

2007

A Qualitative Analysis of Police Veterans' Perceptions of their Effectiveness as Second Career (K-12) New Jersey Public School Faculty Members

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A QUALITATIVE ANALYSIS OF POLICE VETERANS' PERCEPTIONS OF THEIR
EFFECTIVENESS AS SECOND CAREER (K-12) NEW JERSEY PUBLIC SCHOOL

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Submitted in partial fulfillment
of the requirements for the Degree
Doctor of Education
Seton Hall University

2007

ABSTRACT

The purpose of this research was to analyze police veterans' perceptions of their effectiveness as second career (K-12) New Jersey public school faculty members, based upon their prior law enforcement training. In terms of this research, law enforcement training referred to pre-service training while in the police academy, in-service and professional development training, and the actual on-the-job experience that an officer encountered during daily interactions with the public.

The design of the study was the utilization of two focus groups to achieve high-quality data in a social context where individuals considered their own views in the context of the views of others (Patton, 2002). This qualitative inquiry focused in-depth on seventeen police veterans, selected purposefully, as the unit of analysis. The police veterans that participated in this study were volunteers, recruited at both the primary and secondary levels, from the selected N.J. counties of Ocean, Monmouth, Middlesex, Mercer, and Essex. This homogeneous sample reduced variation, simplified analysis, and facilitated group interviewing.

Questions asked during this process were divided into five categories: career development training, communication skills training, community relations training, conflict resolution training, and cultural diversity training. Each category contained subsidiary questions aimed at eliciting a more comprehensive analysis.

The data presented in the study illustrated that police veterans do perceive themselves as effective professional educators. They overwhelmingly agreed that their prior police training prepared them well for a classroom setting in virtually every respect.

They felt that their paramilitary structure and police training and experience carried over seamlessly into the public school environment.

Recommendations for policy included implementing an accelerated teacher certification program targeted toward retired police veterans. Recommendation for practice included channeling police veterans with teaching certifications into juvenile detention centers as instructors, having police veterans serve as mentors for at-risk students, and having teacher preparation programs incorporate some form of law enforcement training into the curriculum. Recommendations for future research included conducting a correlation study that descriptively focuses on the relationship between and amongst the number of days taught by a police veteran, student achievement scores, and student absences.

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ACKNOWLEDGEMENTS

The following individuals have provided me academic, personal, and professional guidance, and supported me throughout my entire doctoral journey. I offer them my deep respect and profound gratitude.

My mentor, Dr. Anthony J. Colella, was truly a transformational leader and an inspiration in my life. He has been instrumental in guiding my academic endeavors. I am grateful for his educational influence, and am blessed to have met such an extraordinary individual whose impact will stay with me my entire life.

I am indebted to numerous others who imparted knowledge, direction, and motivation to persevere through the most turbulent times. Reverend Christopher J. Hynes, D. Min., was first to accept me into the Seton Hall University educational community, where I was able to open my mind and spirit as a true educator. I commend his continual support of the law enforcement community. Anthony P. Sciarrillo, Ed. D., Esq., is a model colleague and kind friend who has always believed in my abilities. His expert advice throughout this expedition will never be forgotten. Richard Cosgrove, Ed. D., fellow trooper and comrade, has taken on the role of “big brother” to me throughout the years. His dedication to succeed has encouraged me in countless ways.

My sincere appreciation goes to Denis E. Connell, Ed. D., and Daniel Simone, Jr., Ed. D., who gave me focus, support, and leadership throughout various critical phases of the dissertation process. Also, the friendship and support of Stephen Finkelstein, who first hired me as a teacher, will always be remembered. I thank him for providing me the opportunity to transition into a second career as a professional educator.

Lastly, I recognize my entire family and my friends for being my foundation and my champions. Special thanks go to my sister, Maria, and my brother, Vito Jr. They both have enriched my life in so many particular ways. Ditto.

DEDICATION

This work is dedicated to my parents, Vito and Marie Finetti, whose confidence in me has never faltered. They provided me a strong, caring family environment, based on moral standards and ethical values. They encouraged me to try everything and never doubted that I would complete my goals in life.

I honor them with these words: Success should not only be measured by your accomplishments, but also by the accomplishments of those that you have influenced. Mom and Dad, you have positively influenced me in more ways than you can ever imagine. I love you with all my heart.

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Chapter I

INTRODUCTION

Public education has changed significantly as a result of high-stakes testing and school accountability initiatives. Poor standardized-test performances can result in student grade retention and failure to graduate, a significant loss of the school's funding, and long-term damage to the school's academic reputation. High-stakes testing is only one element of a complete system of educational accountability, but tremendous emphasis is being placed on these tests, rather than developing students' creativity and critical thinking skills. Such tests are only one measure of achievement of a student, a school, or a teacher. According to Bernstein (2006), one continually overlooked point is that our schools will never improve if we ignore the most important factor in the education equation: teacher effectiveness. A teacher must be able to teach. The education community can provide performance-based bonuses to teachers regarding passing standardized test scores, can require that more teachers obtain advanced degrees, and can demand that accomplished teachers attain certification through the National Board of Professional Teaching Standards, but in the end, what counts most in the grand scheme of education, is the ability of the classroom teacher to reach his or her students.

The most recent tragic shootings have thrust schools across the country into the national spotlight. School safety committees are developing ways to empower communities to keep all students safe. School violence is a major concern, but it is not the only problem school communities face. Schools must battle inappropriate classroom distractions and behaviors, student dropout rates, insufficient cultural diversity training in teacher preparation programs, and a shortage of qualified teachers in certain content

areas. There is a group of highly skilled, trained individuals who can relieve some of the pressure and help with challenges school communities are currently facing. They are known as *police veterans*. Many veteran police officers have already transitioned into a second career as a K-12 public school faculty member. These individuals bring into the classroom, and the school community as a whole, invaluable police knowledge gained through training and real-life experiences.

The law enforcement community regularly meets the challenge of serving a multicultural, multiracial mix of citizens with diverse and sometimes competing norms, values, languages, experiences, and expectations. The police community has a wealth of experience working cooperatively with the public, fighting crime, enforcing the law, and restoring order in society. Police veterans possess a strong sense of commitment, certainly an asset to any public school.

In 1975, the New Jersey Police Training Commission (PTC) staff started a project to improve the quality of the mandated basic training program for law enforcement personnel in the state (NJDCJ, 1987). The commission developed clear, precise performance objectives for the basic training curriculum and had law enforcement personnel evaluate these objectives to determine if they were relevant to field performance requirements. A total of 362 law enforcement officers, 46 basic training instructors, 15 directors of the PTC-approved training schools, 21 municipal chiefs of police, and 19 staff members from the Department of Community Affairs evaluated these performance objectives. Part of their job was to analyze and evaluate basic police training curriculum projects developed by other state agencies. They examined a variety of literature dealing with police training and curriculum development and design.

During this process, the commission revised, modified, or eliminated many of these performance objectives to make them more applicable to New Jersey laws and procedures. In addition, the staff developed new performance objectives to meet specific training needs uncovered during project analysis. The study revealed that a police officer could be called upon to perform more than 600 individual mental or physical tasks. These tasks were then classified into various functional areas associated with police work. Each functional area has been allocated to an instructional unit designed to address the basic principles of a particular subject area. Each instructional unit contains performance objectives that address specific skill competencies that must be mastered prior to graduation.

To date, the PTC staff, under the authority of the Police Training Act *N.J.S.A.52:17B-66 et seq.*, is responsible for the development and certification of basic training courses for local and county police, sheriff's officers, state and county investigators, state and county corrections officers, and various other law enforcement positions (NJDCJ, 2006). Since 2000, the PTC has revisited the Basic Course for Police Officers Trainee Manual (NJDCJ, 2006) many times to revise and update the functional areas, instructional units and performance objectives related to police duties. These revisions are based on legislation, court decisions, and improvements in law enforcement practices.

The most recent revision (2006) incorporates the principles of Community Oriented Policing throughout the curriculum. This update better shows trainees the police officers' significant role and obligation to serve members of their respected communities.

The revision emphasizes organizing and creating police-community partnerships, as well as the role police officers should play in community crime prevention activities.

This study explores police veterans' perceptions of their effectiveness as second career K-12 New Jersey public school faculty members. To provide a clear focus for this study, the investigation will center primarily on police and teacher pre-service training, in-service training, and on-the-job work experience. This way a baseline is established to link the training and leadership role between police officers and public school faculty members. The categories developed will be discussed throughout this research project and will be presented within the following classifications: career development training, communication skills training, community relations training, conflict resolution training, and cultural diversity training.

Statement of the Problem

Administrators and teachers throughout the country are faced with many obstacles and challenges in their school communities. They must battle school violence, classroom distractions, student dropout rates, insufficient cultural diversity training in teacher preparation programs, and teacher shortages. These areas comprise the cause of this study.

First, the battle over school violence should be the number one priority for any school community. School violence can be a hindrance to student achievement by creating a disruptive and threatening learning environment, which can lead to emotional stress and physical injury for students (Payne, Gottfredson, & Gottfredson, 2003). In the 2002-03 school year, an estimated 54.2 million students in pre-kindergarten through grade 12 were enrolled in approximately 125,000 U.S. elementary or secondary schools

across the country (U.S. Department of Education, 2004). Therefore, it is imperative that our nation's schools be a safe and secure place for teaching and learning to occur. Even though students are less likely to be victims of a violent crime at school than away from school, any instance of crime or violence at school not only affects the individuals involved, but also may disrupt the educational process and affect the schools reputation and surrounding community (Henry, 2002). Students who are victimized at school are more prone to absence and poor academic performance (Wei & Williams, 2004). Even for teachers, incidents of victimization may lead to professional disappointment and even force them to leave the profession altogether (Karcher, 2002).

According to the U.S. Department of Education (2006b), the violent crime victimization rate at school declined from 48 violent crimes per 1,000 students in 1992 to 28 such victimizations in 2003. Nonetheless, violence, theft, bullying, weapons, drugs, and gangs are still prevalent and widespread in our schools. In 2003, students ages 12- to-18 were victims of about 740,000 violent crimes and 1.2 million crimes of theft at school. Twenty nine percent of students in grades 9-to-12 reported that drugs were made available to them on school property and nine percent were threatened or injured with a weapon. Also, seven percent of students between the ages 12-to-18 reported that they had been bullied on school grounds. Teachers are also victims of crimes at school. During the time period between 1999 through 2003, teachers were victims of roughly 183,000 total nonfatal crimes at school, including 119,000 thefts and 65,000 violent crimes. These statistics translate into an annual rate of 39 nonfatal crimes, 25 thefts and 14 violent crimes per 1,000 teachers.

Street gangs are organized groups that are often involved with drugs, weapons, and violence. Gangs at school can be very disruptive to the school environment because their mere presence may incite fear among students and increase the level of school violence (Laub & Lauritsen, 1998). In 2003, 21 percent of students ages 12-to-18 reported that street gangs were present at their school. This same year, six percent of students ages 12-to-18 reported that they had been afraid of attack at school or on the way to and from school. Regardless of the school's location, students in public schools were more likely to report the presence of street gangs than students in private schools (U.S. Department of Education, 2006b).

Over the years, public schools have implemented a variety of security measures and procedures aimed at promoting safety for all students and staff at school. The percentage of students reporting on school security measures increased on all fronts between 1999 and 2003. These measures included metal detectors, security cameras, security guards and/or assigned police officers, adult supervision in the hallways, student identification requirement, a code of student conduct, locked entrance or exit doors during the day, and the requirement that visitors sign in (U.S. Department of Education, 2006b). In today's school communities, it is important to fairly and uniformly enforce rules of conduct that apply to all students and staff alike, and to include community members in school safety initiatives. The entire school community must make every effort to provide a safe and secure place for teaching and learning to occur.

