, has EE changed your level of awareness?
5. What is the effect of EE on your level of consciousness?

Craftsmanship

1. How often do you seek out ways to get better at teaching? Has EE helped you become a better teacher? How?
2. How do you improve day to day? Has EE helped you improve?
3. How do you solve situations? Do you feel that EE helps solve situations? Why or Why not?
4. Do you believe that EE has made you more or less creative as a teacher?
5. How thorough are you? Are you more or less through since using EE?
6. What is the effect of EE on your level of craftsmanship?

Interdependence

1. Do you consider yourself a team player? Why or Why not?
2. How do you feel about working alone? Are you more or less interdependent since using EE?
3. How rewarding is it to accomplish a task as a team?
4. How cooperative do you see yourself? Are you more or less cooperative with EE used in your school?
5. How independent are you? Do you feel that using EE has made you more or less independent? Why or why not?
6. What is the effect of EE on your level of interdependence?

Probing

1. Do you see yourself.....?
2. What is it you like/don't like about.....?
3. When you say.....what do you mean?
4. What does.....mean to you?
5. Could you elaborate?
6. In what sense?
7. Can you be a bit more specific?
8. So you consider....to be interest, value, etc.
9. Are there things besides.....that.....?
10. You say....is....., why is that?
11. So you think.....?
12. Why do say/think that?
13. Can you give me an example?
14. Do you feel/think that....?

APPENDIX C

Interview A

Interviewer: All right, we are recording and this is Interviewee A. So -- and I just have some questions -- probably about 30 questions. So -- have you been teaching one to two years, three to five years or more than five years?

Interviewee A: Three to five.

Interviewer: Okay and what content do you teach?

Interviewee A: Science.

Interviewer: Do you use Equine Essentials in your classroom?

Interviewee A: Yes.

Interviewer: And for how long have you been using it?

Interviewee A: Just this year.

Interviewer: Okay and so all the following questions I'm about to ask you are related to using Equine Essentials in your classroom and your classroom interest. So when answering, keep that in mind.

Interviewee A: Okay.

Interviewer: So and okay, each set of these questions has some -- kind of revolve around similar things and it may -- can be kind of worded a little bit odd. Just ask me for clarification if you want to clarify anything. All right so before using Equine Essentials how did you get things accomplished?

Interviewee A: I just winged it I guess, I just kind of handled each situation as it came and decided how I would deal with it differently for each student I guess.

Interviewer: So what did -- what do you do now then that's different?

Interviewee A: Well I have like -- I have like a specific consequence for certain things which would be the detentions. Like if I -- if I see a student that's like got their cell phone out or their iPod out or [inaudible] [00:01:38] out then I can give them the detention whereas before like, you know, I might take it up or I might say "Put it away" or I might say like -- I don't know, several different things but it was -- it would be always different but this time like I have something where I can give them the same thing for every student.

Interviewer: Okay.

Interviewee A: Does it make sense, okay.

Interviewer: How has your ability in accomplishing your goals or objectives? Did the classroom change since you have been using Equine Essentials?

Interviewee A: It's made it easier for me to not have to think so much about what I am going to do. It's made it quicker and faster to deal with things that happened and it's made my kids like start class faster. So that's easier for me because they're on their seats and they're doing what they're supposed to be doing.

Interviewer: Okay. Has Equine Essentials changed your level of control in your class? Why or why not?

Interviewee A: It's a strange question. I guess it has a little bit I mean I still feel like I have pretty good control of my classroom. I guess it would just be like ending in argument over something. If I give them a detention they know why they're getting it because of the rules whereas before -- like it would maybe be like an argument about why I was taking their phone or why they were getting put in the hall or something like that. I guess it gives me better control because I have something to like point to and say "Those are my rules and we've talked about them."

Interviewer: Okay. How is your confidence level now that you used Equine Essentials compared to before using it?

Interviewee A: Better, way better. Well I have higher confidence in dealing with -- like classroom disruptions and people that are off task. And knowing that I have a system set up or I can use that if I need to. You know, it gives them warnings but if they don't respond then I have something in place that I don't have to think about what I'm going to do so I feel a lot more confident that I can handle when it happens.

Interviewer: Okay. Do you feel successful using Equine Essentials? Why or why not?

Interviewee A: Yes and no, I feel like I -- I've only been doing it for a year, for this school year and I've had challenges but its just one of those things where I have to like work though it to figure out what is working and what is not and then I guess trouble shoot. So for me it's been challenging because I've never done anything like this before. I've always just handled things as they come and never really felt prepared for them. It causes sometimes controversy because of kids feeling like it's a little too strict so I feel like there have been challenges that I have been successful in some aspects like I -- I feel like I'm pretty fair about making sure that I'm not like being, you know, impartial to one person rather than another but -- I don't know -- that answers the question.

Interviewer: Okay. What is the effect of Equine Essentials on your level of efficacy?

Interviewee A: Does that mean like how efficient I am? Okay, I guess it helps me -- I don't think that it's quite as bad of a paperwork-nightmare as people say that it is. That's what scared me in the beginning was I thought it would be really, really bad to keep up with. And it's not as bad as I thought it would be. It is quick to use at the beginning of class or like if

something happens in the middle of class. So I think it's pretty efficient for me to just, you know, whip it out and use it when I need it, I don't have to stop and think about it or I've decided to - what I'm going to do.

Interviewer: Okay. How comfortable are you using -- excuse me -- how comfortable are you with unexpected events in your classroom and are you more or less comfortable now than when you -- now that you use Equine Essentials?

Interviewee A: I'm more comfortable now. I guess I'm more comfortable.

Interviewer: Okay.

Interviewee A: I don't know how to describe why. I guess just for the same reasons like I feel like I do have like classroom rules that are in place and we've talked about them and they know what they are and if something happens like the unexpected happens the bigger discipline issues that are not related to like specifically giving them a detention or the ones that I feel more uncomfortable with.

Interviewer: Okay how are problems solved in your classroom?

Interviewee A: Okay do you want to be more specific? [Laughs]

Interviewer: Just in -- just answer how ever you think.

Interviewee A: Okay.

Interviewer: So how are problems solved in your classroom and how many ways are there to solve problems in your classroom and are there more or less solutions with Equine Essentials?

Interviewee A: Okay, I try to have an open dialog with my students. If there's a problem with them, I talk to them about it. I never give a consequence without explaining why, I never I guess punish them or do anything like that without explaining to them what they've done wrong and why its wrong and what I need for them to do instead. What was the third question?

Interviewer: Do you feel like there are more or less solutions with Equine Essentials?

Interviewee A: Yes, I feel like there are more solutions available to me because I can either - - I can give them warning time, I can give them a warning, I can use the detention if I need to. If I need to give them a 30 minute detention if I feel like it's worth that, I can give them that instead. And then if it's more serious then I of course have the option of sending them to the -- straight to the office. So I feel like I have like a wider spectrum available to me.

Interviewer: Okay. How many different ways do you consider addressing discipline problems in your classroom?

Interviewee A: Sometimes I -- I will change their seats, sometimes I will -- just like call them out into the hallway and talk to them real quick. Sometimes I'll just like, you know, put a detention on their desk if I see them -- just kind of like as a warning. Sometimes I'll walk over to them and just kind of stand near them. I don't know, does that answer [mumbling] [00:09:27] an answer, okay.

Interviewer: Now I'm not going to...

Interviewee A: Sorry.

Interviewer: I don't want to lead you in any way. I just want you to answer the best way you can.

Interviewee A: Okay, okay.

Interviewer: So, you know if you just don't understand the question or concerns...

Interviewee A: Yeah, I'm sorry.

Interviewer: If you decide, you know, that didn't -- that's okay.

Interviewee A: Yeah.

Interviewer: How has Equine Essentials changed the operations of your classroom?

Interviewee A: I think that Equine Essential has made it more streamlined especially at the very beginning of class. Training the kids to come in and sit down and have their things out has made it so much easier for me, like I have never had that before this year. So getting class started is much easier for me and from that point on it's usually easy for me anyway but to keep things going into transition but the beginning of class in getting everyone situated and sitting down and get their stuff out that's all taken care of for me, so it's much easier.

Interviewer: Much easier. Do you feel flexible in your classroom and how has Equine Essential affected your ability to adapt to situations?

Interviewee A: I do feel flexible in my classroom with regard to -- like feeling the needs of my students, I don't necessarily think that Equine has helped me in that regard, I don't think it has any impact there specifically.

Interviewer: Okay. So what is the effect of Equine Essentials on your level of flexibility over all? Would you say...?

Interviewee A: None. I don't think -- well I mean flexibility in terms of disciplinary, yeah I guess it would -- it makes it easier for me to -- to deal with like specific incidences as they occur but as far as like the general flexibility of my classroom in that regard I don't think it's had an effect.

Interviewer: Okay. How aware are you now of the direction you're going in your classroom and has that awareness changed now that you are using Equine Essentials?

Interviewee A: I would say it has changed, I am more aware of the fact that I need to have like specific consequences, specific rules, the kids to understand them and I am more aware of the time that it takes and the time that it cost me when the transitions between activities aren't handled smoothly and classes aren't started smoothly, it upsets me, it upsets them. So it has made me more aware of like how I need to make that even better, I need to perfect it and make it an environment where every thing is running smoothly -- yeah.

