

## **Master's Project Proposal**

### **Overview of the Internship Experience**

#### **Introduction**

The primary goal for this project is to develop classroom disciplinary and instructional methods, school-wide disciplinary procedures, district-wide programs, and community based service projects that incorporate Kohlberg's principles of moral development. The need for school-based methods of discipline that go beyond maintaining control and encourage actual moral development is easily illustrated.

Teacher: "Oh shoot."

Student: "What's the matter Mrs. Schemrich?" student asks.

Teacher: "I just ripped my new pair of pants on my file cabinet drawer."

Student: "No problem, just take the pants back."

Teacher: "I can't, I was the one that ripped them. This isn't the fault of the stores."

Student: "Just take the pants back folded up and say that they didn't fit. The store clerk won't notice that the pants are ripped, and you'll get money for another pair of pants."

The lying to repair a personal mistake is a question of opportunity rather than morality in the above example. In another more disturbing conversation a male student seems to lack the moral reasoning and ability to look at a situation from a different point of view. As a class, we were discussing plans for Spring Break. I questioned why many of the students were going to Cancun, Mexico. One student mentioned that many students go to Mexico because the drinking age is lower than in the States and that willing sexual partners are readily available. I asked, "What if one of you got unexpectedly pregnant or got a female pregnant? How might that news change your future plans for college?" A male student answered and said:

“Well Mrs. Schemrich, its not like I would have to take any responsibility for the child. I could always deny that I slept with her. Besides, I wouldn’t be stupid enough to give that chick my real name anyway.”

I use the above conversations as examples of what might be taking place in the minds of young people, who seem to lack the ability to see their actions in the context of how others are affected. In both of the above scenarios, the students seemed to lack an ability to consider how their actions may be affecting others. A partial remedy may have always been available to our society at the school level. At the 30<sup>th</sup> Annual Association for Supervision and Curriculum Development (1975), Glenus G. Unrue, then the president of the ASCD introduced Kohlberg by saying:

Kohlberg’s remarks to us are going to be most timely. As we know, we are living in an amoral society. Theft of all kinds, kidnappings, corruption in high places, our gluttonous consumption of natural resources, violations of our environment, are all around us. In the schools, according to a study conducted by NEA (National Educators Association), juvenile crimes have increased since the 1970’s at a most alarming rate...

Unrue’s comments were made almost twenty-five years ago, well before the events of September 11, 2001 and the highly publicized tragedies of school shootings. Kohlberg’s remarks at that same AASCD meeting stated:

Ultimately the standard of development both for the individual and society is the moral standard. And ultimately the development of the individual or the society is the development of a higher level of moral awareness and action. And the fundamental way in which education can aid social progress is through aiding the moral development of the individual and of the society through him.

Kohlberg’s message of moral development is needed today more than ever. It is apparent that this crucial issue is not being addressed adequately at home. Our educational system must address these issues. Moral education can be implemented in the mainstream curriculum. Using Kohlberg’s model of moral development, I believe it is possible to

address moral development by applying principles of Kohlberg's Theory of Moral Development to classroom disciplinary and instructional procedures, school-wide disciplinary procedures, district-wide programs, and community based service projects.

### **Primary Internship Objectives**

My primary goal for this internship is to develop classroom disciplinary and instructional methods, school-wide disciplinary procedures, district-wide programs, and community based service projects that incorporate Kohlberg's principles of moral development. Initially I will be developing these methods and programs for implementation within the Family and Consumer Science Department at the high school in which I work. It is my hope that these procedures and programs, once developed, will be adopted for implementation within Family and Consumer Science Departments in high schools nationwide.

### **Objectives for Specific Methods and Programs**

In all of the following objectives, Kohlberg's Theory of Moral Development provides the principles for addressing moral development directly or indirectly in the diverse settings outlined below.

Classroom Instructional Methods:

1. Incorporate role-playing and use of scenarios to teach objectives of Family and Consumer Science curriculum.
2. Develop tests that use scenarios and questions specific to the scenarios.
3. Develop projects that students must use skills of application and evaluation.

#### Classroom Disciplinary Procedures:

1. Develop method of incorporating student input into classroom disciplinary procedures.
2. Develop writing assignments for classroom disciplinary infractions.
3. Develop procedures for evaluating writing assignment and involving parental contact.