In addition to school-wide violence issues, classroom discipline problems are considered a severe problem facing the nation's educational system. American classrooms are frequently plagued by distractions that disrupt the flow of classroom

activities and interfere with learning. The Annual Gallup Poll (1990) of the Public's Attitudes Toward the Public Schools had identified "lack of discipline" as the most severe crisis facing the nation's educational system. Teachers spend a disproportionate amount of time dealing with behavior problems compared to time spent on academic instruction and classroom activities. Approximately, one-half of all classroom time is taken up with activities other than instruction, and discipline problems are responsible for a significant portion of this lost instructional time (Cotton, 1990). During 1999 and 2000, 19 percent of public schools reported student acts of disrespect for teachers, 13 percent reported student verbal abuse for teachers, 3 percent reported student racial tensions, and 3 percent reported widespread disorder in the classroom. It should be noted that the prevalence of frequently occurring discipline problems were related to school size. As student enrollment increased, so did the likelihood of schools reporting each discipline problem at their school (U.S. Department of Education, 2006b). However, there are many schools regardless of size, socioeconomic status, geographic setting, and student composition that have safe and orderly environments. These well-disciplined school environments are not just a product of chance, but a product of an administration and school staff dedicated and committed to building a safe and orderly environment for all school members (Cotton, 1990). Administrators, as well as teachers, must strive to organize and operate well-disciplined learning environments for all students to succeed.

School communities throughout the country are also faced with the current problem of large student drop out rates. New studies show the most astonishing statistic in the field of education: one out of three public high school students throughout the nation drop out of school before graduating (Thornburgh, 2006). Not only is this dropout

rate rising, but also students are dropping out at an earlier rate than before (Yang, 2005). A more alarming statistic is that approximately 50 percent of Hispanics and African American public high school students drop out of school before graduating (Matthews, 2003). According to the U.S. Department of Education (2005), progress was made during the 1970s and 1980s in reducing high school event and status dropout rates and increasing high school completion rates. However, these rates have since remained fairly stable over the last decade. From 1990-to- 2001, between 347,000 and 544,000 students in grades 10-to- 12 left school each year without successfully completing a high school program. In addition, status drop out rates showed that in October 2001, there were 3.8 million 16-to-24 year-olds who were not enrolled in a high school program and had not earned a high school credential. These individuals accounted for 10.7 percent of the 35.2 million 16-to-24 year-olds in the U.S. in 2001.

Potential student dropouts are those individuals that tend to be retained in the same grade, have poor academic grades, and feel disengaged from school. They are more likely to come from low socioeconomic status families, be part of a large peer group, be involved in more passive activities, frequently possess deviant norms, manifest behavior problems, be arrested more frequently by the police, and exhibit psychological vulnerability (Janosz, LeBlanc, Boulerice, and Tremblay, 1997). The consequences of students' dropping out of school without a diploma are costly to both the student and society. These dropouts have fewer options for employment and are usually hired in low-skilled and low-paying positions. These dropouts are competing in the high-tech world of advanced manufacturing and the knowledge-based economy. In 2002, male dropouts earned 35 percent less, in 2002 dollars, than they earned in 1971 (Yang, 2005). These

drop outs also become dependent on government programs such as unemployment and welfare (Martin, Tobin, & Sugai, 2002). A 2002 Northeastern University study found that nearly half of all dropouts' ages 16-to-24 were unemployed. Additionally, dropouts are more likely than high school graduates to be engaged in criminal activities. An estimated 67 percent of prison inmates nationwide are high school dropouts (Thornburgh, 2006). Educational communities need to be accountable for this dropout rate and make every effort to keep these students in school and have them become contributing members of society.

In addition to school violence, classroom disruptions, and student dropout rates, the overall student population in American public schools has become increasingly diverse. In the year 2003 to 2004, the U.S. public schools reported a diverse student population that consisted of 58.7 percent white, 18.5 percent Hispanic, 17.1 percent Black, 4.4 percent Asian/Pacific Islander, and 1.2 percent American Indian/Alaska Native (U.S. Department of Education, 2006d). As the student population in American public schools becomes increasingly diverse, educators must take action with new school reform efforts that meet the needs of all students. Many pre-service teachers face the likelihood of teaching in schools where their cultural backgrounds may differ from those of their students. In a recent study, 80 percent of teachers surveyed reported feeling ill-equipped to teach diverse student populations (Futrell, Gomez, & Bedden, 2003). Due to this dilemma, collaborative professional relationships between universities and school district partners have created comprehensive training programs for pre-service teacher education (Ginsberg & Rhodes, 2003). These comprehensive training programs have placed student teachers in schools with diverse student populations, which provide coursework that

focuses on cultural diversity issues. However, these professional development school programs that are to prepare teachers for meeting the needs of all students are in question. Multicultural coursework can lack depth in affirming one's own diversity and the diversity of others (Nieto, 2000).

A study conducted by Taylor and Sobel (2001), examined pre-service teachers' feedback about teacher education curriculum and professional development school design. The results stated that pre-service teachers found value in their guided exposure to cultural diversity issues. However, these teachers made several requests: more guided exposure to realities and perspectives different from their own, more candid discussions about issues of diversity for learners and school systems, an increase exposure to discuss topics addressing issues of race and religion in instruction, more information about how to communicate effectively with parents, more real-world scenarios to solve, more direction about how to implement inclusive educational practices in the classroom, and more demonstrations of accommodating instruction for specific learners. Due to these requests, educators and professional development school initiatives must continuously meet this challenge by working toward transforming and improving teacher education, while meeting the needs of all students, regardless of their diversity.

Finally, the educational community is faced with a teacher shortage problem in this country. Approximately 2.2 million teachers will be needed over the next decade, an average of more than 200,000 new teachers annually (Howard, 2003). However, while there were sufficient qualified individuals throughout the country to meet the general demand for teacher openings, the shortage lies in the distribution of teachers. There are not enough teachers who are both qualified and willing to teach in urban and rural

schools, particularly in those school serving high-poverty and high-minority communities. In addition, there is a shortage of qualified individuals to fill particular specialty areas such as special education, math, the sciences and bilingual education (Bradley, 1998; NASBE, 1998). High teacher turnover rates in these specialty subject and low-income areas also contribute to the teacher shortage. Special education teachers have the highest turnover rate than any other teacher group (Billingsley, 2004). According to Hare and Heap (2001), the turnover rate for schools located in high-poverty areas can climb as high as 50 percent. This turnover rate can impede reform efforts by constantly causing administrators to hire and train new individuals unfamiliar with their schools mission and vision. Therefore, school districts across the entire country must make every effort to recruit new qualified applicants willing and able to fill these vacancies.

Purpose of the Study

Former police personnel can contribute greatly to the teaching profession based on their specific background and training. They possess certain skills, characteristics and experiences typically not shared by colleagues who were trained in a traditional teaching program. The purpose of this study is to conduct an in-depth analysis of police veterans' perceptions of their effectiveness as second-career K-12 New Jersey public school faculty members, based on their law enforcement training. This study employs a qualitative methodology aimed at uncovering common themes and patterns through focus group interviews.

Research Questions

1. What are police veterans' perceptions of their effectiveness as second career (K-12) New Jersey public school faculty members, based on their career development training?
2. What are police veterans' perceptions of their effectiveness as second career (K-12) New Jersey public school faculty members, based on their communication skills training?
3. What are police veterans' perceptions of their effectiveness as second career (K-12) New Jersey public school faculty members, based on their community relations training?
4. What are police veterans' perceptions of their effectiveness as second career (K-12) New Jersey public school faculty members, based on their conflict resolution training?
5. What are police veterans' perceptions of their effectiveness as second career (K-12) New Jersey public school faculty members, based on their cultural diversity training?

Theoretical Rationale

Educational theories influence education practice by their impact on curriculum, teaching methods, classroom management, and the role of the teacher (Webb, Metha, & Jordan, 2003). The theory of education is a combination of systematic thinking and generalizations about schooling (Kneller, 1971). A carefully planned theory of education will provide academic accountability to educators when describing and justifying what they are teaching to their students and why. In terms of this project, the researcher will

discuss various theories of education that relate to each research question under study. These theories are existentialism, essentialism, progressivism, behaviorism, and social reconstructionism.

The purpose of the educational theory of existentialism is to promote self-discovery, the freedom of individual choices, and the responsibilities for making those choices (Barnes, 1968). The existentialist teacher asks specific questions about morals and ethics to try to get students to develop the skills to make appropriate decisions and take responsibility for their actions (Kneller, 1984). The teacher's role is to help students reach their potential and strive to achieve self-actualization (Greene, 1967). This theory compares to character education and moral development experienced by police personnel in their career development training.

In the theory of essentialism, the teacher is skilled in all forms of written and oral communication and equipped with excellent pedagogical skills (Butler, 1966). Socratic dialogue is a method of instruction associated with this theory; it includes asking a series of questions to elicit thought-provoking responses, and asking further questions until a conclusion is reached. Students are exposed to different points of view and perspectives regarding the topic of discussion. This theory is very similar to law enforcement communication skills training. The dialogue between teacher and students resembles that of a typical interview or interrogation conducted by a police officer during an investigation.

Regarding the educational theory of progressivism, schools alone will never do an ideal job at providing students with socially relevant and useable knowledge. Public schools need to bring real-life processes into the classroom and include more outside

experiences as much as possible (Csapo, 2001). In this environment, students spend a great deal of time in direct contact with the community and their cultural surroundings beyond the classroom or school walls. Students are encouraged to interact with the public from diverse social groups in order to influence their learning process (Dewey, 1956). This type of educational theory closely matches the community relations training law enforcement personnel get. Community policing is a particular problem-solving approach where the police develop a partnership with the community to better address safety problems.

The educational theory of behaviorism contends that education can be achieved by changing student behaviors in a socially acceptable manner (Zirpoli & Melloy, 2001). A behaviorist teacher must be skilled in a variety of techniques that can shape and maintain desired responses. Effective teachers spend a great deal of time introducing, teaching, modeling, and practicing classroom rules and procedures until they become routine. Also, students become familiar with consequences for not abiding by the rules. Implementing appropriate routines and procedures can diminish discipline problems and conflicts in the classroom and influence learning (Wong, & Wong, 1998). This theory corresponds closely to conflict resolution training where law enforcement personnel enforce societal laws and ordinances to maintain peace and order.

The final educational theory discussed here is social reconstructionism. This teaching method immerses students in the community where they notice societal problems and take appropriate action to effect a change. The social reconstructionist teacher must be open to diversity, reflect cultural experiences from marginal groups, view education from a global perspective, and possess strong interpersonal skills and

emotional intelligence (Webb, Metha, & Jordan, 2003). This theory correlates to cultural diversity training the law enforcement community goes through. This training introduces the police to various techniques that promote positive police-community relations and encourages them to bridge cultural barriers within their community.

Significance of the Study

There are many similarities between police and military training. Both place great emphasis on protecting and serving their communities. Individuals who experience either type of training have participated in a rigorous program not normally experienced by the general public. Both groups have to first qualify, and they must be mentally and physically tough while possessing strong moral character. Police and military personnel develop a keen understanding of the need for good work habits. They must be focused, disciplined and dependable, possess social skills, and approach work with a positive attitude. It is imperative that they listen to and carry out instructions appropriately through chain of command, and follow organizational safety standards.

Both groups know how to receive and understand oral and visual instructions. They understand how to maintain and provide substantive, meaningful reports to supervisors. Their overall professionalism and on-the-job experience can be tremendous assets to any organization. This specific training resembles how teachers are expected to conduct themselves while educating their students.

In 1994 a Troops to Teachers program was developed by the Department of Defense to help improve American public school education by providing funds to recruit, train, and funnel military veterans as teachers into high-poverty schools and in high need

subject areas like math, science, foreign languages, and special education (USDE, 2006c). The National Defense Authorization Act for fiscal year 2000 transferred the responsibility for this program and funding to the U.S. Department of Education, but continued operation by the Department of Defense. Currently, the No Child Left Behind Act of 2001 continues to support this program through fiscal year 2006. The Defense Activity manages the Troops to Teachers program for Non-Traditional Education Support (DANTES), in Pensacola, Florida. Under this program, DANTES provides assistance of up to \$5,000 to eligible members of the armed forces. Former military personnel utilize this financial support in order to obtain college degrees or certification and licensing as elementary school teachers, secondary school teachers, or vocational/technical teachers. Bonuses of \$10,000 are available to those who agree to teach for three years in a school that serves a high percentage of students from low-income families. Also, the Troops to Teachers legislation also provide cash incentives to poor school districts that hire these candidates (Curriculum Review, 1994).