Interviewer: Okay. How aware are you of what you are doing in your classroom now that you are using Equine Essential and has that awareness changed now that you are now using - - sorry that's a repeat question. Next question -- How often do you think about your actions and do you reflect on actions more or less since using Equine Essential?

Interviewee A: I reflect on my actions always, constantly and I do think that Equine has made me think about them more since I have been using it.

Interviewer: Okay. How aware do you feel like you are -- how informed are you of your classroom environment, how if at all has Equine Essentials changed your level of that awareness?

Interviewee A: It has made it obvious to me -- it's made it obvious to me like who is prepared and who is not and who my repeat offenders are like for tardiness or not bring the materials or it made it a lot clearer to me like who I need to spend time talking to or who I need to focus more on like, you know, saying "oh you really need to bring your stuff to class, you really need to make sure you can get into class on time" so I'm like looking out for those people. I've always been aware of it but writing it down and using the tardiness and seeing how much it really happens is even more effective than just kind of trying to base off memory. So that's helped me.

Interviewer: And what is the effect do you think of Equine Essentials on your over all level of consciousness in regards to your classroom and teaching?

Interviewee A: I think it helped me to be conscious of those kinds of things, like whether they're getting to class on time and whether they're prepared and whether or not they're focused and paying attention. But I would say just sort of like for those things it helped.

Interviewer: Okay, all right. How often do you seek out ways to get better at teaching and has Equine Essentials helped you become a better teacher and if so how or why not?

Interviewee A: I am always looking for a new ways to become a better teacher. I feel like I spent a lot of my time trying to think of new ways and implement new procedures. I do think that Equine Essentials has helped me to become a better teacher because I feel like I am more consistent in my -- in the way that I handle discipline and the way I handle procedures in my classroom in transitions. So I would say that it has helped me.

Interviewer: Okay. And how -- and what is it or how do you improve day to day and has Equine Essentials helped you to improve...

Interviewee A: I think it has opened up a dialog for me to have with the kids because if I noticed that someone is like constantly having the same detention for the same reason, when I give it to him, you know, a lot of times I'll try to, you know, talk to him about it, like "This is the third time you gotten this in the last two weeks, what's really going on, why are you having trouble getting to class on time, are you spending time talking to your friends, why haven't you brought your folder to class for the last three times, have you just been forgetting it?" and then it opens up that conversation where I can find out a little bit more about them and kind of maybe help them, like problem solve, I guess. Let them know that I care, let them know that they are still going to get in to detentions, like "I don't want you to keep getting detentions but you will and I want to figure out if I could help you." So letting them know that there is a consequence but that I am there to help them, I guess.

Interviewer: How do you solve situations in your classroom and do you feel that Equine Essentials help solve those situations and why or why not?

Interviewee A: I think it's kind of the same as before like I solve them, if it's straight forward I just give them the detention, if they need a detention, if it is something more serious I try to talk to them about, I'll call their parent, I might have to send them to the office. I think Equine has helped me to solve the problems that are more within my control and to handle those kinds of things that don't necessarily need to go to an assistant principal. I think it has helped me manage those things better -- I guess that's my answer.

Interviewer: Okay. And how thorough are you and do you feel that you are more or less thorough since using Equine Essentials?

Interviewee A: I feel that I am more thorough since I've started using it but I don't feel like I'm thorough enough yet, I feel like I need to be better at noticing things and better at picking up on things but I do feel like I am more aware and conscious of it now that I have been using Equine.

Interviewer: Okay. And what is the effect of Equine Essentials do feel on you over level -- over all level of craftsmanship or creativity in your classroom?

Interviewee A: Can you be more specific about what you mean by creativity or is that just --- but whatever I interpret it.

Interviewer: Yes, how ever you interpret it.

Interviewee A: Okay. I don't really think it's affected my creativity in my classroom at all, I think so.

Interviewer: Okay. Next question, do you consider yourself a team player, why or why not?

Interviewee A: Yes. I do feel like I am a team player because I am willing to listen to other people's ideas and suggestion and compromise and work things out and I'm always willing to like help out another person.

Interviewer: Okay. And how do you feel about working alone, are you more or less inter dependent since using Equine Essentials?

Interviewee A: I feel comfortable working alone, I feel confident when I'm using Equine Essentials on my own but I do like to have a dialog with other teachers and find out how it's working for them and like how they are using it but I feel comfortable using it on my own.

Interviewer: Okay.

Interviewee A: And working alone.

Interviewer: How rewarding is it to accomplish a task as a team?

Interviewee A: It is very rewarding for me. (Laughs)

Interviewer: Well okay. How cooperative do you see yourself, are you more of less cooperative with Equine Essentials when it's used in your school?

Interviewee A: I feel like I am very cooperative and I do -- repeat the last part.

Interviewer: Are you more or less cooperative with Equine Essentials used in your school?

Interviewee A: Yes, I am more cooperative with it being used in my school. I would love it if the whole school would use it and be consistent with it, so I'm very supportive of it.

Interviewer: Could you elaborate on that a little bit?

Interviewee A: I just feel like it's sort of up to the teachers discretion whether they want to use it or not and I would love it if the whole school would adapt the philosophy of using Equine Essentials everyone because I feel like it would be more consistent for the kids, they would know what to expect and it would make it easier for every one if it was across the board the same and then every classroom they walk into the basic things would be the same, you know, teachers could have their own, like special things about their classroom but simple things that are like tardiness and being in your seat when the bell rings, like those kind of

things would be across the board expected from everyone. I feel like it would make it a lot easier.

Interviewer: Okay. How independent are you and do you feel that using Equine Essentials has made you more or less inter dependent -- or excuse me -- independent and why or why not?

Interviewee A: I am pretty independent. I guess I feel like Equine has helped me be independent in my classroom in regards to discipline problems and classroom management. So I would say it's helped me be independent in that way, I have less ambiguity, and I feel more confident with handling things on my own rather than having to ask for help.

Interviewer: Okay. And what do you think the level of -- or what is the over all effect of Equine Essentials on your level of inter dependence?

Interviewee A: I don't think there is an affect really on my level of inter dependence.

Interviewer: Okay, all right. And is there anything, last thought you want to share about on how you use Equine Essentials or in the, you know, effect on your teaching or what your over all opinion is about.

Interviewee A: I like the Equine program, I do think that I need a lot of work still and it's only my first year using it so it's been kind of rough at times but I like it, I think it makes sense, it worked better for me than anything I have ever done in the past by far. And I just -- I want to use it, I want to keep -- continue to use, I want to keep using it and I want to keep working it, perfecting it.

Interviewer: So okay, all right. That concludes this interview with Interviewee.

APPENDIX D

Interview B

Interviewer: All right, we are recording now and this is Teacher B and so we'll begin. Have you been teaching one or two years, three to five years or more than five years?

Interviewee B: More than five years.

Interviewer: Okay and which content do you teach?

Interviewee B: Science.

Interviewer: Do you use Equine Essentials in your classroom?

Interviewee B: Yes.

Interviewer: And for how long?

Interviewee B: Two years.

Interviewer: Okay. So now all the following questions are asked with Equine Essentials in mind and so and your -- and so when you -- you know, just keep that...

Interviewee B: Okay.

Interviewer: Be aware of that.

Interviewee B: Okay.

Interviewer: All right. So before using Equine Essentials how did you get things accomplished?

Interviewee B: I just asked the kids but I repeated myself daily for the same tasks but I would ask the kids to do what they had to do and if they did not I would either call them in individually and talk to them or write a referral or call their parents.

Interviewer: So what do you do now?

Interviewee B: Now there's a series of steps that I go over within the first two weeks of school. I let them know my expectations up front and after that two week training period I look out and expect them to know what the procedures are in my classroom and if they do not comply to these procedures they have a warning to detention and if they can persist on that they go to the office and I call their parents.

Interviewer: Okay. So how has your ability in accomplishing your goals or objectives in the classroom changed since you began using Equine Essentials?

Interviewee B: Probably the first -- the first area that I would think that improved the most is the time that I gained back into the lecture or into the instructional part of my class. In the

past when the bell would ring they would wait for me to tell them to get their books out, get their supplies out, and turn to the page. They were great kids, they did what I asked them to do but the amount of time that it took to do that everyday is gone because they know everyday what the procedures is going to do -- what's it going to be, what they need out and at the bell they are prepared to start class. It has cut down any kind of emotional attachment you get with the students when they don't comply with one of the rules. It's very fast, very efficient and there's never a power struggle.

Interviewer: Okay. So has Equine Essentials changed your level of control in your classroom? Why or why not?

Interviewee B: Yes, it has. Before Equine Essentials if you ask me if I had control of my classroom I'd say "Absolutely" and I did. I rarely had, you know, a lot of disciplinary referrals but when you sit back and look, I should not have had to ask my kids everyday to get their text books out, I should not have had to ask them everyday to turn to that page or to write down the objectives. For the most part they complied but I shouldn't have had asked them everyday. So it is -- it changed significantly.

Interviewer: Okay. So how is your confidence level now that you use Equine Essentials compared to before using it?