#### School-wide Disciplinary Procedures:

1. Develop methods of improving student's knowledge and input of school-wide disciplinary procedures.
2. Working within established school disciplinary procedures, develop writing assignments that expect student to review disciplinary procedures and policies of school and evaluate their behavior regarding these policies.
3. Develop strategies for incorporating parental knowledge of their adolescent's minor infractions to school-wide discipline policies.

#### District-wide program:

1. Working with the districts elementary schools, develop program where by teens and elementary students build mutually beneficial relationships.
2. Establish an on going program of connection between high school and elementary schools.
3. Develop structures and procedures for program implementation in schools nationwide.

Community-based programs:

1. Establish on-going relationship with community members who will support programs that connect adolescents with opportunities for community service projects.
2. Develop at two appropriate community based service learning projects for teens to involve themselves.
3. Develop structures and procedures for program implementation in schools nationwide.

### **Review of Literature**

The main idea behind Kohlberg's theory of moral development is that children and adolescents do not merely soak up or internalize the morals and values of the adults around them, but through situations of moral conflict, children construct their own values and morals (Stantrock 1996, Kohlberg 1958, 1975). Rosenzweig poignantly states Kohlberg's ideas. She wrote:

The Kohlberg theory suggests that rather than attempt to indoctrinate or socialize students, moral education should seek to stimulate the natural process of development toward more mature reasoning. Hence the role of the educator ought to be that of a supportive but questioning guide—a Socratic teacher—who encourages the articulation and examination of students' own reasoning about ethical issues and facilitates exposure to higher stages of reasoning, (Munsey, 1980 p.360).

The goal of moral education is to stimulate the child to reason at a higher level of moral maturity whereby the individual internalizes his or her beliefs and acts upon these beliefs (Duska and Whelan 1975). An understanding of Kohlberg's research and findings of moral development would be helpful in understanding why a higher level of moral reasoning is desirable.

Kohlberg performed a longitudinal study with seventy boys over an eighteen-year period. Kohlberg's methods of research included presenting the boys with a moral dilemma and then asking the boys a series of questions (Kohlberg, 1958). He was interested in the moral reasoning behind each boy's answer. He interviewed the boys every three years over the eighteen-year period. He found that although there were variations of levels of moral reasoning, all boys passed through similar levels and stages and they did not skip over or revert back to a particular level of reasoning (Kohlberg, 1958, 1975).

Using parts of Piaget's research in moral development and John Dewey's Stages of Moral Development, Kohlberg suggested three levels of moral reasoning, each level being characterized by two stages (Santrock 1999, Carpendale, 2000, Kohlberg 1975). In the first level, the Pre-Conventional Level, the child has not internalized any of the values or morals he will compel himself to follow. The first stage in this level is called the Punishment and Obedience Orientation. At this level of reasoning the child is simply trying to avoid punishment. Following the rules is not a matter of personal reflection upon an internalized set of values. Rather, the child follows the rules because the grown-ups tell him to and if he doesn't punishment is inevitable. The second stage under this level is called the Instrumental Relativist Orientation. At this stage the child is egocentric in his or her thinking and is seeking to get something from following the rules. Choosing to do what is right is a matter of satisfying one's own needs. The child follows the rules in order to get something in return. Beginning ideas of reciprocity and ideas of fairness are present, but these qualities do not reflect a true sense of loyalty or justice. I believe the young lady in the first scenario of chapter one was reasoning at this stage of moral

development. She, placing herself in my place, reasoned that her end goal was to replace the pair of jeans. She wasn't concerned with whether it was right or wrong to do so. She was interested and focused upon only her desires and needs not those of the store clerk or the storeowner.

The Conventional Level of reasoning entails hints of internalization, yet the child has not fully grasped the immensity of what he or she believes and can be easily persuaded to think and act against his or her newly rooted morals. The Interpersonal Concordance of "Good Boy-Nice Girl" Orientation is the third stage in this level of reasoning and it is characterized by the individual's need to gain parental praise. He or she knows that "being nice" will gain parental approval. Also at this stage, the child is able to consider the intentions of the other people involved in moral dilemmas. Moral reasoning is based upon such notions as "he means well."