Since its inception, this \$15-million-a-year program has helped place 8,000 former military veterans in classrooms throughout the country (Viadero, 2005). This particular program attracts candidates that are older than those in typical teacher-preparation programs, where their social skills, knowledge, wisdom and life experiences can contribute to a school environment. A study commissioned by the Washington state recruitment office found that these workers are much more likely than traditional applicants to be male, members of a minority group, willing to work in urban and rural schools, and qualified to teach math, science and special education (Bradley, 1998). A recent national survey conducted by researchers from Old Dominion University in

Norfolk, Va., concluded that school principals provide high ratings for military veterans teaching in their schools (Viadero, 2005). This survey gathered responses from 875 principals and 1,282 program graduates in all 50 states. The results stated that 90 percent of the principals believed these former military personnel were more effective at instruction and classroom management, more valuable at emphasizing student effort, and more successful at recognizing students for their learning progress than traditional trained teachers with similar years of teaching experience.

Limitations of the Study

Limitations identify potential weaknesses of the research study. This study is limited in its scope, the chosen form of methodology, and the research design. In terms of scope, this study focuses on 17 randomly selected New Jersey K-12 public school faculty members who possess prior police training. These individuals are former police officers from selected counties in New Jersey who retired or resigned honorably serving their respected departments.

The research design utilized in this study is focus group interviews to assess police veterans' perceptions of their effectiveness as second career K-12 New Jersey public school faculty members, based on their police training. The study is limited to the personal and professional biases of the respondents due to their own life experiences, education and training and their honest and accurate responses during the interview process.

The study is limited to the sample size of the focus groups, the particular line of questioning, the description of findings, and the analysis of results. Focus group members who participated in the interview process were volunteers recruited at the primary and

secondary levels. No attempt was made by the researcher to compare the effectiveness of New Jersey K-12 public school faculty members who have police training to those faculty members who do not possess police training.

Definition of Terms

The following definitions will serve as explanations for significant terms used throughout this research study.

Basic Course for Police Officers: An initial training program for newly appointed individuals who must be trained in order to meet the statutory training requirements for police officers in New Jersey.

Community: The borough, township, city or state including the citizens and businesses that are located within specified geographic boundaries.

Community Policing: A concept of policing that involves police officers and community members collectively involved in a proactive approach for the reduction of crime and improvement in quality of life issues. The police officer utilizes problem solving techniques and involvement of other governmental resources in addressing the problems and concerns of the community.

County or Municipal Law Enforcement Agency: A county or municipal police department or force, a county corrections department and a county sheriff's office.

Cultural Diversity: For purposes of this study, cultural diversity is various human societies or cultures within a specific area or region.

Event Dropout Rate: The percentage of students who dropped out of high school between the beginning of one school year and the beginning of the next (NCES, 2005).

High School Credential: A diploma or equivalency credential such as a General Educational Development certificate (NCES, 2005).

High-Poverty Schools: A school where approximately 50 percent of the students are from low-income families or the school has a large percentage of students who qualify for assistance under the Individuals with Disabilities Education Act (NCES, 2005).

On-the-job experience: For purposes of this study, this phrase will be slang for work experience by an active member of the law enforcement community.

Pre-Service Teacher Candidate: A student in an accredited teacher education program.

Police Officer: Any sworn member of a municipal, county, state, federal or governmental agency empowered to uphold law and order with the power to arrest offenders of designated crimes, misdemeanors, and infractions within their specific jurisdiction.

Police Training Commission (PTC): A state regulatory body that has the authority and responsibility to develop standards for basic police training or to approve the required curricula taught at a Police Academy.

Police Veteran: A graduate from the New Jersey or New York Police Training Commission or from the New Jersey State Police Academy.

Public School Faculty Members: For purposes of this study, public school faculty members are certified teachers, guidance counselors, crisis intervention specialists, and school administrators.

Status Dropout Rate: The percentage of an age group that is not enrolled in school and has not earned a high school credential (NCES, 2005).

Chapter II

REVIEW OF RELATED LITERATURE

Introduction

The purpose of this chapter is to present relevant research and literature to the topic of this study. It will be presented in the following sections. First, the researcher will compare pre-service teacher training programs to a pre-service police-training program to show similarities between recruit training. The next section will compare in-service teacher training to in-service police training in terms of professional development and continuing education. Both pre-service training and in-service training comparisons will be divided into five categories related to each research question: (a) career development training, (b) communication skills training, (c) community relations training, (d) conflict resolution training, and (e) cultural diversity training. Last, the researcher will present relevant research and literature pertaining to this study. The chapter will end with a summary.

Pre-Service Training

The researcher will first compare pre-service teacher training programs to a pre-service police-training program. In an attempt to show an overlap between both training programs, the researcher will present an overview of three New Jersey teacher preparation programs accredited under the National Council for Accreditation of Teacher Education (NCATE) along with an overview of a Basic Course for Police Officers Trainee Manual (NJDCJ, 2006) provided to police officers during pre-service training.

The National Council for Accreditation of Teacher Education (NCATE) founded in 1954 accredits numerous colleges and universities throughout the United States. Its

primary purpose is to ensure high quality teacher, school specialist, and administrator preparation programs. NCATE emphasizes professional knowledge, content knowledge, and practice in the classroom (NCATE, 2006). Those schools of education with NCATE accreditation meet standards set forth by the teaching profession. Teacher candidates from NCATE accredited institutions will be better prepared to meet the following: handle the demands of a classroom on a daily basis, know the subject matter and a variety of ways to teach it to ensure student learning, manage classrooms with students from a culturally diverse background, apply effective methods of teaching students of different backgrounds, possess numerous diverse clinical teaching experiences, and nurture the growth and development of each student in class. An overview of three NCATE teacher-training programs from New Jersey will be discussed in this chapter.

The typical curriculum for the Basic Course for Police Officers Trainee Manual (NJDCJ, 2006) is divided into numerous functional areas. These functional areas are grouped into connected instructional units designed to address the main points of each subject area. Each instructional unit is based on performance objectives that specify the knowledge and skills a recruit must acquire and is expected to perform in order to be certified as a police officer.

Career Development Training

In an academic environment, pre-service teacher candidates are introduced to a variety of courses that prepare them for the teaching profession. For example, *The Professional Teacher* examines the historical and philosophical foundations of education. It includes knowledge of classroom management, teaching methods, student learning styles, child development and growth, and legal issues. This course also discusses the

teaching code of ethics and the role of reflection in teaching. Students will observe classrooms and assess their own speaking and writing abilities regarding professional teaching standards. The goal is to develop teachers that become life-long learners willing to constantly improve their content knowledge and pedagogical skills. In the course *Historical Contexts of Education*, teacher candidates will become familiar with schools as cultural, economic, and political institutions. Students take part in self-reflection of their own educational experiences. Students are exposed to the tensions and power struggles that exist between local, state and federal government regarding educational issues. This course also prepares students to become effective citizens regarding educational concerns.

According to the Basic Course for Police Officers Trainee Manual (NJDCJ, 2006), pre-service police candidates are introduced to numerous instructional units and performance objectives that prepare them for a professional career in law enforcement. Police candidates are taught the professional characteristics of law enforcement and the moral and ethical demands that this career holds. The trainees are taught to utilize discretion and the importance of conducting their official responsibilities in a fair and impartial manner. Trainees develop skills in decision making based on ethical standards and the appropriate decision making process, which includes defining the problem, collecting all available data, identifying alternatives, evaluating alternatives and implementing the selected alternative. Police candidates are educated on the organizational process and the importance of the chain of command and incident command system. Trainees are taught a variety of techniques to combat psychological and physiological stressful situations that they may encounter throughout their career and

identify appropriate steps taken to ensure their emotional reactions do not interfere with their professional responsibilities and actions. In terms of note taking and report writing, police candidates will practice organizing and writing reports, while emphasizing correct English and proper sentence structure. They will gather and analyze relevant information and organize the material in an objective, clear and concise manner. Trainees are also skilled on the value of proper courtroom demeanor and appearance and possess the ability to prepare and provide effective courtroom testimony in such a manner that promotes professionalism.

Communication Skills Training

Pre-service teachers seeking certification must be competent in field instruction by effectively communicating classroom lessons to their students. These candidates are introduced to a variety of courses that assists in the development of their communication skills. For instance, *Practicum* provides students with a chance to work with an experienced teacher in increasing their knowledge associated with humanistic and reflective practices. Students will experience instructing small groups, teaching lessons, periodically managing the classroom, and demonstrating proficiency in classroom management and communication skills. Various methods for adapting instruction to a diverse student population and constructing a well-organized and productive learning environment are taught. In the course *Communication Development*, students are presented with an overview of speech and language development, in addition to communication disorders. Students will utilize assessment tools with regard to diagnosis and intervention and develop skills necessary to identify fertile communication

environment. Students are also taught to recognize different patterns of language development.

According to the Basic Course for Police Officers Trainee Manual (NJDCJ, 2006), pre-service police candidates are taught the basic problems of oral communication between the police community and the public. These candidates are taught various essentials regarding sound and responsible communication when dealing with citizens. Additionally, the importance of verbal and non-verbal communications in a community-oriented approach to policing is highlighted. Recruits engage in person-to-person communication and confrontations, attempting to respond in a professional and respectful manner while producing a positive community attitude toward the police. During this training, it is necessary that police candidates communicate orally in a clear, calm and confident manner. Provided with simulated stressful situations of interaction with the public, recruits must communicate appropriately and effectively with individuals who are hostile, angry, hysterical and scared. In addition, the trainees are taught the steps needed to prepare for an interview and recognize and identify the important techniques and steps needed to successfully conduct an interview or interrogation. The trainees are also taught to recognize verbal and non-verbal behaviors that can be utilized during an interview or interrogation process.

Community Relations Training

In an academic environment, pre-service teacher candidates are introduced to a variety of courses that prepare them to work in collaboration with the general public for better and safer schools. *Schools and the Community* focuses on the multifaceted interrelationship between schools and communities in a diverse and culturally rich world.

Students are taught the various norms, values, beliefs and attitudes shared by various groups in society. Through reflection and ethnographic study, students develop an understanding of their own socialization and how it may have impacted their own educational experiences. Students pursue action research, professional partnerships and parent community involvement projects that meet the needs of all students.

According to the Basic Course for Police Officers Trainee Manual (NJDCJ, 2006), pre-service police candidates are taught a variety of principles and techniques that promote positive police-community relations. Community expectations and attitudes toward the police are discussed in great detail. The police recruits are introduced to the basic concepts of police-community relation approaches when dealing with various community problems. The police candidates identify organizations, community groups, community programs and governmental bodies within their jurisdiction. Trainees are encouraged to participate in volunteer activities on the community level during their off duty time. Recruits are informed of the key partners in developing effective community partnerships such as the police, community members, elected officials, the business community, community agencies and the media.

Pre-service candidates are also taught the basic concepts of community crime prevention and the role police officers play in crime prevention activities. Police candidates are made aware of the benefits derived from effective crime prevention techniques. The recruits identify crime prevention programs in their agency's jurisdiction and are taught pro-active crime prevention activities associated with the patrol function. The trainees are introduced to various dangers faced by juveniles and how to address those safety issues. Police candidates are taught the behavioral characteristics of

adolescents and common problems they experience. This area of training teaches the police candidate numerous ways to work with juveniles to improve police-youth relations and prevent delinquent behaviors.

Conflict Resolution Training

In an academic environment, pre-service teacher candidates are introduced to a variety of courses that prepare them to utilize effective classroom management practices. With the addition of students with special needs included into the general education environment under the Individual with Disabilities Education Act (IDEA), it is imperative that novice teachers are prepared to meet this challenge. For example, the course *Classroom Management* focuses on creating learning environments that promote learning, safety and positive social interaction. Methods to manage various student behaviors are taught. Teacher candidates pro-actively and constructively address behavioral problems and challenges in present day classrooms. Emphasis is placed on developing effective classroom management practices that create positive communication and collaboration among students. Individual intervention techniques regarding serious disruptive behaviors are addressed. Additionally, strategies to promote self-management in educational settings are examined.

The course *Behavior Disorders* provides an overview of the emotional and behavioral characteristics of children identified as possessing behavior disorders. Emphasis is placed on the theories of causation, evaluation and developing individual behavioral management programs for these children. Teacher candidates are taught various management assessment tools and placements regarding those children

experiencing behavioral challenges. Non-violent crisis intervention programs and assisting students to control their anger and emotions are addressed.