Interviewee B: Better. It's -- it seems like back then there might have been more of a power struggle and consistency has improved quite a bit too, knowing just exactly what I want them to do. There is not the -- a good-day, bad-day this type, its -- it is what it is. And so without the power struggles and knowing what I'm looking for everyday with the rules, my confidence has gone up, not only discipline but the kids know what -- know what consistency helps them to do. It's probably around kids and with my self.

Interviewer: Okay. And do you feel successful using Equine Essentials? Why or why not?

Interviewee B: Yes its -- again kind of the same -- the same reasons, the success level in terms of I accomplished more, I feel like the kids respond better, they -- they know their parameter -- they know my parameters in my room, they're set, they're clear and they know what -- what the boundaries are and rarely do they go over the boundaries..

Interviewer: Okay. And what is the effect of Equine Essentials on your -- your own level of efficacy?

Interviewee B: Its [long pause] great. I mean I -- I wouldn't go back, it's enhanced all areas of my classroom I think.

Interviewer: Okay.

Interviewee B: Okay.

Interviewer: All right. So how comfortable are you with unexpected events in your classroom and are you more or less comfortable now that you use Equine Essentials?

Interviewee B: After teaching for 20 years there's been a whole lot you have to [laughs] -- you have to be willing to go on a fly and then an unexpected can happen whether or not something is not going right in your classroom or a student does something and you have to be able to roll with the punches but for the most part Equine Essentials just gives you -- gives you the control to roll with those punches even a little bit better because you have your setup of steps in case -- whether there's a student is doing something inappropriate that changes. You can handle it quickly efficiently and without getting involved with it, you know, so its -- it helps in that aspect as well.

Interviewer: Okay. And how are problems solved in your classroom and how many ways are there to solve problems in your classroom and are there more or less solutions with Equine Essentials?

Interviewee B: Yeah, its -- from the point now there are some things that are non-negotiable for me as a teacher but there are -- there are other parts of it to where I'll ask my kids what they -- how they -- how they want the rule setup and kind of what they would like for fair procedures that go from there. Usually they're tougher on themselves than I am when you look right to it or get right down to it but sometimes, you know, it's my say but most time I'll try and ask the kids what they're going to do and they handle it just great.

Interviewer: Okay. How many different ways do you consider addressing discipline problems in your classroom?

Interviewee B: Well most of the time its pretty cut and dry with Equine Essentials what you're going to do but I feel in order to -- to be an efficient teacher, for what you have. You have to -- you have to take a step back and look at what's going on at all times in your classroom. There -- there are situations and things going on not only in our lives and the kid's lives that cause -- cause some things to occur. For the most part Equine is cut and dry but there are -- there are times that you have to roll with the punches with the kids and find out -- find out what's going on and their situations that you have to look at.

Interviewer: Okay. How has Equine Essentials changed the operation of your classroom?

Interviewee B: Oh it increased the efficiency amazingly. It's -- and I will get back to the start of my classroom. In the past, class was started because I said it was time, class starts at the bell because they know what to do, they know the objective, they're copying them down, they know the materials to have out and they know where we're going with the classroom and what's going to happen. And although I have to start with the instruction part of it, they're ready to do and most times they're waiting for me, it used to be the other way around. So, you know, take too long.

Interviewer: Okay. Do you feel flexible in your classroom and how has Equine Essentials affected your ability to adapt to situations?

Interviewee B: Oh yes, I think Equine Essentials still gives you that ability to be flexible. I don't think you could have it if -- if you -- this is not the profession for you if your not flexible [laughs]. So, no, it is because you -- you still have that flexibility of whether or not to hand that kid, that detention for that situation or to call them in and say "Hey, look at what we have here and this one is going to slide. I know we have an understanding, where you're coming from." No, the flexibility is built in I think.

Interviewer: Okay. And what is the effect of Equine Essentials on your own personal level of flexibility in your classroom?

Interviewee B: I use -- I've always been fairly flexible but it's helped still maintain consistency I think with that. It's given me -- it's given me that framework for consistency which allows me then to be flexible when I need to rather than -- the kids sometimes didn't know whether or not I was being flexible or whether or not I was being, shown favoritism for situations. Now for the most part the flexibility for a situation my kids can handle if I'm not - - if I am not being as consistent because they know they'll look over and they see -- they see an exemption to the rule and they're okay with that but all the other ones there's not emotional -- there's no emotion tied to it. If they don't have their materials then they're okay but with my built in flexibility they get a by. I have a procedure where they have a free blue ticket, you know, if they don't have their materials out there's some flexibility there. If they are maybe having a bad day they can trade in that blue ticket for a freebie. So its -- and the kids know that because they're going to have a bad day. So there's a little bit of flexibility that you can build into this and it helps me be consistent for the right reasons.

Interviewer: Okay. How aware are you now of the direction you are going in your classroom and has that awareness changed now that you are using Equine Essentials?

Interviewee B: I'm not so sure of the direction. Well maybe a little bit to the fact that even now the discipline part of the classroom and the organization of the classroom and just the everyday procedures of how I handle my classroom are more organized in terms of the lesson, the lessons we're fairly focused and my kids always knew what we were doing but I think it increases the efficiency if even all the procedures have consistency.

Interviewer: Okay. How aware are you of what you are doing now in your classroom now that you use Equine Essentials and has that awareness changed now that you are using Equine Essentials?

Interviewee B: Yes, okay its -- I am more aware of the procedure apart of it. Its -- there's not -- there's not much of me wondering or I should have told them this or I didn't tell them that. In the past one day if I didn't say "Get your book out today" well should that child have been penalized because he didn't have his book out, he probably should have. Now they know what is going to happen in there so I'm more aware walking around, okay, their calculators are not out and ready, they're not ready to go or they don't have their textbook or they don't

have their objective written down. It's changed what I'm looking at in terms of my kids instead of just simply presenting the material to the kids.

Interviewer: Okay. How often do you think about your actions and do you reflect on your actions more or less since using Equine Essentials?

Interviewee B: Last year, probably a lot more reflection than this year, it's become -- I think it becomes a little more proficient at Equine Essentials this year. Last year there was quite a bit of reflections. I think you have to learn what's essential in your room. Find out what you can live with and what you can live without and that is a personal decision. I've known others that try to build their rules and how they handle their classroom based around on other -- other professionals here in campus and that doesn't work. You have to come down and find out what works for you and what are the non-negotiables in your classroom and you let the kids know what your non-negotiables are and what you're willing to flex on and let them have it, a part of it and they feel like they buy into it better. So last year there was a lot of reflection, what do I want done? For me a calculator is essential every single day, okay, but my textbook may not be essential everyday so I tell them. So, you know, you give a little bit and the kids give a lot. So they got -- they bring back a lot of good feedback on this.

Interviewer: Okay. Let's see. How aware do you feel like you are and how informed are you of your classroom environment and how has Equine Essentials changed your level of awareness?

Interviewee B: Depends on what part of my class you are that I'm aware [laughs]. In the middle of the lesson when I'm walking around and taking care I'm pretty aware of what's going on with most of the kids in the classroom, whether or not they're somewhat engaged but once we get into some of the small group activity -- when I'm answering kids' questions my level of awareness of what's going on with the other 20 in my class goes down significantly but I do feel like for the most part using Equine Essentials keeps my kids on task better than it was two years ago if they -- if they knew what the rules and what I expected every single day I think they respond better to it.

Interviewer: Okay. And what is the effect of Equine Essentials on your overall level of consciousness in your classroom?

Interviewee B: I would say since I started it's probably there a good 80-85% of the time. When I'm there -- it's because it's a part of my routine and my kids' routine. If it wasn't done daily it wouldn't be there but checking to see if they have their stuff out at about -- it just have it now, walking around keeping them on task, them knowing what their rules are for having -- what I expect of them. And so it's very easy when you've decide what is non-negotiable in your classroom, you don't spend your whole time doing that. You get to the basics on what you think you need to do in your classroom and what you think the kids need to have to be successful. And it's not very difficult to maintain that as long as you're not trying to harp on the little things.

Interviewer: Okay. And how often do you seek out ways to get better at teaching and has Equine Essentials helped you become a better teacher and how?

Interviewee B: I hope I'm always trying to become a better teacher, now once I learned it, to practice it, getting it practiced and implemented it on my classroom, I'm probably not as good as I need to be. I'm always getting great ideas and wanting to try those but Equine Essentials was a definite and I remember the realization of, I thought I didn't have discipline problems and I really didn't but the realizations of "Why do I have to tell my kids everyday what to do?" hit me like a ton of bricks and I thought that was worth the change and I think I'm reaping the benefits from it in my classroom.

Interviewer: Okay. How do you improve day to day and has Equine Essentials helped you improve?

Interviewee B: I try to reflect each day even though I can be honest, I don't get it done everyday. Just try to find out what went well, what did not go well. There was a whole lot more reflecting when I was implementing Equine Essentials in the classroom, finding out just what I wanted, what I didn't want. And I changed the rules up a little bit, after I started implementing it. I would say that day to day to just have it and a part of my room with my self as well as my kids. So reflecting on the Equine Essentials daily now honestly, is not really occurring but outside of that I tried to implement something else, you know, technique here or there or a kid that may not be as in tuned to my classroom, if I can find a way to get that kid a little more motivated, I try to tackle at least one kid a day, literarily tackle -- just kidding, no. [Laughs]

Interviewer: Okay. How do you solve situations and do you feel that Equine Essentials helps you solve situations, why or why not?