In the fourth stage, Law and Order Orientation, choosing right behavior becomes important in upholding social order. It is characterized by a sense of duty to follow the rules for the sake of maintaining social order and avoiding chaos. The individual sees the merit in doing one's duty and understands that rules and laws are in place for everyone to benefit.

The Post-Conventional level marks the individual's ability to follow his or her own set of internalized morals and values. These values may or may not reflect the societal group in which this individual is a part. The fifth stage is the Social-Contract Legalistic Orientation. The individual functioning at this level is able to clearly understand that laws exist for the good of all, yet if needed these laws can be changed to better represent the needs of all. Personal and individual rights are viewed as an

important element of social order. The democratic avenue of arriving at laws and rules is viewed as most beneficial.

The Universal Ethical Principle Orientation marks the sixth and highest level of moral reasoning. Individuals who reach this stage have their internalized morals and strong conscience to govern their behavior. Rules are replaced by deep moral convictions. Following rules involves more than doing one's duty; rather internalized values direct one's behavior. The equality and respect for dignity of all individuals is considered a higher priority than that of the individual.

After reading through the brief summary of the six stages, it becomes apparent that each level of moral development turns the focus of justice and fairness away from the individual's whims to that of the larger society. The individual functioning at a higher level of moral reasoning isn't solely concerned with self-satisfaction, but thinks of the rights and needs of others. In order for societies to function well, individuals need to be aware and responsible for their actions. A child functioning at the first stage of moral development may interpret right and wrong by whether he or she is caught doing something that brings about consequences. As an adult this individual continues to function at this level, his lack of internalized morals could mean that rape, murder, stealing and the like are only wrong if the individual gets caught and punishment is administered.

As stated earlier, Kohlberg believed the development of a moral society is dependent upon the moral standards of the individuals that live within that society. The way to aid society's progress then is to aid the individual's progress in moral development. Moral education can coexist in and throughout the curriculum and it need

not be a separate curriculum or a portion of curricula that is set aside for only religious institutions to address (Kohlberg, 1975). Findings from a study done by Moshe Blatt support Kohlberg's beliefs.

Moshe Blatt preformed the first documented "proof" that moral education could be implemented into the curriculum of a regular classroom. By using moral dilemmas and leading his junior high students in discussion, Blatt successfully incorporated moral development into his social studies class. In one semester one-third to one-half of the experimental group demonstrated a change in moral reasoning to the next stage (Kohlberg, 1975, Rosenzweig, 1980). By stimulating his students to explore their own beliefs and by exposing them to different levels of moral reasoning his students were able to construct a higher level of moral reasoning.

Kohlberg and Fenton replicated Blatt's findings by performing a similar experiment in the Boston and Pittsburgh area. They trained junior high social studies teachers in the art of conducting discussions about moral dilemmas. To be more specific, the teachers were trained in the Socratic teaching style of conducting discussions (Rosenzweig, 1980). They were asked to follow a five-step procedure, which included:

- (1) introducing and clarifying the nature of the dilemma and the facts and circumstances involved
- (2) asking students to take a tentative position on the appropriate action for the main protagonist in the dilemma
- (3) dividing the class into small groups to discuss the reasoning behind their position
- (4) testing and questioning students reasoning in a full class discussion
- (5) encouraging students to reevaluate their own positions and their reasons individually (Rosenzweig, 1980)

Kohlberg and Fenton found that by using the procedures above, one-third to one-half of the experimental group were stimulated in their moral reasoning enough to move

up one stage in their reasoning. Many years after this study was conducted, the Kohlberg and Fenton model is still used in integrating moral cognitive development into educational curriculums (Rosenzweig, 1980). Rosenzweig said, “Since Blatt’s pilot project, programs in cognitive developmental moral education have involved virtually every subject area and every age level from elementary school through college” (1980, p.362).