Pre-service police candidates are taught the role of the police officer during crisis intervention and the benefit of quickly and effectively resolving any crisis in a professional manner. Trainees are tested on the required steps needed to resolve a conflict. This includes determining the problem, ensuring safety, providing support, examining alternatives, making plans and receiving a commitment. The recruits are taught methods of the mediation process and the role of the police officer in that process. This includes dealing with the problem and not personalities, focusing on mutual interests and not positions, focusing on the future and not the past, criticizing the problem and not people, and developing options for mutual gain. In addition, the trainees are taught the potential hazards to the officer during crisis intervention and effective intervention techniques with relation to communication skills, initial contact, restoration of calm, fact-finding, and courses of action.

Individuals with mental illnesses have become a functional part of our society. Due to this increase, the law enforcement community has experienced an increase in the number of calls involving a person in crisis. Therefore, pre-service police candidates are trained and educated on the responsibility of the police officer when confronted with individuals who possess special needs. They are trained to identifying a variety of behaviors associated with these types of individuals and the de-escalating techniques that allow officers to better control a situation with a person in crisis without the use of force. Instructors teach the trainees various symptoms associated with anxiety disorders, mood disorders, personality disorders, and psychotic disorders. The recruits are taught

strategies to use when handling an encounter with an emotionally distressed person.

These strategies include being alert at all times, avoid excitement, ignore verbal abuse, utilize physical restraint sparingly, and always maintain professionalism. In addition, the police candidates must identify several community agencies in their jurisdiction that serves individuals with special needs and describe the type of services provided to them.

Role-playing is very critical during this type of training. Given various simulated situations, the recruits must safely and properly deal with an agitated individual who is emotionally distressed, demonstrate appropriate restraint of these individuals, and identify the circumstances under which restraint is necessary. Trainees are taught effective methods for dealing with an individual with mental retardation or a developmental disability, and a person attempting suicide.

In addition to handling individuals with special needs, per-service police candidates are educated on the various offenses covered under the Prevention of Domestic Violence Act as defined in *N.J.S.A. 2C:25-17 et seq.* Recruits are taught an officer's basic responsibilities at a domestic violence dispute. This includes keeping the peace, providing safety to individuals and property, determining if a crime has been committed, taking appropriate action to resolve the problem, and referring victims to appropriate agencies. Trainees are taught to separate the parties at a domestic violence disturbance and the reasons for interviewing each person individually. Provided with simulated situations, the recruits must determine whether or not an act of domestic violence occurred, identify the circumstances when an arrest is mandatory, and state all of the rights of the domestic violence victim. Given additional role-playing situations, trainees must handle a domestic violence situation in a safe and effective manner,

complete all required domestic violence reports, and maintain positive community relations consistent with New Jersey laws.

Cultural Diversity Training

As the demographics of today's communities rapidly change, cultural awareness issues and concerns are becoming more complex in our society. The cultural shifts that communities are experiencing must reflect the necessity of cultural sensitivity and responsiveness among the teaching and law enforcement profession. Pre-service teacher candidates are introduced to a variety of courses that prepare them to develop the necessary pedagogical knowledge and skills required to become an effective and culturally responsive educator. For example, *Exploring Multicultural Classrooms* introduces students to teaching in multicultural, inclusive urban and suburban school environments during classroom observations. Students are taught the issues of diversity in their communities and the unity and diversity of people in society. Democratic values, interactions and societal responsibilities are discussed in great detail. During this time, students develop their initial philosophy of education and begin their professional portfolios.

In the course, *Literacy and Learning for all Students*, teacher candidates are introduced to a comprehensive overview of major and instructional approaches related to the understanding of language and literacy development in inclusive classrooms. Students develop the skills to plan, assess and provide instruction in speaking, reading, and writing for all learners. Students must apply theories to classroom practice in their field experiences and examine and reflect on ways in which teachers can provide these experiences to promote literacy development of diverse children. Students address the NJ

Core Curriculum Content Standards to meet the needs of learners from diverse social classes, gender, race, ethnicity, language, and special needs. Special attention is given to integrating classroom materials that reflect a multicultural perspective and focus.

Pre-service police candidates are introduced to numerous factors that constitute a culture and taught principles and techniques that promote positive police-community relations. Trainees must identify a variety of minority subcultures and ethnic groups that are located in their particular jurisdiction. Police candidates are taught ways to bridge cultural barriers within their community, and must demonstrate knowledge of basic oral communication and key law enforcement phrases in the native language of ethnic groups that reside in their jurisdiction. Given a variety of role-playing and simulated situations, recruits must demonstrate appropriate police behavior that fosters effective minority community relations.

In-Service Training

The researcher will now compare in-service teacher training to in-service police training in relation to the five categories associated with the research questions: career development training, communication skills training, community relations training, conflict resolution training, and cultural diversity training. Professional development or staff development describes numerous opportunities to continually learn and improve the knowledge and skills of any professional. However, the lack of appropriate teacher professional development training is usually noted as the greatest need facing education today (Stager, 2001). Therefore, school districts across the country must strive to find innovative ways to meet the needs of their faculty and staff through high quality professional development opportunities.

Professional educators as well as law enforcement personnel must be dedicated to a continuous and sustained plan of in-service training that extends through the life of their own professional careers. Personnel in both professions need to be life-long learning willing to refine their skills, develop new methods and techniques, and incorporate this new knowledge into practice. Professional development seminars must complement both the needs of the professional and the goals and objectives of their organization. Additionally, professional development activities must engage professionals in a collaborative dialogue that expands their knowledge and skills needed to grow as individuals and better assist their community members.

Effective professional development for teachers must connect what teachers learn with the duties they perform in the classroom. It must provide direct relevance to teachers' classroom practices and continuous opportunities for reflection and growth (Drake, Fuson, & Sherin, 2002). According to Administrative Code *N.J.A.C. 6:11-13*, all active teaching staff members employed as of September 2000 shall be required to complete 100 training hours of State-approved continuing professional development and / or in-service training every five years (NJDOE, 2001). The content of professional development shall be specified in each teacher's Professional Improvement Plan (PIP), which meets common state standards for professional development established by the Commissioner of Education. The Professional Improvement Plan must be developed in accordance with Administrative Code *N.J.A.C. 6:3-4.1-3* to meet the needs of individual teachers in the context of their specific job assignments. The required hours of professional development or in-service training may be fulfilled through numerous State-approved programs recommended by the Professional Teaching Standards Board and

approved by the Commissioner of Education. This training may be available through the following: formal courses and conferences sponsored by colleges or universities, district boards of education, professional associations, in-service programs approved by the County Professional Development Board, or other organizations approved by the Commissioner of Education. Numerous standards set forth by the New Jersey Professional Teaching Standards Board provide guidance for the successful achievement of the professional development requirements. Professional development teacher standards encompass a broad range of pedagogical skills, techniques and knowledge that should be incorporated into every plan. However, not every standard needs to be addressed by every plan. Staff members have the option to choose which standards suit their unique needs and instructional goals and objectives.

County colleges in New Jersey offer school districts throughout the state high quality and professional development training through workshops, conferences, seminars, and joint faculty collaborations. During training, teachers, administrators, researchers, and students meet to learn, collaborate, support, and educate each other. These workshops enhance knowledge of subject content, support faculty development within the context of meeting the needs of diverse student populations, foster confidence in educators' ability to achieve success, and encourage creativity and innovation. Various professional development workshops provided by a NJ county college were attended by the researcher and are discussed in this chapter.

Professional development training for law enforcement assists officers in performing their duties more efficiently, effectively and safely toward the public. According to the New Jersey Division of Criminal Justice (NJDCJ) (2000), numerous in-

service training are mandated by the Attorney General, county prosecutor, or through various state and federal statutes or rules. These mandatory in-service training programs include firearms re-qualification, use of force policy, vehicular pursuit policy, and domestic violence. Additionally, there are mandatory in-service training programs for police officers due to their particular duty assignment such as breathalyzer re-certification, Emergency Medical Technician (EMT) re-certification, and K-9 in-service training. On the other hand, there are countless numbers of voluntary in-service training programs and courses available for police officers that provide advanced and specialized training to accommodate and maintain the training needs of the law enforcement community. These programs are designed to update police personnel on the latest enforcement trends, police procedures, equipment, and laws. Also, these in-service programs are designed to insure greater public safety that will significantly impact society. These voluntary programs are available through county and state police academies, federal law enforcement agencies, and private associations. Numerous in-service training programs provided by police academies and police associations are discussed in this chapter.

Career Development Training

Teacher professional development programs offer various courses that teach participants techniques that can be utilized to sustain a long and healthy career in the teaching profession. For example, in *Beyond Disciplining*, teachers are trained to be free from the burden of being the disciplinarian in class. This course offers a different concept of classroom management. Students will learn how to be self-disciplined and responsible

for their own behavior. This can be accomplished by utilizing an intrinsic motivational technique such as self-monitoring.

In developing this program, teachers need to discuss what the students feel make an ideal classroom. Students need to respond on the board for all to observe. Additionally, teacher's expectations need to be included. Once a list is agreed upon, it can then be written into a classroom contract. At this point, the self-monitoring behavior system needs to be discussed thoroughly. Students need to be informed that this program is only between the teacher and the students. Parents will not be notified of self-assessment evaluations. During the development phase, teachers need to find out what students perceive as appropriate behavior, fair behavior and inappropriate behavior. This is the backbone of the self-assessment evaluations.

A typical self-assessment sheet will consist of the student's name, date, and every period of the day. The student will then circle their respected behavior for each period. The students must be honest and accurate in monitoring their own behavior. At the end of each day, the instructor will check every self-assessment, compliment appropriate behavior, and compliment an honest assessment. This technique will make students aware and try to improve their behavior. Educators need to be patient and aware that this is not a miracle cure. This program may take 4-6 weeks to observe any changes in student behavior. It is important that students are made aware that this self-assessment is not meant to be a program that is monitored for the entire year and should slowly be eliminated as the year progresses. Teachers can gradually exempt successful students from the program and provide them with a graduation gift. Ultimately, students will take pride in their own behavior and become role models for others to follow. This character

education technique can help build the next generation of both good followers and strong leaders.

The Division of Youth and Family Services (DYFS) under the direction of the Department of Children and Families (DCF) provides in-service training to public school employees throughout the state of New Jersey. This professional development seminar teaches educators what to report, how to report, and where to report child abuse in New Jersey. Educators are informed to report any form of physical abuse, physical neglect, sexual abuse, or emotional maltreatment. One does not need proof in reporting child abuse. Additionally, reporting child abuse can be made anonymously to DYFS. Participants are informed that any person having reasonable cause to believe that a child has been abused or neglected needs to report this incident immediately to DYFS. Also, any person making a report in “good faith” of child abuse shall be granted immunity from any civil or criminal liability. Finally, in New Jersey, everyone has a legal responsibility to report child abuse and any person who knowingly fails to report child abuse is considered a disorderly person (NJDCF, 2006).

Various police in-service programs offer participants training that can enhance their quality of work, find solutions to current problems, and create and maintain a value-based police agency that represents the ethical and core-values of society. The course, *Police Leadership and Supervision*, covers the terms role model and mentor and the various goals of mentoring. Personnel are informed of the importance of time management skills and are taught how to develop and utilize a personal journal to their advantage. Participants discuss and examine the fundamental responsibilities of being the

first person at a critical incident scene, solutions to better coordinate their initial response, and managing and negotiating critical incidents.

In the course, *Law Enforcement Management*, participants are taught to effectively apply transformational and motivational leadership skills, performance based planning, and management strategies during role-playing. Participants demonstrate strategies that reflect efficiency, timeliness, team building and critical thinking in the decision making process. Also, participants are taught to recognize, analyze and manage risk environments. Participant's knowledge emerges within the context of group exercises and activities intended to develop real-life problem solving scenarios.

The *Value-Centered Leadership* workshop on ethics, values, and integrity discusses ethical issues within a police agency and its communication and interaction with the community. This workshop discusses the importance of agency integrity and the values and ethical standards critical to the success of community policing. Participants discuss the growth of law enforcement, strategies for integrating a code of ethics in training programs, and the implications of ethics and values in discretionary decision-making on all levels.

Communication Skills Training

Public school faculty members have the option to choose which in-service training meets their unique needs and instructional goals. Some courses offered teach participants how to communicate effectively with students and parents. For example, the course *Alternatives to Yelling (K-12)* covers communication methods one can utilize that are not harsh. Educators are taught to work with the students and parent in an effective

and efficient way. This course teaches educators to organize and structure their classrooms conducive to a comfortable learning environment.