Interviewee B: If it's a situation that I have encountered before and have experienced before I typically resort back to previous experiences. If it is a situation that I have not handled before I may check with some colleagues and find out what they think, if its one that I believe is -- effects -- has a huge effect on not just myself and my student maybe the classroom I even seek an administrative expertise in terms of how to handle it, whatever the situation might be. Try to get as much involvement to make the best decision and to keep my personal feelings out of it, try to be objective. Sometimes it takes other people to let you see that.

Interviewer: Okay. Do you believe that Equine Essentials has made you more or less creative as a teacher?

Interviewee B: I don't know if it has a huge bearing on my creativity, I would say that that's one of my weak traits is being creative. I'm not really good at creating new things on myself or myself but when I see something that I want to apply I'm all over it and I'll tweak it a little bit to help myself but -- in my classroom but I don't know if my creativity is -- is very good.

Interviewer: All right. Let's see. How thorough are you and are you more or less thorough since using Equine Essentials?

Interviewee B: More thorough. I feel lot...

Interviewer: More thorough since using it?

Interviewee B: Since using Equine Essentials based on the fact that my procedures -- I've been always been thorough in the content that I teach but the procedures that -- it has helped my procedures in class, the kids know what to do. I mean down to how to turn stuff in. Now, that may not be, you know, they're not going to be penalized for turning something in wrong, because it is not a part of my rules but when they see a teacher -- I believe that when they see a teacher that has -- the -- how they start the class and they see the consistency, every single day its done the same way, then that carries over to -- I mean from turning the papers in to handling all parts of our classrooms. And so I would say that it has helped tremendously on that for me.

Interviewer: Okay. And what is the effect of Equine Essentials on your over all level of craftsmanship?

Interviewee B: I'm a better teacher, I think -- I know I'm more efficient, I think the kids respond better, they -- the power struggles are gone. There is not "She just doesn't like me" that's not what its about and I think the kids realize that and I think the kids respond back better on that case too. So not only I'm more efficient -- even going on the block, those five minutes telling the kids to get started and get their stuff out is coming in very, very handy this year with shorten classes on the block. So I am -- I'm more efficient, I think the kids respond better so it's been -- to me it's been a tremendous change over the first 15 years.

Interviewer: Do you consider yourself a team player, why or why not?

Interviewee B: I hope so. I -- I try to help other teachers but I also try to get input from other teachers and administrators to make me the best that I can be. Sometimes we have tunnel -- we have glasses on that make us look down the tunnel and we can't -- we need to step back and look at things from the outside and I think that helps if you're a team player.

Interviewer: How do you feel about working alone and are you more or less interdependent since using Equine Essentials?

Interviewee B: I'm okay working alone but I'd rather work with people on there. Equine Essentials you can adapt it in terms of -- you have to adapt it as a school I believe in order for it to be effective and I say -- but from a school it has to go from the teacher up and they have to buy into it but your rules and your procedures for your classroom are yours, they have to be individual, they cannot be based on what somebody else does, it has to be what works for you.

Interviewer: How rewarding is it to accomplish a task as a team?

Interviewee B: Oh man! It's great, and you take a look at whether or not it's just within your subject, within the classroom with, you know, the team, each period I consider we're on a team. We do a lot of group work together when test are good, the kids know they're on the team and they do well, down to I guess task test and everything else. You can't do it alone in this profession either, you have to be a part of the team but you, -- you have to understand what team means.

Interviewer: How cooperative do you see yourself and are you more or less cooperative with Equine Essentials using your school?

Interviewee B: I think -- I hope to be very cooperative, I hope from -- not just faculty members trying to, you know, be cooperative and give and take for what we have but I think that the kids see me in the same light and I think that's part of why I have success in the classroom with them. And Equine Essentials I think has helped that because you can give -- you can give the kids some -- some relay in what rules are going to be -- provide the best learning environment for the kids and what -- what penalties are going to be appropriate for each level. And you let the kids buy into it and do that and its funny they'll come up with part of the same thing you would have, okay, or harder.

Interviewer: How independent are you and do you feel that using Equine Essentials has or made you more or less independent and why or why not?

Interviewee B: I don't think it has changed a whole lot in terms of my independence. I want to work in a group but I do feel like my classroom is based on what works for me and my students so there is independence. I don't expect another teacher to treat or interact with the kids exactly the same way as I do. I -- I get personal with my kids, the kids know what goes on in my life and I try to get to know my kids in my classroom. That may not work for other -- for other teachers. That didn't change just because I started Equine Essentials. It did take away the feeling where I thought that I might be picking on them before -- before that procedures were setup but I think my independence in the classroom is about the same. I don't think Equine Essentials really changed my independence.

Interviewer: Okay. What is the effect of Equine Essentials on your overall level of interdependence?

Interviewee B: Not a whole lot, I don't think -- it's my interdependence from what I have. I took that interdependence and incorporated it into the policies I have in my classroom but that didn't change how I felt beforehand, it's just the way I bring it out and convey it to the kids.

Interviewer: Okay. And so overall do you think Equine Essentials is a positive thing for the school or negative?

Interviewee B: I would say a positive thing. It has been a positive for -- for me and my classroom and this speaking from somebody that really felt like she did not have discipline issues before she started. And I'm always willing to take ideas in but it amazes me how much this could improve, some -- some classrooms that have discipline problems to start with. If I feel like it made a significant a change as it did in a classroom that didn't have a lot of problems I can imagine the changes that could be made in the classroom that had issues.

Interviewer: Okay. And for you as a teacher do you feel like it's been a positive thing?

Interviewee B: Absolutely, absolutely and I'll always be looking for other things but I think this one would be hard to beat.

Interviewer: So would you say you're a better teacher?

Interviewee B: Absolutely, absolutely.

Interviewer: Okay. Is there anything else you want to add about Equine Essentials or...?

Interviewee B: No, I like it.

Interviewer: You like it?

Interviewee B: I like it.

Interviewer: All right, that will -- that should do it.

APPENDIX E

Interview C

Interviewer: It turned red, we are now recording. This is Teacher C, alright. Have you been teaching one or two years, three to five years, or more than five years?

Interviewee C: More than five.

Interviewer: Okay, which content area do you teach?

Interviewee C: Science.

Interviewer: And do you use Equine Essentials in your classroom?

Interviewee C: Yes.

Interviewer: And for how long have you been using it?

Interviewee C: Well, ever since it was introduced, so I guessed the past couple of years.

Interviewer: Okay, so when you say a couple, you mean two years?

Interviewee C: Two years.

Interviewer: Okay. Alright, all the following questions are asked with Equine Essentials in classroom engine in mind so when you're asked, that's the direction these questions are coming from.

Interviewee C: Okay.

Interviewer: So before using Equine Essentials, how did you get things accomplished and what do you do now?

Interviewee C: Well, I always had a systematic approach about, making sure class started out and that everybody you know had the materials and that sort of thing. But I think with Equine Essentials, you know, it actually empowered you by giving you a little bit, little bit better, even little bit better systematics, I think.

Interviewer: Okay, how has your ability in accomplishing your goals in the classroom changed since you've been using Equine Essentials?

Interviewee C: Well, you know, I think one of the biggest things that it's done for me is, it gave me an approach toward tardies which can be a problem and it also ensured that we didn't have near the sharing of calculators that we had in the past.

Interviewer: Okay, how has Equine Essentials changed your level of control in your classroom, why or why not?

Interviewee C: Well, I think one of the things it does do a better job of, it helps with getting class started, I think, you know, the kids all kind of know what is expected and so you know, it takes away me having to be maybe a voice, let's get things started, it now, basically kids are ready to go and they have all the materials out, so it helps get started easier.

Interviewer: Okay, do you feel successful using Equine Essentials, why or why not?

Interviewee C: Yes. I've seen it has a positive effect on my classroom.

Interviewer: Okay, what is the effect of Equine Essentials on your personal level of ethicist?

Interviewee C: Well, again, I think just, you know, there hasn't been a large difference but there have been some things that have been different because I've used Equine Essentials and I think it goes back to dealing with tardies in a systematic approach. You know, making sure kids have the materials and then just getting class started. I think those three things probably.

Interviewer: Okay, how comfortable are you with unexpected events in your classroom and are you less comfortable now that you used Equine Essentials?

Interviewee C: I've been teaching long enough that, you know, nothing really surprises me anymore but and I don't think that Equine Essentials is really what I utilized to quell disturbances, I think it's more of an organizational tool for me, I don't use it so much as a disciplinary tool.

Interviewer: Okay, how are problem solved in your classroom and how many ways are there to solve problems in your classroom and are there more or less solutions with Equine Essentials?

Interviewee C: Again, you know, dealing with problems, I have utilized the idea of giving out, potential detention, you know, on several occasions. If somebody was talking out or somebody was disturbing you know and I just have him picked one up and then told them if they got another one, it was going to be detention but I've not used that a whole lot. Again, there is a number of different ways to take care of any kind of problems, I mean, you know, anywhere from just giving a kid a look, standing next to his desk or buzzing him in the hallway or if you have to send him to the office but I mean, there's a lot of different ways to handle that sort of thing.