### **Application of Kohlberg’s Theory to Classroom Instructional Methods**

Kohlberg’s primary suggestion for stimulating moral development is by using scenarios and class discussions. Family and Consumer Science Classes lends itself perfectly to using scenarios and class discussions to solve relational-real-life practical problems. The State Mandated Family and Consumer Sciences Curriculum Guides are full of scenarios in which students can place themselves in order to solve practical problems. For an example, in the FCS Curriculum Guide for Personal Development (p. 53) students are given one of five scenarios to read within a pre-established group. The group is then asked to make a chart listing the characteristics of caring and uncaring behaviors using the scenario. This process can be enhanced by using Kohlberg’s methods of Socratic questioning and by developing tests that utilize the scenario methods. By doing so, students are given a great opportunity to explore their own moral reasoning and to apply their personal values to solving the problems presented through the scenario. Further deepening the students experience of problem solving can take place when students are expected to take the position or role of one of the characters in the scenarios and argue from that point of view in role-playing skits.

**Practical Applications: Kohlberg's Theory Applied  
to Classroom Disciplinary Procedures**

In the first couple of days of class the students will be engaged in deciding what type of classroom atmosphere they desire. Using a chart, with one side labeled, students expectations and the other side labeled, things students don't want or expect, students are asked what things they expect or want and what things do not expect or want from the class. The teacher answers the same questions on his or her chart See the example below of some of the answers that students and teacher may offer in regards to what they expect from the class.

<p><b>Students Want</b></p> <ul style="list-style-type: none"> <li>• Atmosphere of mutual respect</li> <li>• A fun atmosphere</li> <li>• Activities in which to participate</li> <li>• Class discussions</li> <li>• Grades to be posted</li> </ul>	<p style="text-align: center;"><b>Things students don't want</b></p> <ul style="list-style-type: none"> <li>• Lectures all the time</li> <li>• Tons of notes</li> <li>• Busy work</li> <li>• A grouchy teacher</li> <li>• Unreasonable grading system</li> </ul>
<p><b>Teacher Wants</b></p> <ul style="list-style-type: none"> <li>• Atmosphere of mutual respect</li> <li>• Class participation</li> <li>• Students to be on time</li> <li>• Students to be involved in lesson</li> <li>• Freedom to consider individuality of the class and change lessons if necessary.</li> <li>• Respect to be shown at all times</li> </ul>	<p style="text-align: center;"><b>Things teacher doesn't want</b></p> <ul style="list-style-type: none"> <li>• To be disrespected in front of the class with issues that should be handled one on one.</li> <li>• Students to criticize teacher's lesson plans</li> <li>• To be blamed for student's poor grades</li> <li>• Students sleeping or doing other teacher's work during class time.</li> <li>• Students to ignore directions or instructions</li> </ul>

The classroom teacher will give his or her expectations of class also. After writing the ideas on the board a discussion as to how to bring about the expectation of the class can ensue. Together, the students and teacher will have worked to form the policies of the classroom. At any time when the rules of the classroom are no longer being followed or new rules need to be written, the teachers and students could again revisit the

classroom expectations and together decide what areas in the rules need to be rewritten. For a specific example, let's say it's grading period time and many of the students are upset with the grade they received in class. At this time, the teacher would direct the students to make a chart, similar to the one they made at the onset of the semester, and write down what they will do differently and what they think the teacher needs to do differently. While the students are working, the teacher makes his or her t-chart on the board and writes his or her expectations. After ample amount of time is given, a discussion takes place and together, new rules and expectations are agreed upon. The aspect of the teacher asking for input adds an element of democracy to the classroom. The students, feeling that their input counts, will be more apt to follow the rules.

Kohlberg's Socratic questioning method could also be applied to in the classroom by using writing assignments and interview sessions when rules are broken. Students who break the rules could be afforded the opportunity to explore their actions in the context of the classroom setting with the teacher acting as guide. For example, an adolescent is angry at the grade she received on a test. She then begins to make snide remarks to the teacher in earshot of the whole class. Following the disciplinary procedures set in place at most high schools the adolescent is given a warning. If this does not prompt her to stop her behavior, she is then issued a detention with the teacher. When the adolescent arrives to serve the detention, the teacher hands her a writing assignment. The writing assignment could include a paragraph on respect and responsibility and some questions that would be more specific to the offense. Some examples of questions could be as the following. What prevented you from keeping your negative remarks to yourself? What was appropriate or inappropriate about the time and place in which you chose to express

your feelings about your grade? What rights of your peers did you violate when you took class time to discuss your grades? If your behavior continues, what might your peers and teachers expect from you? What might be gained by handling this situation differently in the future? After the teen completes the questions, the teacher and student then spend time together reviewing the answers. It would be appropriate at this time to allow the student to talk about her disappointing grade. It would also be an appropriate time for the teacher to restate the expectations of the class as voted upon by her peers.