Change must be based on broadly shared beliefs and philosophies. Yelling and shouting at students are an ineffective way to conduct oneself in the classroom. This technique is a sure way to alienate students and lose respect as an educator. Therefore, this course teaches educators to work collaboratively with their students in developing four or five classroom rules that all can take ownership for. The rules must be age appropriate and should be placed around the room for all students to observe. This sets the tone that fosters the sharing of attitudes, beliefs, and expectations for all. Teachers need to make all students aware of the consequences for their actions when breaking the classroom rules. Most important, these consequences need to be valued by the students, be age appropriate, and be consistently enforced or they won't be effective.

During classroom instruction, educators should communicate in an empathetic manner by teaching lesson plans in various ways for all students to understand. Teachers need to communicate their schedule with their students so that contact can be made for extra assistance during free periods. The grading system should always be communicated with both the students and parents. Educators should always be firm but fair and reasonable with their grades. This procedure can avoid any surprises at the end of each marking period. Also, educators must have constant communication with parents. It is very beneficial to have parents on your side. Phone calls are the best contact. Never call angry or upset. Always start the conversation on a positive note. Communication via e-mail is another effective way to correspond with parents.

The *Interview and Interrogation* course introduces the participants to the mechanics and techniques of effective interviewing and interrogating. Participants are taught to analyze a suspect's words and methods of communication to detect deception in statements. Also, participants are taught to analyze the language, style of grammar, expressions, and terminology used by a person in their statement and detect changes in their writing style across a written document. Participants are taught the necessary preparation for a successful interrogation such as ascertaining background information on the suspect. This information can establish motive and help structure effective questions for an interrogation designed to elicit the facts and obtain a confession. Also, participants are educated on observing sudden changes in posture and body language during an interview or interrogation to detect deception. When in contact with juveniles, participants are informed that most children will respond readily to a person who shows an interest in their hobbies, abilities, and ambitions. Therefore, being a good listener is an important technique of an interview. Instructional methods utilized in this course are lectures, case law, case studies such as the Megan Kanka case overview, practical exercises and role-playing.

The *Instructor Training* course teaches participants the appropriate characteristics and qualities of an effective instructor and the various components of lesson plans and performance objectives. Participants must utilize anticipatory sets, visual aids and graphic organizers during various presentations. Participants must identify the areas in Bloom's Taxonomy of the Cognitive Domain and evaluate the principles of speech delivery and vocal elements. This course discusses the need for effective use of non-verbal communications and gestures, modes of oral presentations, factors that assist an

instructor's credibility, and methods of instruction that promote leadership. Most importantly, the participants must understand the differences between teacher-centered classrooms and student-centered classrooms. Instructional methods utilized in this course are lectures, case studies, practical exercises, and role-playing.

Community Relations Training

The workshop, *Gangs in New Jersey Schools*, educates teachers, administrators and community members on the background of gangs, how to identify specific gangs, and how to deal with this crisis and work cooperatively with law enforcement personnel to eliminate this emergent school problem. Educators are informed that almost all street gangs have several consistent characteristics regardless of their ethnic, cultural or social make-up. Nearly all gangs are involved in drugs and drug distribution. Gangs have a structured hierarchy with identifiable leadership. There is a coordination of personnel and a division of labor. New gang members are constantly being recruited, tested and trained. Therefore, there is a continuity and self-perpetuation of these groups. Finally, these groups are conspiratorial and their primary goal is the accumulation of wealth.

Educators are made aware of the common and identifiable characteristics of gangs. Their manner of dress such as the type of clothing worn can identify a specific gang. Many groups wear specific professional sports team jackets, hats or shirts in their respected gang colors to make their identification more difficult. For example, the Chicago Bulls clothing line represents the "Bloods", the L.A. Raiders represents the "Crips", and the Pittsburgh Penguins represents the "Latin Kings". Language, codes and signals can also identify gangs. Gang members are proud of their gangs and may openly display patches, tattoos or graffiti to signify their affiliation. Also, gang members may

“shoot signs” by making gestures with their hands and fingers that identify their gangs. Gang members possess an antiauthority attitude toward the police and school authorities and they do not care about being expelled. Expulsion is an additional strain on the entire community because this procedure only puts these gang members on the streets creating additional demand on the police and general public. Finally, gang members are usually heavily armed. Therefore, school personnel must be aware of and alert for this precarious problem. It is estimated that more than 200,000 children carry guns to school every day in this country and approximately 2.5 million teenagers carry some kind of weapon to school (Farley, 2006).

In this workshop, the point is stressed that youth gangs are now spreading their violent lifestyle of intimidation, extortion, and illegal trafficking of drugs and weaponry from the inner cities to suburban and rural areas in America. These street gangs pose a greater threat to public safety and security than ever before and our schools have become a prime recruiting ground for them. Therefore, students, parents, educators, law enforcement, the courts, and the local community must provide students with opportunities to resist gang involvement and enforce policies when gang-related violence occurs. The entire school community must establish clear behavioral guidelines that prohibit gang activity at school. A dress code must be implemented that clarify and define acceptable appearance standards. Graffiti removal is an extremely critical component. Graffiti is the first sign that gangs are present in your area. The school community must make every effort to recognize this graffiti, photograph it, quickly remove it, and notify the street gang unit in the area. Finally, providing appropriate support and protection for victims of gang related crimes are essential. Parents and

educators are not alone when dealing with this problem. There are many experts one can consult with throughout the country. Parents and educators must reassert their authority in the home and at their school. They must attempt to remove the negative influences from a child's life and replace them with positive ones.

Intelligence-Led Policing is a management philosophy that has been developed and implemented into police in-service training since the reprehensible terrorist attacks in the United States on September 11, 2001. It became apparent that law enforcement agencies across the country must revolutionize the manner in which they police their communities. Intelligence-Led Policing (ILP) is the process of analyzing and evaluating unprocessed information and data, and transforming this information into intelligence. The keys to more effective policing include better information sharing, coordinating activities, focusing on resources, and communicating more efficiently within a department and with other agencies. This type of policing can prevent and disrupt criminal activities, influence decision-making and create useful intelligence.

Participants are educated on the Intelligence Cycle that consists of five phases: planning and direction, collection, analysis and production, dissemination, and evaluation. This Intelligence Cycle identifies intelligence gaps and formulates questions, researches existing intelligence, collects raw data, and transforms the raw data into intelligence such as reports and briefings. It then properly distributes this information to all relevant parties, integrates this information into the intelligence database for future use, and finally evaluates this intelligence to determine if agencies are meeting the needs of the community. Police intelligence is only useful when it becomes part of a mixture of useable information contained in an intelligence system for crime prevention and

emergency management strategies that supports law enforcement, emergency responders, and the private sector (NJSP, 2006).

The growing senior population in our country has various needs and issues. The course, *Preventing Elderly Victimization* prepares police personnel in handling and addressing the needs of this aging and vulnerable population. It provides background information and teaches participants communication and investigative skills to assist the elderly. Participants are taught to recognize elderly abuse and financial exploitation, and implement crime prevention strategies. This course also helps to coordinate the efforts of civilians and volunteers to protect this population.

Conflict Resolution Training

In the workshop, *Managing the Anger of Others: Effective Prevention and Intervention in the Classroom (K-12)*, teachers are taught techniques to successfully handle student conflicts that strengthen teacher-student ties and stimulate adaptive change. Additionally, the causes of adolescent anger are discussed, as well as the behavioral procedures for managing and defusing emotionally charged situations at school. This course is a safe, non-harmful behavior management system designed to aid education professionals in the management of disruptive and agitated students, even during the most violent of moments.

This course helps educators understand the process of behavior escalation and to recognize when this may happen. Staff members who intervene during a volatile situation must realize that their behavior has a large impact on the individual in crisis. The escalation or defusing of the person's behavior may depend entirely on how that staff member reacts. If a staff member allows himself or herself to become irrational and

unprofessional, he or she will find that de-escalating attempts will be unsuccessful.

Educators are taught to utilize techniques that are effective in reducing the tension of an agitated person and techniques to control their own anxieties with the best possible professional attitude.

Adolescent anger can be caused by numerous factors: being bullied or abused, lack of friendship, academic ability, unhappy with appearance, poor family life, socioeconomic status, or medical conditions to name a few. When confronted with a volatile situation, one must always utilize a calm tone of voice and remain composed at all times. If two individuals are involved in an altercation, always attempt to separate the individuals and call for assistance. Eliminate shouting matches with aggressive students and keep a social distance from them, within 4 to 10 feet away. Then attempt to establish a connection with the student.

This workshop informs educators to always observe eye contact, facial expressions, body language, and various gestures used in communication. When communicating with voice, one should change the tempo and tone of voice as needed for each situation. One may need to pause and utilize silence and should never match anger, but match warm voices. There are many persuasive words to use with students such as we, us, together and you and I. The most powerful words are the student's name, please and thank you. Educators should always present a win/win situation by gathering information, looking for alternatives, dialogue openly, and welcome disagreement.

Educators are informed of the various student profiles in the classroom: dominant leaders, dominant aggressive, dominated leaders, dominated aggressive, dominated frightened and isolated children. Educators are provided strategies for creating an angry-

safe classroom. These strategies are as follows: give out unsolicited praise and positive reinforcement, demonstrate integrity by keeping promises you make, take role modeling seriously, accept feedback, suggestions and input, and laugh and be human. Educators are made aware of the three types of anger/interventions: explosive, passive, and implosive. Also, educators are informed of the five stages of a crisis: triggering stage, building stage, blow-up stage, recovery stage, and depression stage. In conclusion, this workshop is designed to help the educational staff provide the best possible care for out-of-control students during their most violent moments.

Cyber-bullying is another conflict resolution workshop developed for professional educators. This workshop covers a new type of emotional abuse called cyber -bullying. This on-line cruelty has been on the rise ever since the development of the Internet, instant messaging, and e-mails. Bullies can now utilize communication tools to antagonize and intimidate their victims without ever facing them.

This course teaches parents, teachers, administrators and students how to plan and implement an anti-bullying program to eliminate this emergent problem at school. A strong disciplinary code prohibiting bullying in all forms must be developed. Also, schools must develop a climate that respects all students. Social skills training, peer leadership, and education on feelings must be incorporated into the curriculum. This program must establish a referral system to help those students being bullied. All educational staff must increase supervision during unstructured time and computer time. Also, this program must reach out to the parents for assistance. Parents need to watch out for signs of distress in their child, encourage their child to report any issues of bullying to the school authorities, take an active interest in their child's social life and Internet

friends, monitor on-line computer usage, and consider using filtering or monitoring software for the computer. Most importantly, all students must be introduced to the term bystander and asked to choose which definition meets their actions. Bystander 1 does anything to please a bully so they are not bullied themselves. Bystander 2 does nothing at all and remains silent. Bystander 3 is the hand of friendship after the bullying is finished. Bystander 4 is the rescuer and intervenes during a bullying episode. Schools must develop and train a vanguard of students who are willing to be a bystander 4 and willing to stand up for other abused classmates.

The School Safety and Security Seminar is designed for law enforcement personnel, school safety officers, school administrators, faculty, staff, parents, community leaders, and board of education members. Participants are informed of the national pandemic that exists in our country: school violence. Schools are considered “soft targets” for violence. School personnel along with law enforcement must create a culture of preparedness and address these problems with a sense of urgency. Schools should have a strong academic focus, foster positive relationships between school staff and students, and support meaningful parental and community involvement.

Participants are informed that incidents of school violence are rarely impulsive. School attackers usually inform a classmate of their plan. However, students who knew of planned attacks rarely told the authorities. School communities must make schools non-penetrable for acts of violence. This can be accomplished by introducing character education into the school curriculum. Character education is a learning process that enables students to care about and act on core ethical values such as respect, citizenship

and responsibility. Students need to take ownership for disruptive issues within their school and inform adults about premeditated acts of violence.

Finally, participants are advised to develop and implement crisis management programs that include emergency response plans, lockdown procedures, evaluation plans and shelters, and full-scale emergency exercises. Additionally, school resource officers are a dynamic compliment to school safety programs and need to play a large role in bridging the gap between the youth of the community and the police department. Collaboration among community members, strong leadership and vigilance must exist to succeed with these school safety initiatives.