Interviewer: Okay, how many different ways do you consider addressing discipline problems in your classroom?

Interviewee C: How many different ways? Oh, I'd say every situation is different, so you address every situation in a different manner.

Interviewer: Okay, how has Equine Essentials changed the operations of your classroom?

Interviewee C: Again, just organizational and more systematic.

Interviewer: Okay, do you feel flexible in your classroom and how has Equine Essentials affected your ability to adapt to the situations?

Interviewee C: Yeah, I think there's still flexibility built in because I think, you know, kind of at the beginning of the year, and then even at the beginning of the semester, you kind of outlined things and then, you know, it doesn't require near as much attention after that so, I think, it's still largely to have flexibility.

Interviewer: Okay, and what would you say is the overall effect of Equine Essentials on your level of flexibility.

Interviewee C: Well, you know, it puts some rigor in place which allows you to be more flexible in a later time.

Interviewer: Okay, how aware are you now in the direction you were going in your classroom and has that awareness changed now that you are using Equine Essentials?

Interviewee C: I guess the direction of my classroom really hasn't changed. It's just the effectiveness, I think, the effectiveness has probably increased.

Interviewer: Okay, how aware are you of what you are doing now in your classroom that that you used Equine Essentials and has that awareness changed now that you are using Equine Essentials?

Interviewee C: Again, just, you know, it gives you a systematic approach and therefore, it adds to your organizational skills, I think.

Interviewer: Okay, how often do you think about your actions and do you reflect on actions more or less since using Equine Essentials?

Interviewee C: I would say that probably not anything has been affected.

Interviewer: Okay, how aware do you feel like you are and how informed are you of your classroom environment and how if at all, has Equine Essentials changed your level of awareness?

Interviewee C: I don't feel like it's changed the classroom environment, you know, other than just that there are systematic expectations and I don't think that's created any problems whatsoever and my awareness of that environment has probably been the same.

Interviewer: Okay, and so, what would you say is the overall effect of Equine Essentials on your level of consciousness?

Interviewee C: Well, I guess my level of consciousness has not changed, you know, my expectations have changed slightly and it made us more organized, so, maybe I think that's really the major effect.

Interviewer: Okay, how often do you seek out ways to get better teaching and has Equine Essentials helped you become a better teacher, and if so, how?

Interviewee C: Well, you know, I had to probably readily admit that I don't go out and seek out ways, but, there's always going to be things that come your way in education and well it be from other teachers or from you know, in service or seminars, that sort of thing, and most things I come in contact with, I don't readily picked up because, there hasn't been a lot out there that I've felt like it's going to help. But this is something that, I, you know, as soon as I heard it, I knew I liked it and so I picked up on it and sure enough, I think, it's helped me be a better teacher.

Interviewer: How do you improve day to day and has Equine Essentials helped you improved?

Interviewee C: I think, hopefully you're improving everyday, I mean, if that's your goal, hopefully you are improving everyday, and so, you learned something, you come in contact with something, each and every day, and Equine Essentials has been a tool that I have used for the last couple of years and been able to utilize it, been able to know when to use it and when not to use it, and certainly, increased my effectiveness.

Interviewer: Okay, how do you solve situations? Do you feel that Equine Essentials helped solved situations, why or why not?

Interviewee C: Again, I think, if anything, Equine avoids situations. It helps us avoid situations because it gets class started in an orderly and systematic way. It lines out expectations so that there's no question about what kids are supposed to have and what they are supposed to be doing and so, it probably avoids situations rather than helps us deal with situations.

Interviewer: Okay, do you believe that Equine Essentials has made you a more or less creative as a teacher?

Interviewee C: I don't know that it's affected my creativity.

Interviewer: Okay, how thorough do you consider yourself and are you more or less thorough since using Equine Essentials?

Interviewee C: I'm fairly thorough and I would say I was more thorough since I've been using Equine.

Interviewer: Okay, what would you say is the overall effect of Equine Essentials on your level of craftsmanship as a teacher?

Interviewee C: Again, I don't feel like it's affected my craftsmanship other than just, to help me be a better teacher because I'm more organized and more systematic.

Interviewer: Okay, do you consider yourself a team player, why or why not?

Interviewee C: Yes, because I want to try to do what everyone is expected to do, I want to try that if you know, if the team of teachers is expected to do a certain thing, and I want to make sure I'm doing my part to get it done. I want to live within the same framework that everybody else is living with and I'm not comfortable going out there and being a [Indiscernible] [00:10:38] and doing my own thing.

Interviewer: Okay, how do you feel about working alone? Are you more or less interdependent since using Equine Essentials?

Interviewee C: Well, I'd like to hear what the other teachers are doing, I'd like to know that the other teachers are being successful with it and that they have the same expectations as I am, and so, I think interdependence is very important.

Interviewer: Okay, how rewarding is it to accomplish a task as a team?

Interviewee C: Oh I think it's, you know, whenever I've been a part of a staff that has always been on the same page and everybody's has the same expectations and follow through on making sure those expectations were followed, it's a great feeling.

Interviewer: Okay, how cooperative do you see yourself? Are you more or less cooperative with Equine Essentials used in your school?

Interviewee C: Probably more cooperative just because, you know, I'm part of a larger process.

Interviewer: Okay, and how independent are you? Do you feel that using Equine Essentials has made you more or less independent, why or why not?

Interviewee C: No, I don't think so. I think I don't feel that I've lost any independence because I'm being a part of a team project.

Interviewer: Okay, what is the overall effect of Equine Essentials on your own level of interdependence, do you think?

Interviewee C: Again, I think, anytime you are doing something as a team, or as a staff and I realized not everyone is on board with this, but anytime you're doing, I think it does help your interdependence and it does help the school as a whole.

Interviewer: Do you think the whole school should do it, using Equine Essentials?

Interviewee C: Personally, yes, I think it would be helpful for everybody to buy into the same system, and I'm just like anything, just like anything we're trying to do, I think if everybody can buy into the same system, it be a lot easier for kids and teachers.

Interviewer: Yeah, I've had, that question's been quite mixed but, is there anything else that you think you want to add about Equine Essentials or your thoughts about it that I didn't ask?

Interviewee C: Well, you know, it's not really rocket science, it's very simple, there's really not a lot to it, and I think so many times in education, we know we're looking for rocket science but you know, basically simple things make a big difference.

Interviewer: Okay, alright, that concludes my questions for you, I really appreciate it.

Interviewee C: Alright, fairly famous.

Interviewer: Yeah, it's supposed to be.

APPENDIX F

Interview D

Interviewer: Okay, we are now recording.

Interviewee D: Okay.

Interviewer: Yeah, this is pretty sensitive recorder so just speak normally, it'll pick up normal voice.

Interviewee D: Okay, all right.

Interviewer: Have you been teaching one or two years, three to five years, or more than five years?

Interviewee D: More than five.

Interviewer: Okay, what content area do you teach?

Interviewee D: Science.

Interviewer: And do you use Equine Essentials in your classroom?

Interviewee D: Yes I do.

Interviewer: And how long have you been using it?

Interviewee D: Since my second year.

Interviewer: Okay. Now all the following questions are asked with Equine Essentials in mind and classroom arrangement in mind, okay? And some will pertain to before Equine and some investigate the difference between before and after.

Interviewee D: Before and after, okay.

Interviewer: So before using Equine Essentials, how did you get things accomplished and what do you do now?

Interviewee D: I try a lot of different things, some of them work, some of them didn't. And actually, I've had problems with classroom management and discipline before I started doing Equine. Prior to that, there were some things that I did, very similar to Equine but, oh I liked the methodology that it presented more the how to so it made like a lot simpler. So, it was honestly, kind of hit or miss, some days were really good, and some days were not very good and I feel like that was my fault because I wasn't managing it as well as I could have.

Interviewer: Okay, how has your ability in accomplishing your goals or objectives in the classroom changed since you've been using Equine Essentials?

Interviewee D: I think it has increased, it's much better. I can get a lot more things accomplished because I don't have to spend all my time dealing with discipline and organization and all that and it just works a lot better.

Interviewer: Okay, then how is your confidence level now that you use Equine Essentials compared to before using it.

Interviewee D: Much greater.

Interviewer: Has Equine Essentials changed your level of control in your classroom, why or why not?

Interviewee D: Yes, it has. It's very simple to use, once you get the kids trained in essence, they know what to expect and I think part of it is just them knowing what to expect and them knowing the consequences that will take place if they don't comply and it just, I don't know, the class seems, all the classes seem much calmer by using manage, it's just not as chaotic and they have a, I guess you should say ritual that we do, just you know, how we get class started and it just works a lot better.

Interviewer: Okay, do you feel successful using Equine Essentials, why or why not?

Interviewee D: Yes. I can get things done, I have better, I'm going to say control but not, I have better control of a classroom, I have better control of the kids in general, we can get more done, I don't have to spend all my time, waste a lot of time not teaching and it just, I feel much more confident using Equine and it's probably, I've been to a lot of different, you know, oh this is how you should manage your classroom, that this one is so simple and so easy and I'm so sold on it, I really liked it.

Interviewer: Okay, so what do you think is the overall effect of the Equine Essentials on your own personal level of efficacy in the classroom?