### **An Overview of School Wide Disciplinary Procedures and Application of Kohlberg's Theory**

At the high school where the project will be implemented – students are given a student planner with all the disciplinary policies written in the first pages of the planner. The students must sign a paper stating they received, read, and understand the school's policies. A similar parental form is sent home and must be returned signed by a parent or guardian. This is the extent of transmitting the school's disciplinary codes of conduct. Kohlberg believed that if you want to have students “buy into” a system of discipline the students must be a part of the process of deriving the codes and the consequences of not following these codes of behavior. In his Just Community Schools, the teachers and students actively participated in forming the acceptable codes of conduct for their schools. Kohlberg conceded that in the beginning when this approach was introduced there were students whom did not take the responsibility seriously, yet in a short time a working democratic system of disciplinary policies were in place (Kohlberg 1975). In a high school of over 2,300 kids, having the students participate in a round table discussion of school policies would be impossible. Yet, adapting from what Kohlberg did in Just

Community, one way of accomplishing this could be that by having the students review each of the policies of the school's code of conduct in their homerooms. After which each student would be given the opportunity to vote or submit comments about each of the school's policies. I believe some of the school's codes of conduct could be rewritten to better reflect the needs of the teachers and students by having student's input. This process would help stimulate a better understanding of how and why the codes are in place. As it stands now, the students hardly read the policy and only become aware of it when they have violated some portion of it, which leads me to my next point.

After a student has committed an offense against the school's policy, the student is handled in a hierarchical approach to consequences beginning with a verbal or written warning. The hierarchy starts with verbal or written warning and progressively leads to more time consuming elements of discipline. They are as follows:

- verbal or written warning
- detention –which consists of having the student remain after school
- Corrective learning – spending a full or half day in one room with students of similar offenses and having to complete work independent of classroom instruction
- Saturday assignment – Students have to report to school for a full or half day of Saturday School. They must bring class work and complete the work on Saturday.
- Suspension – Student is given days off school without being able to make up the work he or she missed.
- Expulsion – Student is kicked out of school for 30-80 days without being able to make up the work he or she missed. This usually causes a student to fail a semester, or the whole year.

In each of the above punishments except the verbal or written warning, the student is expected to show up for a prearranged amount of time. While serving this time, students can bring a book to read or homework to complete. Usually the student is given ample time to “schedule-in” when he or she will be expected to serve the detention.

The whole process of the discipline doesn't have any connection to the offense. Students are "punished" by having to spend their time at school longer than desired yet nothing else is expected of them. They are not required to make connections between the offense and possible future consequences. They are not asked to speculate upon how their present behavior can effect their future choices and that of their classmates. They simply show up for their scheduled amount of time. I believe using Kohlberg's theory of moral development, educators and school administrators could use this time to stimulate students to reflect upon their actions and the possible impact of their actions have on others now and in the future.

### **Practical Application; Kohlberg's Theory Applied to School Wide Disciplinary Procedures**

Kohlberg's theory can be used to more fruitful outcomes in high school discipline. Take for an example, a group of students in a class that they aren't enjoying. They don't bring their needed materials to class, don't pay attention to teacher's instructions, and they are disrespectful and disruptive in class. Following the normal disciplinary process at this high school, these students are given a warning first. If the warning doesn't help the students to change and they continue their disruptive and uncooperative behavior, the teacher gives them a detention for a half- hour or more after school. If these students continue in their behavior their parents are called and they may get a day in CL (Corrective Learning), where they complete their homework at their leisure and sleep. The same can be expected from Saturday assignment. At this point these students have not been required to make connections between their behavior and the consequences they are receiving. In fact, if you were to ask them why they received

the detention or CL, they may shrug their shoulders and say, “The teacher doesn’t like us.” I believe that by adapting Kohlberg’s model of Socratic questioning, educators and administrators can help stimulate growth in moral development.

Keeping the hierarchy of consequences in place, add to it a written form of evaluation that the student must complete in order for his or her detention to count. Involve the parents in the process also. Using the example of the group of adolescents that were disrupting class, the following two pages are an example of a writing assignment these adolescents would receive along with the detention.