Crisis Negotiations cover policies, procedures, guidelines, and an overview of the psychological aspects of crisis negotiations. Participants are trained to utilize verbal tactics to command, control and resolve crisis situations and interact with tactical teams. Participants are taught the skills needed to resolve a barricaded subject, hostage situation, or a possible suicide with positive outcomes and in an efficient manner. Communication role-playing scenarios are utilized throughout this course.

Cultural Diversity Training

Respecting Multiculturalism is a workshop designed to introduce teachers to a variety of lessons focused on building self-respect and respect for a diverse society. It provides teachers with the resources to enable students to explore myths, rumors and beliefs that create a climate that ignites bias crimes. Lessons include material from both non-fiction and fiction books and videos. The lessons address the issues of racism, anti-Semitism, sexism, ethnocentrism, socio-economic classism, and prejudice against a persons physically appearance or disabilities. Participants are taught the effects of bullies,

the pain of victims, the influence of bystanders, and the courage of those who become leaders and rescuers. The goal of this program is for students to learn to work together and respect the differences and strengths of others.

Differentiated Instruction is another professional development course offered to teachers. This course teaches participants how to incorporate learning styles and student interests within the curriculum. Participants are provided strategies and tools that enable them to develop and facilitate instruction to meet the needs of their students' learning differences. Participants are guided in developing their classrooms to meet the academic and diverse needs of their students.

Communities are constantly changing and law enforcement personnel must be culturally sensitive and responsive to their diverse community populations. It is essential to select ways to communicate that recognize racial and ethnic culture. Therefore, *Advanced Cultural Diversity* in-service training emphasizes guidelines for achieving communication free of racial and ethnic bias and guidelines when confronted with issues of diversity and equality in the community. Participants are taught numerous ways to help eliminate prejudice and discrimination and complete non-verbal communication exercises for effective problem solving.

Participants are taught significant multicultural concepts and definitions that build respect for cultural differences and appreciation for cultural similarities. Participants develop the skills to bridge cultural barriers and increase the ability to communicate cross culturally. Also, participants learn to listen effectively, resist judgmental reactions, seek feedback, cultivate self-awareness and build trust and rapport with their community.

The law enforcement community must provide an environment in which the needs of all individuals and families are met through effective community relations. However, this task cannot be achieved if a language barrier exists between police officers and community members. Therefore, *Spanish for Law Enforcement* has been developed to assist police officers with the education and skills needed to communicate effectively with Spanish speaking citizens. It is also intended to provide protection to police officers when confronted with Spanish speaking criminal.

Participants are taught the fundamentals of police Spanish such as greetings, personal exchanges, and self-identification words and phrases. Along with these fundamentals, police officers are taught the alphabet, numbers, months, days, and colors in Spanish. Participants are taught Spanish terms, key words and phrases that assist with motorist aids, motor vehicle stops, motor vehicle accidents, and medical emergencies. Also, participants are introduced to common help terms, personal relationships and Spanish customs.

Participants are taught specific police commands in Spanish when arresting a Spanish-speaking individual. These commands include typical booking questions and the Miranda warnings. Different cultures utilize different slang terms with various meanings. Therefore, police officers are taught “red flag” slang words, phrases, and drug terms for their safety. Also, participants are taught the names of various weapons in Spanish that can be found at a criminal investigation scene. Police officers are educated on drug cartels, money laundering, drug trafficking and strategies to eradicate these problems. This course includes practical exercises and role-playing in which participants must communicate solely in Spanish.

Relevant Research and Literature

Teaching should be described as a craft or applied science (Tom, 1984). Effective educators utilize various teaching methods and recognize that each student has special talents and abilities that can be addressed during instruction. Effective teachers possess the skills to recognize and respond to the diverse abilities and needs of their students. Recognizing the need to teach lessons in numerous ways can be drawn to research by Howard Gardner regarding multiple intelligences. According to Gardner (1999), a set of eight competencies encompass the realm of the human cognition. Each individual possesses varying degrees of these intelligences, which are interwoven within them. It is the teacher's responsibility to skillfully develop lessons to meet the individual differences of their students. Classrooms will then become thriving learning environment.

The purpose of learning is for an individual to construct his or her own meaning, not just memorize the "right" answers and regurgitate someone else's meaning. Learning activities should be centered around the interests and needs of the child, designed to motivate and interest the child in the learning process. Learning through problem solving should take precedence over the teaching of subject matter. The teacher's role is not to direct but to advise. Cooperation between students should be encouraged over competition (Dewey, 1963). In addition, learning activities should encourage students to construct their own meaning based on current and past learning knowledge and experiences. It is the process of adjusting our mental models to accommodate new experiences. Teacher and student interaction should center on assisting students in their personal learning journeys. Additionally, teachers should not simply impose discipline on their students but should demonstrate the value of discipline (Kneller, 1971).

Educational theorist Jean Piaget (1981) found that quality learning takes place when children are actively involved in their own learning process. Through exploration and discovery, children turned their experiences into learning patterns that provided foundations for further explorations and subsequent learning. Piaget found children's cognitive skills, or the way they process information, were enhanced through physical experiences and perceptions. He believed in active learning environments in which children could discover, absorb, and build on new experiences and information.

Career Development Training

There has been an enormous effort to implement character education into our schools and districts. Character education is a learning process designed for students and adults in a school community to care about and act on core ethical values such as citizenship, kindness, and respect for others. Student leadership and involvement are essential for this program to become successful (USDE, 2006a). Not only can character education promote strong character and citizenship among our nation's youth, it can also serve another purpose: alleviate the racial achievement gap (Kersten, 2007). The racial achievement gap is a national problem that has been given much attention without consistent results. However, the Knowledge is Power Program (KIPP), has showed significant improvements in test scores of minority and low socio-economic families in Houston's SHINE Preparatory School. The critical component in students increased achievement scores is due to the implementation of character education into their curriculum. KIPP teaches skills and habits such as self-control, punctuality, patience and diligence. Instruction in conduct and attitudes becomes part of their school culture. KIPP

also utilizes a system called SLANT, which instructs students to sit up straight, listen attentively, ask questions, and track the instructor with their eyes.

According to Stinchcomb (2004), work stress is more likely to affect those individuals involved in the helping professions because of the nature of the work and stress itself. The less control one has over a situation, the more stress he or she will experience. Police officers are constantly working in an uncontrolled environment where stress is experienced everyday. They cannot control traumatic events that they may encounter while working on-the-job. Other than employee assistance programs, the most common method for addressing stress in law enforcement today is the individual coping model. Officers are trained to recognize stress and then to develop individual coping strategies for dealing with it ("On-the-job stress", 2000). These coping techniques include physical exercise, nutritional improvement, hobbies, and relaxation techniques. Regardless of this on-the-job stress, most police officers tolerate this stress and remain in their position for an extended period of time until they retire. According to the Police and Fireman's Retirement System of New Jersey annual report (2004) of the actuary, the average years of service for a New Jersey Police Officer accounts to 27 years and 19 years for special and service retirement respectively.

Teachers also experience job-related stress as a helping professional. Developing lesson plans, grading assignments, preparing students for mandatory state exams, controlling disruptive students, and communicating with parents can contribute to their on-the-job stress. In order to combat this stress, teachers are advised to track their personal tasks in an organizer, establish efficient classroom rules, utilize time wisely, and seek out peer assistance for handling troublemaking students (Wilkins, 2005). However,

the average career of an urban distinct teacher is between 3 and 5 years, and in every five-year period approximately one-half of the urban teaching staff leaves the profession (Matus, 1999). This shortage is a result of positions being filled with unqualified applicants who cannot cope with stress related problems such as school violence issues.

Communication Skills Training

The helping professions have a powerful obligation to educate children. Both teachers and law enforcement personnel are aware of the challenges children face in society and must help them meet those challenges through education and public service. However, students do not develop into educated and competent members of society by learning academic skills alone. Effective teachers have always incorporated life skills into their pedagogy (Kay & Houlihan, 2006). Students need to be able to negotiate and solve problems, express themselves in a constructive way, be open-minded, and get along with others (Comer, 2006). According to Garrett (2006), appropriate social skills training is one of the most critical elements in becoming a well-rounded and competent individual capable of becoming a full participant in our democratic society. These skills can help improve and enhance the conditions in the lives of our children.

According to Widmeyer (2006), most administrators and teachers have little or no communication training, and schools of education don't provide many courses in public relations. However, professional educators need to demonstrate the flexibility and possess the communication skills to deviate from a lesson plan to address a "teachable moment" or an inquiring mind (Heckendorn, 2006). Teachers need to take risks and teach lessons in a different ways that their students can relate to in their lives. By possessing this flexibility, teachers can present themselves as responsible, approachable, and caring

professionals willing to ignite their students' interest with a fresh approach. Additionally, educators need to hold the Socratic Method as the best kind of teaching in having their students find the path to higher knowledge than producing a correct response on a standardized test (Mathews, 2006). Ultimately, this constructive approach can inspire students to converse and think from a different point of view or perspective.

Skilled teachers in diverse classrooms should know how to create vibrant discussions utilizing various frames of reference and encourage all students to communicate and be critical thinkers about their own ideas. At New Trier High School in Winnetka, Illinois, senior students are utilized as a valuable source of leadership by enhancing teacher instruction. The New Trier's Senior Instructional Leadership Corps (SILC) placed high profile and qualified seniors into a partnership assisting classroom teachers with instruction. New Trier High School faculty feels that these seniors have taken a leadership role involving numerous extra curricular activities throughout their high school years. This program provides senior with the opportunity to build on their communication skills and extends their leadership and talents into the classroom and curriculum delivery. This is an entirely new arena for these seniors. A program such as this can enhance the culture and climate of their school (Dreis & Rehage, 2006).

Many schools are now utilizing teachers as advisors and mentors. Teacher as adviser is a particular strategy that creates a safe and supportive classroom to help build pro-social bonds with students (Barker, Basile, & Olson, 2005). This system builds on the one-on-one bond between teacher and students. Students will begin to understand how to solve problems and deal with interpersonal relationships, develop skills in communicating effectively, negotiating conflict, participate in cooperative problem

solving, and promote positive school relations. The advisors need to utilize a holistic approach by having students personally develop a strong sense of self, think and apply knowledge to real life situations, and socially create and maintain healthy relationships by taking responsibilities for their actions.

The Institute for Student Achievement, a New York based nonprofit organization, created an advisory system that has been incorporated by a Bronx Lab School in New York City. This advisory system model trains teachers to be mentors, counselors, and friends to a group of advisees (Gewertz, 2007). These advisors not only support students with academics problems, but also support students with personal issues. The advisors must be able to mesh intellectual and emotional issues, possess solid interpersonal skills, and be willing and able to develop a strong bond with their students. Each advisory group consists of approximately 12 students who remain together until graduation. Since 2004, students attending the Bronx Lab School achieved a higher passing rate on Regents Exams, had a higher attendance record, had a higher promotional rate, accumulated more credits, and had a lower suspension rate than those students in other New York City schools.

The state of Georgia implemented a program designed to provide every high school students a full-time staff member dedicated to dropout prevention. The goal of this program is to increase the state's graduation rate. These "graduation coaches" motivate, guide, and devise alternative plans for helping students to graduate. Since its inception, the state's graduation rate has climbed from 63.6 percent in the 2003-04 school year to 70.8 percent in 2005-06 (Jacobson, 2006).

Both law enforcement personnel and professional educators need to possess the principles of empathetic communication. According to Covey (1989), the most important principle to effective interpersonal communication is this: Seek first to understand, then to be understood. Many people do not listen with the intent to understand. However, it is imperative that public servants such as police officers and teachers become empathetic listeners. This is a mark of a true professional. Once this occurs, needs can be properly addressed and relationships can become empowering and synergizing.

Community Relations Training

Community policing has become the new paradigm for the profession. Community policing has now become so popular that thousands of law enforcement agencies in the United States practice it in some form (Ellison, 2006). Collaboration is the main ingredient for successful community policing efforts. This program involves the ability of the law enforcement to work cooperatively with a wide variety of resources in the community to diminish the causes of crime-related problems. Under various school community initiatives, police officers are now being deployed to high crime ridden schools for protection (Gootman, 2004).

According to Cooperman (2007), New Jersey urban schools must improve from within. Schools rarely make a connection between what they are doing in school and what they want to do after graduation. Students need to be aware of certain job skills and knowledge that are required of them upon graduation from school. Schools need to make this connection and prepare students with the necessary skills to succeed. Therefore, many schools have implemented programs that connect student learning with real-world experiences.