Interviewee D: I think it's had a great deal of effect, positive effect. It's just my whole class is calmer, I'm calmer, I just don't have to waste that much time in general and I can get a lot more done teaching and everything. Just it runs smoother, the classroom runs smoother.

Interviewer: Okay, how comfortable are you with unexpected events in your classroom and are you more or less comfortable now that you use Equine Essentials?

Interviewee D: Comfortable, I've always taught a group of students that were maybe more of a discipline management 'cause I, more of a discipline management problems sometimes, just because of the level that they're on and there were always things that will come up and some of them were crazier than others but and it used to really bother me and kind of throw me off and now, I really don't have that many problems, I don't have that many crazy things happen and I think part of that is the way I come across to the students and the students know what to expect of me and they know what my expectation is of them and I just don't have as

many things happened and so, and it's easier to deal with those things that do happen since I've used the Equine.

Interviewer: Okay, how are problem solved in your classroom and how many ways are there to solve problems in your classroom and are there more or less solutions with Equine Essentials?

Interviewee D: More solutions, I try to, would you repeat the first part?

Interviewer: Sure, how are problems solved in your classroom and how many ways are there to solve problems in your classroom and do you feel like there's more or less solutions by using Equine Essentials?

Interviewee D: Usually, problems are solved calmly and how many ways are there probably as many different incidents and different kids as there are, there's a different solution with every one of them, it's a different personality and you can, you know, have to deal with them differently. And actually, I feel like I have more solutions with Equine because I don't have to deal with a lot of basic kinds of you know, get in your seat and do this and do that kind of thing so you don't have that problem to deal with and it's just, I don't know, it just makes life easier, it makes it lot smoother, it makes the classroom run smoother.

Interviewer: Okay, how has Equine Essentials changed the operations of your classroom?

Interviewee D: I have a much better, I don't know how to say it, routine for the kids to do, they get used to it, much more quickly. They know there's a routine and they know what to do, once you've kind of trained them and sometimes after you come back from a holiday, like the Christmas holiday, you kind of have to retrained and you may have new students and you'll have to train them but it's still, they snapped back into that routine and it's awesome.

Interviewer: Do you feel flexible in your classroom? Has Equine Essentials affected your ability to adapt to different situations?

Interviewee D: Definitely. I feel really flexible. I've always been sort of flexible anyway but, I think because the kids are in that routine of doing the same thing everyday in essence, that it's just easier to get things going and you know, something happens, it's more, you know, some piece of equipment or work, or whatever, and it's not like the world's coming to an end because the kids are under control and I'm under control and so, you know, you can just kind of change what you're doing and move on down the road.

Interviewer: Okay, and what would you say is the overall effect of Equine Essentials on your level of flexibility.

Interviewee D: I think it's increased it. I know, when I first started teaching, I had some students that were major behavior problems and I feel like, had I been, had I known about Equine and had I been doing it, it would have made my life and my blood pressure much better because you know, it was, I spent all my time dealing with them and well not all of it

but a good portion of it. I would get all upset and I just feel, I feel a lot more flexible because I don't have to deal with all the junk and it's more relaxed, I'm more relaxed, life is much simpler with it.

Interviewer: Okay, how aware are you now in the direction you are going in your classroom and has that awareness increased or changed now that you are using Equine Essentials?

Interviewee D: Much, very positive, much easier to figure out the direction, much easier to keep everybody going in the direction that I want them to go. If we need to kind of change direction and add something or take away something, it's much easier because, there again, I don't have to deal with all the silliness and you know, once again, I know, they know what to expect of me and they know my expectation of them and most of them are complying, I have a few that are, trying to push it everyday, but, that's okay, I guess that's their job and my job is to show that they can't push the button.

Interviewer: Okay, how aware are you of what you are doing in your classroom now that that you used Equine Essentials and has that awareness changed now that you used Equine Essentials?

Interviewee D: Yes, definitely has changed much more positive, there used to be things that I wanted to try to do in the classroom like teaching different lessons, that I really couldn't do because I really wasn't that good at handling the classroom management and the discipline and I think it's helped a lot.

Interviewer: Okay, how often do you think about your actions and do you reflect on actions more or less by using Equine Essentials?

Interviewee D: More but in a positive way, you know, like oh wow, that really worked well or you know, that didn't work and I could have done it differently, and I do reflect. I keep a journal and I also keep myself, I keep notes on, you know, different lessons and stuff, and I'll write myself a note if there is something that didn't work and it had anything to do with discipline or could have, like say we were doing a lab or something, and that something that I had noticed before that could be a discipline issue or it could be an issue with safety. I noticed it more and I think I have more time to think about that type of issue since everything is going smoother, more smoothly than it was before.

Interviewer: So, do you feel that Equine Essentials has affected your level of reflection?

Interviewee D: Oh, definitely, definitely, positively, yes.

Interviewer: Okay, how aware do you feel like you are and how informed are you of your classroom environment and how if at all, has Equine Essentials changed your level of awareness?

Interviewee D: It's increased a lot more of awareness because I can, I have a little more control over them and there are some classes that are more difficult than others. It's increased

my awareness because I can tell more what's going on and I think I just got lost in the middle of this, well, it's a train of thought. I'm definitely more aware, I know it's made me more aware because I have a calmer classroom.

Interviewer: Okay, and so, what do you think is the overall effect of Equine Essentials on your level of consciousness?

Interviewee D: Definitely increased it. I would just say, it's increased it, very positively.

Interviewer: Okay, how often do you seek out ways to get better teaching and has Equine Essentials helped you become a better teacher?

Interviewee D: Yes and yes. Daily, I really do try to find things there may not, it may be just some little something but I really do try to find something everyday that I could do better tomorrow that I could have done better with that lesson and I make myself a note of it and it's the teaching, it's not just, used to, how could I control this class better and you know, I was concerned more with the discipline issue and now it's more, how could I make this lesson better, how could I teach this in a different way, what kind of teaching method could I use to make it better and it makes a big difference. I don't have to waste time once again, waste time, fill them with the discipline constantly. I mean, I still have, you know, discipline issues but I, it just as, there's so many last issues that I could actually spend more time thinking about what can I do better to make myself a better teacher and do more interesting things to get the kids engaged more in the lesson on what we're doing rather than, how can I keep them under control.

Interviewer: Okay, how do you improve day to day and has Equine Essentials helped you improved?

Interviewee D: How am I improved? I try to keep my attitude more positive and some days, it could have been health issues or whatever but I was not a very positive person. And since I've had the change in the classroom with the discipline management, it's made me relaxed, it's made me happier, it's made the room more relaxed and we can kind of have more fun when we're doing the lesson and we have more time to answer questions and you know, talked about different things in relationship to whatever lesson I happened to be teaching and I think it's helped there again, because I don't have the discipline issues and you know, there's a lot of the ways that I try everyday to make myself a better person and a better teacher, just, you know, although that worked really well or whatever is reflecting once again, what I had done that day or it wow! That really worked and that was really exciting so and I think it's...the biggest part of it I honestly believed has been not having to deal with those discipline issues constantly and the classes are a little more under control and everybody is kind of heading in the same direction instead of 50 different directions.

Interviewer: Okay, so how do you solve situations and do you feel that Equine Essentials helps you solve situations, why or why not?

Interviewee D: There is, now let's see how I answer this, I definitely think Equine helps because there is more of a, there is more consistency, the kids know what to expect, you

know, if they talked and they know what to expect or by act out, they know what to expect and I just reinforced that on a daily basis and they know that if we have a situation that really gets out of hand or somebody does something really stupid, they know that there's no question about it, they know they thought me out of it, it's, you know, this is what's going to happen to you and that's it, that's just the way I deal with it and they know, I'm going to be consistent about it and that's...

Interviewer: So Equine Essentials has helped that situation?

Interviewee D: Oh yeah, oh yeah.

Interviewer: Do you believe that Equine Essentials has made you a more or less creative as a teacher?

Interviewee D: More. I have more time, I have more time to be creative to come up with things and try different ways to teach things and I don't have to, you know, try to do discipline management or whatever as much because the kids are on track and definitely made me more creative.

Interviewer: Okay, how thorough are you and are you more or less thorough since using Equine Essentials?

Interviewee D: I'm more thorough, I'm not as thorough as I need to be, there's always things that I need to do better and to follow up on here, however but I do have more time to follow through on things and definitely because of Equine Essentials, you know, once again, I don't have to waste time sitting there writing 700 detention forms and just you know, stupidity that I used to have to deal with and I don't have to do that anymore.

Interviewer: What is the effect of Equine Essentials on your level of craftsmanship?

Interviewee D: I think it's increased it because I don't, I can do other things besides worry about how am I going to get this class under control, I can come up with, you know, what kind of project could we do to teach this concept or you know, what kind of little thing can we do instead of taking notes but we need to take notes, how could we make it more creative and you know, how could I, what video could I show them that would reinforce what we're doing and, it just, it gives me more time to come up with things to use in the classroom because I'm not having to call parents, come visit you and you know, deal with things like that. It gives me more time to do other things that I make it more positive and then those things, when I use them in the classroom, the kids enjoy it more and understand what they're doing better hopefully and that even decreases any discipline problems because they're more engaged in what they're doing. So I think it's helped a great deal.