### **Writing Assignment Example:**

#### Respect

In every classroom respect is an important issue and it is demonstrated by following the teachers directions, not arguing with the teacher in front of other students, and not critiquing the class work or the lesson in a loud and rude manner. Other ways to show respect that is especially important to classroom learning is paying attention and not talking when the teacher is talking. In the last couple of weeks there have been some individuals that have decided to behave in a manner that is not conducive to demonstrating respect to the teacher or the other students in class. These individuals have failed to put forth their best effort in following the classroom rules or the directives of the classroom teacher and because of their choices others in class are not receiving the quality instruction and experiences that are due to them.

#### Responsibility

Part of becoming a mature young man or a woman is taking personal responsibility for your actions, thoughts, and feelings. One way to be responsible with your actions is to *restrain* your actions. Restraining your action means not doing exactly what you feel like doing whenever you feel like doing it, but rather controlling your behavior, and thinking about the outcome of your actions before acting. Another way to be responsible is to control your impulses. Children have little impulse control. They may feel angry, lash out physically or verbally, and not be able to control their *impulses*.

Young adults on the other hand, learn to control impulses and restrain the actions of those impulses before they lash out verbally or physically. Lastly, becoming a responsible individual takes *discipline*. Discipline involves restraining your actions, and controlling your impulses, and choosing healthy and helpful ways of behaving regardless of how you feel. There are plenty of people in our society that get older, but never mature or take responsibility for their lives. Some of these individuals, unfortunately, make it into high positions in our society and make terrible decisions that effect us all. I don't want any of my students to develop into irresponsible, disrespectful young men or women. I care too much about each of you to allow this to happen. You may not like the following assignment, you may not like my class, or me, but you can still make wise decisions about how you handle your feelings. So this learning assignment is meant for you to take a responsible look at how your behavior has contributed to the atmosphere in this classroom and how you will need to take responsibility for your actions in this class and in your life outside of this class.

### Rights

“ I have a right to my opinion” “ I have a right to say whatever I feel.” “I have a right to fight for what I think is right.” “I have right to believe how I want to believe.” Being a student at High School, you do have lots of rights or rules put into place that protect you from being treated unfairly or reprimanded too severely. These rights are in place to protect you and to build a school and classroom environment that will afford you a quality education in a safe and supportive environment. Your rights work in concert with the rights of teachers and other students, who have rights too. When a classroom environment is reduced to constant reprimands and disciplinary actions no one wins. The teacher's rights are violated and you and your fellow students' rights are violated also. Spontaneous learning is squelched and the classroom takes on a militant atmosphere that is neither fun nor enjoyable to the students or the teacher. The disrespectful behavior and constant disregard for rules is producing such an environment in this class. In order for this class to engage in creative and enjoyable learning experiences the rights of the teacher and the students must be honored equally.

### **Second part of Writing Assignment Example**

The following is an assignment designed for individuals to learn and to reflect upon how their individual behavior impacts a classroom environment and how to become a respectful and responsible students here at this school. In order to receive full credit for your served detention of CL time, your individual parents must sign and make a few short comments about your answers. This assignment will be considered incomplete without the parental portion completed. Therefore, no credit will be given for the time served.

This assignment is worth a maximum of full credit for time served or partial credit for time served. (See below for criteria.)

Directions- the following questions are to be answered in complete sentences. Each answer will be graded by the following criteria.

Full Credit- Student completely answers questions and thoughts are clear and expressed appropriately.

Partial Credit -Student answered questions without completely expressing ideas or thoughts.

No Credit - Student didn't answer questions, instead left reader to figure out what the writer was thinking and parental portion was left out.

1. Let's assume that by mistake you took a class that was not what you expected and it was too late to drop it. What are ways you could demonstrate respect to the teacher and to the class despite your mistake? Explain your answer.
2. When a student comes to class without the needed supplies, and refuses to complete in-class assignments, and chooses to sleep, socialize or do another teacher's homework in class, most teachers view these behaviors as disrespectful. Putting yourself in the position of a teacher who views these behaviors as disrespectful, explain why you would feel and think in this manner.
3. List and explain the rights that your fellow students have for learning in an environment where everyone's rights are honored equally, including the teacher.
4. Describe a learning environment, which is lacking respect for the teacher and fellow students.
5. Why is learning to take personal responsibility for your actions and learning to demonstrate respect to authority a skill that you will need to develop as a student as well as a member in our society?
6. Give three specific examples of something that is taking place in our society, our country, or our world that exemplifies disrespect, and irresponsibility. Describe the outcome of such action.
7. Describe your specific behavior in this class. Share with your parents your plan for taking responsibility for your own actions and have them write a few comments about what they will expect from you. Have them sign by their comments and leave a phone number of where they can be reached.