First, The Law & International Studies Academy (LISA) implemented by Barringer High School in Newark, New Jersey familiarizes students with the role of law and public safety in the United States and provides them with various career opportunities from local, county, state, and federal professional agencies. Students are prepared to excel in this highly competitive workforce (LISA, 2006). The academy is a totally interactive program designed for work-oriented, hands-on instruction. The curriculum includes real-life work experience in a modern and highly technical academic environment. Instructors are either currently working or retired from their field of expertise. The academy prepares students for a career as a police officer (local, county, state), secret service agent, security officer, state corrections officer, U.S. Marshall, boarder patrol officer, firefighter, first responder, lawyer, paralegal, or paramedic.

Second, Talbot Hill Elementary School in Renton, Washington follows the MicroSociety Model developed by George Richmond. The MicroSociety Model makes learning more relevant and engaging by connecting schoolwork with the outside world. This program functions by enabling students to learn utilizing hands-on-activities, providing real world experiences to classroom curriculum, providing citizenship responsibilities, and most importantly connecting community partners as contributors to the program. The main focus is to empower students and encourage leadership on all levels (Dunton, 2006).

Third, New Jersey business leaders and educators have teamed up and developed a significant business-education partnership (Gewertz, 2006). This program is designed to prepare high school students with the crucial skills necessary for employment. These skills include computer proficiency, critical thinking and a strong work ethic. The

LearDoEarn web-based program has increased enrollment in mathematics, economic, and science courses in New Jersey pilot schools for the past several years. The goal of this program is for students to make the connection between school and work and utilize these skills toward future employment opportunities.

School Resource Officer (SRO) Programs have been in schools since the 1960's, and have developed into effective school safety programs (Trump, 2006). School Resource Officers utilize the "Triad Model" which prevents far more incidents from occurring than they have made actual arrests. This Triad Model consists of law enforcement, student counseling, and law related education. The relationships between School Resource Officers and students should be viewed as a proactive and preventative approach to fighting school related problems.

According to the New Jersey Guide to Establishing a Safe Schools Resource Officer Program in Your Community (NJDOE, 1998), there are various advantages designed to assist schools and communities in reducing juvenile delinquency. These advantages are developing positive school relationships, handling minor offenses informally, improve understanding of the legal system, crime prevention, school building protection and emergency planning. This collaborative approach between law enforcement and schools focuses on education, prevention, communication and information sharing.

Schools should have an emergency response plan that devotes more resources to physical security and threat assessment. Law enforcement can prevent events of violence by offering schools specialized enforcement expertise. In 2005, the New Jersey Government implemented a new "safe schools" initiative, which includes comprehensive

security assessment of all schools, police inspections at school construction sites, guidelines for daily school security procedures, and emergency response plans (Carroll, 2005). Along with building ties with the school community and police department, SRO's will now be building ties among local schools, county prosecutors' offices and first responders, helping to create a comprehensive plan in case of a terrorist attack.

Another community based program includes the Community Outreach through Police in Schools. This is a school-based intervention and prevention program that brings together community police officers and child clinicians as group co-leaders. It conducts weekly sessions for middle school students who are at risk for being exposed to violence in the community (U.S. Department of Justice, 2003).

Police departments throughout the country are providing gang-education workshops to public school teachers. The workshop informs school staff about the gang culture and why students join gangs in their communities (Steindorf, 2002). They are made aware of gang graffiti and clothing attire, which needs to immediately be brought to their community law enforcement agency. Teachers are also provided with a first hand glimpse at weapons seized at schools. Instructors also bring in former gang members to share their stories about a history of violence. Teachers are informed that alternatives should be provided to the students, such as after-school programs. Teachers are the first line of defense in making our schools non-penetrable for gang recruitment and violence. Participants are informed that incidents of school violence are rarely impulsive and most school shooting are preventable. School attackers usually inform a classmate of their plan. However, students who knew of planned attacks rarely told the authorities.

School officials have a legal obligation regarding the reporting of suspected criminal activity (McKeever, 2006). They must work cooperatively with their local police departments in appropriately handling these school related issues. A report should always be completed even if doubt exists about suspected criminal conduct. Reporting should include child abuse, sex crimes, drugs, bias crimes, and firearms.

School officials have a legal duty to report child abuse if there is reasonable cause to believe a child has been victimized. An individual who neglects to report child abuse is subject to being charged with a disorderly offense. School officials have a legal obligation to immediately to notify law enforcement when they have reason to believe that a sex crime has been committed on school property or at a school related function. If there is reasonable belief that a sex crime occurred based on hearsay, school officials are still obligated to report this type of incident to the authorities. School officials are also required to notify the authorities if someone is in possession of a controlled dangerous substance, possession with the intent to distribute drugs, distribution of drugs, or possession of drug paraphernalia. School officials have a legal obligation to secure any drugs or drug paraphernalia on school grounds, notify the police of the incident, preserve the chain of custody with respect to evidence, provide circumstances under which the items were seized, and disclose the individuals' identity. School officials are legally obligated to report when they have reason to believe that a bias crime has been committed or is planned in the future. School officials must notify law enforcement when they have reason to believe there is a firearm on school grounds, a person is in unlawful possession of a firearm on school property, or an individual has committed an offense

with a firearm. These reporting procedures best protect the interest of the entire school community.

Conflict Resolution Training

Future teachers and administrators should receive college training and professional development training in recognizing and defusing potentially violent school situations. A proactive stance in crime prevention grouped with training and awareness can reduce school violence issues that our school communities are currently facing (Wood & Huffman, 1999).

Police officers who possess an understanding of their community members can quickly and peacefully calm adversary and defuse conflicts and tensions before they erupt into volatile situations. However, law enforcement officers in the United States frequently encounter dangerous criminals in a variety of settings. In a 10-year period 1994-to-2003, over 571,000 officers were assaulted during such situations (US Department of Justice, 2004). Violent offenders can come in any form with no restrictions as to size, age or gender.

During encounters with the public, police officers are trained to observe body language indicators that can prepare them for an imminent volatile situation. Some of these indicators include but not limited to nervousness, sweating, hands trembling, rigid posture, and rapid eye movement. Over the years, officers working together become adept at reading these non-verbal behaviors and can react in unison controlling subjects before situations become explosive. Officers must remain mindful at all time of warning signs that a subject may become violent and irrational at any given moment (Burns, 2006).

The best tool in dealing with a suspect in a hostile environment is to approach the person in a calm and professional manner and engage in conversation about something that is of interest to them. This simple communication technique can quickly calm and relax an agitated and hostile person to comply with police commands. On the other hand, through experience and training, police officers refrain from utilizing verbal trigger words that can raise the anxiety level of a suspect and make a hostile encounter more volatile. Also, police officers are trained never to become complacent or underestimate a suspect, always be aware of their surroundings, and always observe any changes in a suspect's movements, attitude or demeanor (Burns, 2006).

Since the September 11, 2001 terrorist attacks on U.S. soil, the law enforcement profession has become more intuitive and proactive in preventing such events from ever happening again. This requires developing new strategies and techniques to combat these conflicts. Scenario-based training incorporates psychomotor coordination and reinforces a survival mindset in the participants (Lynch, 2005). Scenarios offer realistic situations that officers can utilize to sharpen their skills and learn new techniques and strategies to effectively complete tasks. Goals and objectives must always be defined at the beginning of training and constructive evaluations and summaries must accompany the completion of these scenarios. This training provides officers with a tactical advantage when faced with the challenge of enforcing the law and protecting the public.

Today's schools have devoted more resources and are taking a more proactive approach toward school safety, security, and crime prevention. The smart school design initiative which includes upgraded school safety features, the increase in security teams, and the development of high-tech anonymous tips lines and anti-bullying programs are

being established and implemented to improve school safety and security on all levels (Aratani, 2006). Architects, working with the smart school design initiative, are now designing schools that have open stairwell in the front of the building which are visible to the security team. They have eliminated dead-end hallways and constructed new bathroom so teachers can keep better track of students. Also, architects have incorporated advanced technology and features into the construction of buildings. These new features allow metal detectors to be built directly into school walls or surveillance cameras to be implanted directly into the ceilings.

In addition to school safety, security, and crime prevention initiatives, schools officials must take measures to eliminate bullying from their schools. According to Limber (2003), a reduction in bullying is best accomplished through the adoption of a comprehensive, school-wide effort that involves everyone. Additionally, programs that target antisocial behavior are more likely to increase overall student academic performance (University of Washington, 2005). Bullying occurs when a powerful person deliberately hurts, frightens, or intimidates a weaker person on a continual basis. This behavior can include physical, verbal, or emotional abuse (Ritter, 2002).

The new form of harassment, cyber bullying, is the emotional or social form of bullying. Attackers feel free to gossip, make threats and spread rumors about their victims over the Internet. This form of bullying has become very popular because victims may not be able to identify their attackers and information about them can be disburse school-wide or even worldwide by a simple click of the mouse, and are sometimes irreversible.

Scarpaci (2006) suggests that schools must develop and implement strategies to stop bullies and protect their victims, which include eliminating harassment, encouraging openness, practicing prevention, neutralizing the assailant, and resolving the conflict. Teachers can prevent harassment by raising the issue of this action, expressing strong disapproval, and inform students of their rights. Teacher needs to encourage students to disclose the identity of bullies so they can be held accountable and responsible for their inappropriate behaviors and actions. Teachers need to establish limits and be consistent in applying penalties for violations of the rules (Wong & Wong, 1998). Teachers need to act as role models and teach students how to appropriately defend themselves against bullies. Teachers need to view incidents of bullying as “teachable moments” for social skills training, peer mediation and conflict resolution (Scarpaci, 2006).

Schools are now becoming web-savvy and developing high-tech tip lines for their students (Viren, 2006). At private school web sites, students can now send anonymous messages to staff or school resource officers about problems they are currently facing. Also, students can now inform the authorities about school safety issues such as bullying, drugs, weapons or suicidal students. This program opens up communication lines for those students who are afraid to be identified.

Effective teachers demonstrate active positive interest in student well-being. They manage classrooms with care and understanding, while creating an open, warm, nurturing environment that allows less opportunity or incentive for bullying to occur (Scarpaci, 2006). Teaching conflict resolution training skills can require role-playing in class to illustrate how to deal with teasing and threats of physical aggression. By being actively engaged in the learning process, more educational content will be retained. This

kinesthetic learning approach will not only neutralize harassing behavior, but also prevent it from happening.

It is vital that the entire school community be well aware of the New Jersey Supreme Court decision regarding *L.W. v. Toms River Regional School Board of Education* released on February 22, 2001. This decision recognized grounds for a lawsuit under the New Jersey Law Against Discrimination against a school district for student-on-student harassment (Cornell, 2007). In this case, a school district may be held liable if a court determines that the district failed to reasonably address the harassment and the harassment has the effect of denying the student any of the school's accommodations. The court ruled that a school district may be held liable if a student is subjected to severe or pervasive bullying and the school district failed to adequately respond and reasonably address such conduct. However, the court did rule that a school district may be shielded from liability when its preventative and remedial actions are reasonable in light of the totality of the circumstances. It is imperative that faculty and staff be sufficiently trained to identify and effectively respond to claims of bullying in order to eradicate discrimination from their school.

Since the September 11, 2001 terrorist attacks, educators are learning various ways to integrate topics of bio-terrorism and infectious diseases into their lessons (Hoff, 2003). Teachers are utilizing hands-on activities to show the potential impact of microorganisms that could be used as weapons. For example, students are given particular roles to play in simulating an anthrax scare. They act as police officers, paramedics, and state lab workers. These hands-on activities provide students with ideas on how to handle a terrorism event at their school. It also helps students to understand

how best to immunize their community against a deadly disease. These role-playing scenarios give students the experience of acting as professionals if an infectious disease outbreak occurs and their ability to handle this crisis in an effective manner.

The Phi Delta Kappa poll regarding the public's attitude toward public schools, schools violence, lack of discipline and school violence are schools' largest obstacles. Seventy-five percent of these respondents believed that school resource officers offer the most effective school violence prevention program. Additionally, 65 percent of American surveyed believed that placing a police officer in schools would reduce school violence (Phi Delta Kappa / Gallup Poll, 2003).