Interviewer: Okay, do you consider yourself a team player, why or why not?

Interviewee D: Definitely a team player, I have learned so much from my fellow teachers, had it not been for my mentor and my department head and the rest of my department, the

first two years I taught, I would have not have lasted, I probably wouldn't have lasted the first year had it not been for them. And they were just positive and helped me through things and I've always been gregarious and liked to worked with other people and I'm a people person so that, you know, that makes a big difference. And I try to help other people if I see there's something, like in our department, and we do IPC things together, two of my other teachers and I, we do planning together and it's great, it's a lot, better than trying to do everything on your own, because everybody does things a little bit differently and you could learn from that and hopefully, they learned from me and I know I learned from them. So, and one of them has only been teaching two years and this is just her second year and then one of them, this is her first year to teach but, everybody brings a lot to the mix and that's just in that small room and I definitely consider myself a team player, I mean, without a team, how could you have a faculty if you weren't a team, I mean, I know you could but I think we would all be, or we all are so much better 'cause I feel like here, we have a team and most everybody that I'm around, maybe it's just my perception of them, as part of that team, everybody tries to help everybody else with discipline issues or teaching or just being friends.

Interviewer: Okay, how do you feel about working alone? Are you more or less interdependent since using Equine Essentials?

Interviewee D: Does it bother me to work alone, I was an only child and I'm always doing things by myself and so it, I got a lot of things done by myself. But, I really liked that interaction with other people and I really liked to go work by myself and do things and then go work with the group of people and...

Interviewer: Has Equine Essentials affected that though?

Interviewee D: Yeah, I mean because I have more time, there again to do things, I've more time to do planning and things like that, I know I was going to say something that, I don't feel like I'm out in the cold when I worked by myself, I mean because I have that framework of Equine to work into, but it didn't, it's fun to work by myself but, and I get a lot done, but I really enjoy the interaction of the team too and I think having that extra time, there again, makes a big difference.

Interviewer: Okay, how rewarding is it to accomplish a task as a team?

Interviewee D: It's awesome, it's fun, it's fun to accomplished things by yourself but it's more fun to work with a team. It just, just something fun about it.

Interviewer: Okay and how cooperative do you see yourself and are you more or less cooperative with Equine Essentials when you use it in your school?

Interviewee D: I would say that I try to be cooperative, as far as, I mean the way I feel, I feel like I'm cooperative and a, I think if everybody was kind of doing the same discipline technique, we could learn from each other by, you know, people saying, when I did this, and it worked really well or you know, I didn't do that because of this reason or that reasoning.

And if you pay attention to what other members of the team say, I can learn a lot, just from, you know, that didn't work for them or that didn't work for them on the other hand.

Interviewer: How independent are you and do you feel that using Equine Essentials has made you more or less independent, why or why not?

Interviewee D: I'm really pretty independent, always had been, it's home, work, whatever, other than maybe giving me a little more time, I don't know that Equine has really made a huge difference there but I'm sure it's affected me because that's the way I discipline my classroom and I'm always, you know, tell people, I know this works or whatever for me so I don't know, I wouldn't say it made a huge difference, it made me really that much more independent but it's helped.

Interviewer: And what's the overall effect of Equine Essentials on your own level of interdependence, do you think?

Interviewee D: I would say I'm a stronger person and a stronger teacher for using it and I would say that I'm better, I don't know, read the question to me again, because I started to say it was not going where I meant for it too.

Interviewer: What is the effect of Equine Essentials on your own level of interdependence?

Interviewee D: I don't feel but I have to have somebody to go you know, ask permission or whatever but I would say working through problems or different kinds of classroom management issues. We have discussions about it so probably increased the level by bouncing ideas off of each other, maybe.

Interviewer: All right, well that concludes our interview.

APPENDIX G

Interview E

Interviewer: Alright, this is Teacher E. Alright, so here we go, so have you been teaching one or two years, three to five years, or more than five years?

Interviewee E: More than five years.

Interviewer: And which content area do you teach?

Interviewee E: I teach English.

Interviewer: And do you use Equine Essentials in your classroom?

Interviewee E: Yes I do.

Interviewer: How long have you been using it?

Interviewee E: This is my second year.

Interviewer: Is this the second year for your school?

Interviewee E: Yes.

Interviewer: Okay. Now all the following questions are asked with Equine Essentials in classroom management in mind, so when you give your answer, just remember that.

Interviewee E: Okay.

Interviewer: So before using Equine Essentials, how did you get things accomplished and what do you do now?

Interviewee E: Before using Equine Essentials, I put up with quite a few little things because I felt that there was no way to address the little things. Basically, I felt that my only options were put with whatever the behavior was, talk to the student outside the classroom, call the parent or write the student up is always the last thing that you want to do. So basically, I would end up just putting up with a lot of silly little thing. Now with Equine Essentials, the reason I love it so much is that it gives you some small step that you can take to take care of all the little things that when you mixed them up altogether become a huge problem and make it very difficult for the teacher to teach and the student to learn.

Interviewer: Okay, how has your ability in accomplishing your goals or objectives in the classroom change since you've begun using Equine Essentials?

Interviewee E: Can you repeat the question please?

Interviewer: Sure, how has your ability in accomplishing your goals or objectives in the classroom change since you've begun using Equine Essentials?

Interviewee E: [Indiscernible] [00:02:27] here to teach.

Interviewer: Okay, how has Equine Essentials changed your level of control in your classroom?

Interviewee E: Dramatically.

Interviewer: Why or why not?

Interviewee E: It changed my level of control dramatically. I can deal with the small things as I stated before and also, it's very helpful because it targets the culprit directly as opposed to lecturing the whole class or punishing the whole class and also, it's very discreet like for example today, I gave a lunch detention, I simply have the lunch detention over and I think that only the student who received lunch detention and the ones that haven't, two knew that it even happened. And so, handling discipline problems is and of itself is a lot less distracting than it was before.

Interviewer: How is your confidence level now that you use Equine Essentials compared to before using it?

Interviewee E: It has improved dramatically. I feel like I can be myself, before, you know, you asked me that question before about how, I think something about how I changed, how I managed my class before, another one of my management techniques was to always be serious because I found that I joke around or smile, that I would lose control of the class and now, I feel like I can let my personality come out because I have a way to get the class back in control, you know, after we have fun and you know, laughed about something that we've read, or funny things happened in the classroom and after that's over then I don't have as much trouble, you know, pulling in the reins and getting back to business.

Interviewer: Do you feel successful using Equine Essentials, why or why not?

Interviewee E: Yes. I feel successful because I've seen it work with all calibers of students. I do not have AP classes, I have all either "regular" students and I also have lower level students where I worked with TAKS tutoring and the system works with everyone or for everyone not just for, you know, the students who already don't have a lot of discipline problems to begin with.

Interviewer: Okay, so what do you think is the overall effect of Equine Essentials on your level of efficacy?

Interviewee E: I think that it's impacted my effectiveness a lot. It makes it easier to teach, instead of, and in fact, you know, I was afraid because I thought that it might make tensions and conflicts greater between teacher and student but I found it to be just the opposite and I'm not as tired at the end of the day, I feel like that, that I was a better teacher overall and the students are learning more.

Interviewer: Okay, how comfortable are you with unexpected events in your classroom and are you more or less comfortable now with Equine Essentials?

Interviewee E: I've never been that comfortable with unexpected events in my classroom. I liked, you know, order and routine but I guess I'm more comfortable than before because I'm just more comfortable overall. This is the most practical, most realistic classroom management technique that I've ever had and this is my 10th year to teach and you know, after 10 years, as teacher you've been to many, many classroom management trainings and it seems like the over arching theme of all of those trainings in the past was simply to be nicer to the kids and learn more about them and they would behave better. This one is the first one that ever said, step one, do this, step two, do this, step three, do this and I really liked that and I believed and I have seen to be true that if the teacher follows the steps, that they worked and you will have success.

Interviewer: How are problems solved in your classroom and how many ways are there to solve problems in your classroom and are there more or less solutions with Equine Essentials?

Interviewee E: Problems are solved following the Equine Essential management system. But I do believe that one of the keys to the effectiveness of the system is that the teacher must keep everything positive. And also, the Equine Essential is not about a power trip, it's about respectfully getting control of your classroom and respectfully informing the rules and the procedures that are necessary for the teacher to be able to teach the students, to be able to learn. Did I answer the question?

Interviewer: Yes, yes. How many different ways do you consider addressing this one problem in your classroom?

Interviewee E: One? Equine Essential.

Interviewer: Okay, how has Equine Essentials changed the operation of your classroom?

Interviewee E: You're right, these sound like they are the same questions. My classroom is more orderly. I feel like I have better student participation, I feel like things get done more quickly, I feel like I can pay attention to what each and every student is doing and whether or not he or she is participating, all positive things.

Interviewer: Do you feel flexible in your classroom, and how has Equine Essentials affected your ability to adapt to situations?