The writing assignment would not be in lieu of a detention, but it would coincide with the detention, CL, or Saturday assignment. The questions in the assignment are designed to stimulate the students to explore the impact of their actions upon others and it also reestablishes the rationale behind school disciplinary policies. Students are also afforded the opportunity to investigate how their present behavior could effect their future lives after they graduate high school.

**Application of Kohlberg's theory in district-wide programs  
and community based service learning projects**

Kohlberg's sixth stage of moral development emphasizes the respect for dignity of all human beings and equality of all human rights as the highest order (Duska 1975). In order for an adolescent to reach the depth of moral reasoning needed to respect the dignity of all humans, a deeper challenge must be provided than that of scenarios and class discussions. By developing programs that place adolescents in the role of caregiver for elementary aged children and elderly adults, adolescents may be afforded the opportunities needed to produce the sensitivity, understanding, and respect for human beings in a way that can not be taught in any other way.

Kohlberg's research provided evidence that schools can effectively address moral education within the curriculum. Applying Kohlberg's theory of moral development to classroom management and school-wide disciplinary procedures is another way moral development can be addressed in schools. Using Kohlberg's model of Socratic questioning along with presently practiced disciplinary procedures, students will be afforded an opportunity to reflect upon their behavior and how it impacts themselves and others. These opportunities provide the avenue for the individual to develop a higher

level of moral reasoning. Kohlberg's message of moral development rings true today, "Ultimately the way to aid social progress is to aid the individual in developing a higher level of moral awareness and action" (Kohlberg, 1975). Educational institutions must lead the way in promoting social progress.

### **Implementation and Design**

#### Classroom Instructional Methods:

1. Using the state mandated curriculum guides, I will develop lesson plans using scenarios, role-plays, and class discussions in order to provide students with opportunities to struggle with and define their own moral reasoning.
2. After implementing lesson plans, I will test students using scenario-based tests.
3. Evaluation methods will consist of students' affective behavior toward lesson plans and tests, test scores, and personal evaluations of units given to students.

#### Classroom Disciplinary Procedures:

1. I will implement the chart method described on p.11 of chapter II, in the beginning of each semester and return to it when class wide problems occur.
2. I will develop writing assignments as needed when infractions of class policies take place.
3. A chart of infractions and problems will be kept for all classes.
4. Evaluation and discussion of writing assignments will be kept in journal form.
5. Repeat offenders, self-evaluation of class environment, and student evaluations will be collected.

### School wide Disciplinary Procedures

1. Initial meeting with administrator to discuss gaining support of project.
2. Follow up meetings with other administrators.
3. Develop questions to coincide with school disciplinary policies.
4. Administrator's support of questions.
5. Implementation using Corrective Learning.
6. Success or Failure of writing assignments will be made on a on going basis.

Success of program will be dependent upon the administrators evaluation of workload needed to make writing assignments feasible for all offenders.

### District wide program:

1. Establish contact with elementary schools in district.
2. Visit each school that shown interest in implementing "Teen Buddies" program. A program that matches high school students with an elementary aged student in order to form a "big brother or big sister" like relationship.
3. Write permission slips for elementary students.
4. Match adolescents with elementary children.
5. Keep all memos and messages with school.
6. Evaluation of program will include reactions from elementary principle, teachers, and students as well as those participating at the high school level.

Community Based Projects:

1. Establish contact with neighborhood nursing home.
2. Personally visit program director.
3. Work program details out with program director. The program will entail having high school students “adopt” a grandparent from the nursing home and establish an ongoing relationship with the senior adult.
4. Establish an initial meeting with of students and nursing home staff.
5. Match elderly residents with students.
6. Implement program.
7. Evaluation of program will include adolescents completion of evaluation form, program directors reactions, and residents overall reaction to program.