Interviewee E: I would say I feel flexible, I mean again, like the previous question, I don't like unpredictableness but I really feel like teaching is very, I mean there's a flow to it, once you get to know the students, you know, you can expect, you know, there's certain expectations and in general, I feel like Equine Essentials just makes things go very smoothly. I don't feel like there's a lot of unexpected situations, is not, you know, like in the past, Equine Essentials, there will be lots of conflicts, and the way I would handle it would depend

on the day, how I was feeling, how frustrated I was at that point and now, you know, as far as unexpected things happening, it just doesn't seem to be the same level of problems as it was before I used the system.

Interviewer: Okay, and what's the overall effect of Equine Essentials on your level of flexibility?

Interviewee E: I mean, I guess I'm still flexible but I feel like, I don't know, I mean that's hard for me to say, I mean I don't really, I guess, I don't really see it's changed my flexibility, it's made it where it's not as necessary to be flexible, you know what I mean? You can sort of follow the same procedure and routine everyday and get the same positive outcome.

Interviewer: Okay, how aware are you now of the direction you were going in your classroom and has that awareness changed now that you are using Equine Essentials?

Interviewee E: I don't understand the question, what do you mean the direction?

Interviewer: The direction, or you know, where you want to go to, and...

Interviewee E: Like where, as a student, start with a certain level of ability and where I want them to go or like I want to read this book and then this book and then this book...

Interviewer: Right, the flow, you know, how you move from lesson to lesson or from....

Interviewee E: Oh ok, I see. I feel organized, I mean I never felt like disorganized.

Interviewer: Do you feel like its changed the start of your class for example, like when you're trying to start class, is it different using Equine Essentials?

Interviewee E: Well, actually, that is my weakest thing this year and that is one thing that I have learned this year and compared it to the last year, that's really important and that's one thing that I'm going to do differently. Well, last year, I really focused on the starting of the class and the having quiet and this year, I've used the Equine Essentials more, you know, after classes started to, you know, to keep them on task and to be honest, I really haven't done the whole, you know, stop talking and face the front, this year. And I found that it did make a difference between the [Indiscernible] [00:11:59] last year and so I planned on implementing it again next year.

Interviewer: So when you did use it, you found it to be positive? A positive thing?

Interviewee E: It's very hard to do, very hard. It may just have to do with my personality, it just seems like to me, that's a battle every single day and I had other teachers, you know, stuff that I don't know if you want, it might be hearsay but I've had other teachers say that I just cannot give them to be a 100% silence as soon as the bell rings or if I do that, I have to really alienate students to be really mean. So, as far as starting the class with absolute silence,

that has been really hard for me. Now, like I said before, last year was better and partly was that last year, I had a sponge at the beginning of every class and then this year I was going to try to do the whole Equine Essentials where you just quiet a place in front. But I found that, I have more success when I actually have a sponge and then try to make them be quiet as opposed to nothing and then just try to make them be quiet. That is far as the program is concerned has not worked as well for me, like the starting class thing, but the whole wiggle way then whack, that has been really helpful.

Interviewer: How often do you think about your actions and do you reflect on actions more or less now that you're using Equine Essentials?

Interviewee E: Well, I in essence believe that pretty much every problem in my class is a direct result of my actions, or every ongoing problem, so I mean, with every issue that comes up, I think about, am I responding in a professional and an emotional way and I think before Equine Essentials, it was a lot harder to respond in an unemotional way.

Interviewer: Okay, how aware do you feel like you are and how informed are you of your classroom environment and has Equine Essentials affected that at all?

Interviewee E: I was never able to before Equine Essentials, have student conferences at my desk, one on one, while the rest of the class worked on something and to me, you know, that, in and of itself shows how much more aware I am of what the whole class is doing. I mean before Equine Essentials, I would have never dared to even sit at my desk, I would have been up around the room and with Equine Essentials, I'm able to have a writing conference, with the student one on one while the rest of the students are either composing essays or doing something else when I finished with that student, I call on the next student and so it's really helped me with one on one time of each individual student while still being able to maintain good control of my classroom.

Interviewer: What do you think is the overall effect of Equine Essentials on your level of consciousness as a teacher?

Interviewee E: I think it has impacted it greatly.

Interviewer: How often do you seek out ways to get better at teaching and has Equine Essentials helped you become a better teacher and, if so, how?

Interviewee E: Equine Essentials has definitely helped me become a better teacher because I can control my classroom better. It helps me be able to actually teach and the students are able to actually learn. Now, that's kind of two questions. You also asked me how often I searched out ways to become a better teacher?

Interviewer: Yes.

Interviewee E: Well, I often, I guess, I read you know, books and articles outside of school about techniques, I'm always looking for interesting articles in magazines that my students might be interested in that I can use as reading exercises. If I see something on TV, or I see a

DVD that I think might be educational, I investigate that. I read current events and anything that has to do with education, of course, I pay special attention to that, so all those things.

Interviewer: Okay, how do you improve day to day and has Equine Essentials helped you improved?

Interviewee E: One of the things that I do to improve day to day is just like what I said before, you know, that Equine Essentials is kind of a new process to me, even if I did it last year. I've tried some things within the system a little bit differently this year and one thing that I'm hoping to do to improve is to, you know, tweak the start of the class period by using what I learned last year and comparing to how it works this year and I'm going to combine the two and see if I can get a better result next year, but it has definitely helped me.

Interviewer: Do you believe that Equine Essentials has made you more or less creative as a teacher or affected you at all?

Interviewee E: I don't think it made me more or less creative, no.

Interviewer: Okay, how thorough are you and are you more or less thorough since using Equine Essentials?

Interviewee E: I think I'm more thorough and I think I'm pretty thorough.

Interviewer: And then you're more so or now that you're using Equine Essentials, is that right?

Interviewee E: Yes. I think I'm more thorough just because it's easier to be.

Interviewer: And what is the overall effect of Equine Essentials on your level of craftsmanship as a teacher?

Interviewee E: That's a strange question. Level of craftsmanship?

Interviewer: I'll explain how, I'll explain that theories behind these questions after we're done if you want, but if you don't have any answer, that's fine.

Interviewee E: My level of craftsmanship as a teacher. I never thought myself as a craftsman. I mean, are you talking about creativity or craftsmanship? For the pride I have taken in my job or...

Interviewer: It's truly all those things.

Interviewee E: Well, I think that it's given me a lot more confidence and therefore that pride, confidence translates to pride and then the pride translates to wanting to continue to do my best everyday, if I have to use craftsmanship.

Interviewer: Okay, do you consider yourself a team player?

Interviewee E: Yes.

Interviewer: Okay and how do you feel about working alone? Are you more or less interdependent since using Equine Essentials?

Interviewee E: I am a social person, I think that the nature of the job of teaching is pretty solitary most of the time, I think you are alone and I think that's why, so many first year teachers give up and leave the profession because you're alone and you have no one to help you and it's hard. I don't think that Equine Essentials has affected how or whether or not I worked with other people. I think that as a teacher, you're just sort of alone unless you collaborate with someone on something, a project or something that you're going to teach.

Interviewer: Do you feel that Equine Essentials has affected your level of cooperation as well as others within your school by having it there?

Interviewee E: Well, to be honest, I've kind of a negative effect as far as some people don't buy into it and therefore, they don't use it but I think that the ones who do use it are in agreement that it works really well and I do think that enough people use the system that the students expect it. Now, I could say that if, if the program were not widely accepted by everyone and the principal didn't support it and as most teachers didn't agree with it, I could see how it's going to be a huge bone of contention and cause a lot of trouble especially for the teachers who are trying to use it and the ones who are not.

Interviewer: Do you feel that Equine Essentials at your school has made you more or less independent?

Interviewee E: More.

Interviewer: Why or why not?

Interviewee E: Well, I can handle everything pretty much in my classroom myself. I think I've written up, maybe two students this year. I don't need the administration to solve my problems so therefore I am independent.

Interviewer: And this is the last question, what do you think the overall effect of Equine Essentials on your own level of interdependence as a teacher?

Interviewee E: Interdependence? You mean dependence on others and on the administration? Another teacher?

Interviewer: Well, interdependence we're referring to like, it's kind of a combination of being independent as well as you know, relying on others, do you feel it has affected how you're working with others at all?

Interviewee E: No, not really.

Interviewer: Alright, that concludes our interview and then, so I'm going to stop recording now.

Interviewee E: Okay.

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This dissertation was typed by Kathy Wheeler.

ABSTRACT

THE INFLUENCE OF EQUINE ESSENTIALS ON TEACHER HOLONOMY

By Troy Snyder, Ed.D. 2009
College of Education
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Analyzing the effects of the Equine Essentials discipline model by examining measurable differences in teacher holonomy at schools applying the model with varying degrees of intensity was the purpose of this study. The study decomposed the analysis into tests for the presence of each of the five dimensions of holonomy: efficacy, craftsmanship, creativity, flexibility, and interdependence. Greater individual holonomy, or the extent to which people recognize and manage the tension between themselves as individuals (i.e., as a teacher) and themselves as part of a larger functioning whole (i.e., a school), is desirable in that it facilitates excellence among teachers and schools. The study followed a quantitative-qualitative triangulation approach through the use of surveys, interviews, and an analysis of state test results from participating schools. The survey results failed to reveal any correlation between the discipline model and the five components of teacher holonomy, however, teacher interviews and the analysis of state tests were suggestive of a positive correlation between the discipline model and improved teacher efficacy and flexibility, with some support for a link between the model and craftsmanship.