School Resource Officers (SRO) programs provide an effective way to preserve secure schools and diminish school violence. According to Benigni (2004), SRO's primary purpose is to proactively protect the school, improve the educational environment, and encourage students to be active and positive participants in their school community. A study conducted by Benigni (2004) consisted of School Resource Officers, school administrators, and police supervisors. It concluded that school resource officer's help to establish a safe environment in today's public schools and their presence can benefit the students by providing law related counseling and teaching. These programs allow educational institutions to work collaboratively with other social agencies and professionals in their communities.

In a case study of student perceptions of school police and security officers conducted in a Hispanic community, results showed that the majority of students perceived the police and security officers as professionals who treat them with respect, are fair with their actions, and keep their school safe. Additionally, most students

responded that they feel safe when they observe the presence of a police officer in their school (Brown & Benedict, 2005).

New Jersey Governor Jon S. Corzine introduced a new school safety initiative called Strategic Action for Violence Elimination (SAVE). It focuses on the need for a stronger collaboration between school officials and the law enforcement community. The goal of this program is to get illegal guns off the street and to develop a stronger involvement of law enforcement agencies in school security. The SAVE initiative requires the law enforcement community to participate in crime prevention programs to ensure a proficient coordination with school officials, to review school safety plans, and to exercise lock downs and active shooter protocols (SAVE, 2006).

Cultural Diversity Training

The United States has experienced a rapid growth in ethnic and racial diversity within the last 10 years (Bazron, Osher, & Fleischman, 2005). Demographic projections have estimated that by 2020, nearly one half of the United States student population will be people of color (Alexander, 2006). Therefore, teachers are going to be faced with the unprecedented challenge: preparing their students to function effectively in a diverse society, and to maintain true moral and ethical standards throughout their lives. However, most graduates of typical teacher-education programs know little about the cultural traits, values, and behaviors, which minority students bring to the classroom and how these factors affect the students' responses to instructional situations (Groulx, 2001). This lack of awareness can lead new teachers to misinterpret students' actions as deviant behavior and treat them with lower expectations (Delpit, 1995).

Diversity representation in teachers is different from the diversity represented by the pupils they teach (Troutman, Jones, & Ramirez, 1997). White/non Hispanic teachers make up 87 percent of public school teachers. However, White/non Hispanic students constitute 66 percent of the entire student body (Miller, 2000). Therefore, professional educators cannot count on their background in being able to relate to the diversity of students in public schools. They must rely on their teacher preparation diversity training.

Teachers always identify student discipline as a major professional concern. For three decades, social scientists have reported that African-American students receive a higher rate of disciplinary referrals than their European-American classmates (Monroe, 2006). Many discipline problems arise from the lack of synchronization between teacher and student and misinterpretations of student behavior (Monroe, 2006). The cultural environment of low socio-economic students of color is significantly different from their schools' culture (Ferguson, 2000). Therefore, effective teachers must develop competencies related to the cultural context of their learning environment. Most importantly, professional educators must adapt to their students' special needs instead of allowing their students to adapt to their specific teaching style.

According to Cortese and Zastrow (2006), students from low-socio-economic families are least likely to attend schools with fully qualified staff members. This inequality can limit lifetime opportunities for our poorest children. Teachers in high poverty school districts are approximately two-thirds more likely than teachers in other schools to lack certification, and twice as likely to have three or fewer years of teaching experience. One particular cause for this problem is that teachers are not fully trained for the challenges they will experience as professional educators. One-size-fits-all

preparation programs are not sufficient for teachers employed in high-poverty urban schools. Therefore, recent efforts have been made to correct this staffing problem.

The Learning First Alliance, a partnership consisting of major national education associations, embarked on a project that incorporates systematic changes in our public schools. This project assists schools officials in providing more professional support for their teachers. New teachers in high-poverty schools are typically assigned the most challenging students without appropriate mentoring programs or qualified support staff to meet the educational and social needs of their students. This project also helps school officials to improve preparation for work in challenging schools. Too many teachers are unprepared for real-life work in challenging schools and classrooms. A federal survey revealed that over 40 percent of teachers do not feel prepared to manage classrooms and student discipline problems (Cortese & Zastrow, 2006).

According to the National Association for Multicultural Education (NAME), diversity is considered differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area (Holland, 2004). Teachers lacking cultural diversity training and administrators' poor understanding of culturally diversity issues can hinder classroom instruction and contribute to behavior problems in students (Thompson, 2005). Diversity training should include awareness, respect, and sensitivity to all cultures and differences among students. Schools need to be culturally responsible for bringing teachers into the classroom with a social reconstructionists perspective.

School reform efforts not only include character education, but also include multicultural education. The goal of multicultural education is to reform educational

institutions so that students from diverse racial, ethnic and social class groups will experience educational equity (Banks, 2001). The youth of our nation's future depends on the quality and effectiveness of teaching that occurs in classrooms.

Research states that failure to appropriately address the needs of culturally diverse students can lead to discipline problems, poor self-concepts, and poor academic achievement (Bazron, Osher, & Fleischman, 2005). Therefore, numerous cultural diversity programs throughout the United States have been implemented to educate students on diversity issues. These programs are aimed at expanding and strengthening education to include multiple perspectives. Students will become familiar with a variety of cultures in the U.S., develop an appreciation for differences, and embrace diversity. These programs are designed to change the classroom experience and build tolerance of students from different backgrounds. These diversity programs include the Dual Immersion Program, the Indian Pilot Program, the Arabic Program, and the Avid Program.

The Dual Immersion Program supports student's language barriers. This program allows students to complete their lessons in two languages, English and Chinese (Fiske, 2006). The Indian Pilot Program is an informational program conducted by American Indian students focused on Indians and their complex relationships to the land (Belden, 2007). The Arabic Program slated for the 2007-8 school year in New York City will be opening its first public school dedicated to teaching the Arabic language and culture. Half of the classes will be taught in Arabic. Half of the student body will be from Arabic descent while the other half will be from a mixture of other backgrounds (Gootman, 2007). Finally, instead of tracking ethnic and minority students into lower-level classes,

the Avid Program supports students and provides them with direct instruction in the “hidden curriculum” of the school (Mehan, Villanueva, Hubbard, & Linzt, 1996).

Since the New Jersey Hispanic student population increased by 40,000 students from 2001-to-2006 and 13 percent of the state speaks Spanish at home, the New Jersey Department of Education (2007) recently developed a web-site dedicated to Spanish-speaking families. This web site gives parents greater access to New Jersey’s education system and state resources. Parents are now provided access to information that will help them become actively involved and participate in their child’s education. This web site includes a wealth of resources such as scholarship information, resources for children with disabilities, educational rights, and English as a second language classes for adults.

According to Tomlinson (2005), in order for teachers to effectively instruct a diverse population of students, they must be flexible in their use of time management, student groupings, and instructional contact with learners. Ninety six percent of teachers have students in class possessing a learning disability, according to the U.S. Department of Education (2001). Teachers need to provide responsive instruction to develop their students’ full potential. Tracking these students will result in lower student expectations. Research suggests that responsive or differentiated instruction benefits all learners (Tomlinson, 2005).

Differentiation instruction is an exceptional way to help diversity flourish and can offer all students numerous ideas, perspectives and solutions to problems. According to Carolan and Guinn (2007), differentiating instruction can be addressed utilizing four specific strategies. These strategies are as follows: offering personalized scaffolding, using flexible means to reach goals, mining subject area expertise, and creating caring

classrooms. Scaffolding is an on the spot support system where teachers help students accomplish learning tasks. Designing and facilitating numerous paths to achieve defined learning goals is another strategy for successful differentiation. A third strategy is to matching content with instructional methods that connect to different learning styles. Fourth, teachers need to consider the social and emotional aspects of the class environment and develop small learning communities where students can acknowledge and value attributes of their classmates.

Additionally, programs have been developed that build tolerance among students from different backgrounds and abilities. For example, in the Peer Assistance Program (PAP), general education students assist their classmates who possess disabilities. These peers are responsible for various duties such as helping with classroom assignments, transcribing lecture notes, or assisting with evacuation procedures. Not only can this program help classified students, but also benefit the peer assistants as well. These assistants will become more socially responsible, build tolerance toward disabilities, and develop a stronger understanding of others' needs (Berkeley, Mastropieri, & Scruggs, 2007).

Chapter III

METHODOLOGY

The purpose of this chapter is to present the research methodology. More specifically, this chapter will consist of the following sub-categories: Research Design, Subjects, Informed Consent, Instrumentation, Research and Subsidiary Questions, Jury of Experts, Data Collection, Data Analysis, and Summary. Qualitative researchers cannot observe someone's feelings at some previous point in time; therefore, qualitative interviews are conducted to gain access to these thoughts and feelings and to understand them from a different point of view or perspective. According to Moustakas (1995), qualitative researchers need to immerse oneself in another person's world, while listening deeply and attentively so as to enter into the other persons experiences and perceptions. Researchers need to enter with the intention of understanding and accepting perceptions and not presenting ones own personal point of view or reactions. The purpose of this study is to qualitatively assess police veterans' perceptions of their effectiveness as second career (K-12) New Jersey public school faculty members. This qualitative inquiry is utilized because it provides a framework within which police veterans can respond in a way that represents precisely and methodically their points of view about real world situations. This qualitative researcher took a holistic approach, absorbing oneself in the details of the data to discover important themes, patterns, and interrelationships that emerge. The purpose of this inquiry is to capture how police veterans view their world and present the complexities of their own perceptions and experiences. In New Jersey, this is the first research study that attempts to examine this topic in-depth.

Research Design

The object of a focus group is to achieve high-quality data in a social context where individuals can consider their own views in the context of the views of others (Patton, 2002). Focus groups join together individuals with similar backgrounds and experiences to participate in a group interview to discuss issues and concerns that affect them. The design of this particular study was the utilization of two focus groups to receive a variety of perspectives and increase confidence in whatever patterns, themes or trends emerge. This qualitative inquiry focuses in depth on 17 police veterans, selected purposefully as the unit of analysis. Veteran police officers are those individuals who possess prior police experience and are currently working as faculty members in a New Jersey public school district. These participants were able to hear each other's responses and make additional comments beyond their own original responses as they hear what others have to offer during dialogue. These individuals provided checks and balances on each other, weeding out false or exaggerated views. The interviewer was provided with direct quotations from police veterans regarding their experiences, opinions, feelings and knowledge based on their police training. The researcher chose to compose a unique set of open-ended targeted and focused questions with the discovery approach in mind. The respondents were given the opportunity to respond in their own words and to express their own personal views. This allowed for a deeper and richer understanding of police veterans' perceptions of their effectiveness as second career (K-12) New Jersey public school faculty members.

The principal investigator and a moderator conducted these focus groups. The moderator's role was to facilitate the group discussions. The principal investigator took

detailed notes and assisted with any mechanical problems or special needs that occurred. According to Rubin and Rubin (1995), the quality of information obtained from an interview is mostly dependent on the interviewer. An interviewer must possess discipline and thorough inquiry based on skill and techniques. Great demands are placed on the skill of the interviewer to establish competence and rapport by presenting a thorough knowledge base of the topic. Therefore, a respected member of the academic / police community was the moderator of the focus group. This moderator is currently a 33-year veteran from a municipal police department in New Jersey and holds a terminal degree in education. The researcher of this study was the assigned note taker during focus group session (I) and then became the moderator for focus group session (II).

Subjects

The subjects for this study were 17 veteran police officers who are currently working as (K-12) New Jersey public school faculty members. Police veterans are those individuals who possess police training while working for a municipal, county, state, or federal law enforcement agency. These individuals can be classified as either retired veterans or non-retired veterans. Retired veterans are those individuals receiving pension benefits from their respected agency. Non-retired veterans are those individuals who resigned honorably from their police agency without receiving pension benefits. In terms of this research, public school faculty members are certified teachers, guidance counselors, school administrators, and crisis intervention specialists. The 17 police veterans that participated in the focus group sessions were volunteers recruited at both the primary and secondary levels from selected N.J. counties, namely Ocean, Monmouth,

Middlesex, Mercer, and Essex. This homogeneous sample reduced variation, simplified analysis, and facilitated group interviewing.

Informed Consent

All subjects who participated in the focus group sessions received an informed consent notice approved for distribution by the Seton Hall Institutional Review Board (IRB). This document stated that participation was completely voluntary and all individual responses are confidential and limited to the educational scope of this study. Each participant signed a consent form indicating that his or her participation was completely voluntary and each participant had the opportunity to withdraw from participation at any time during the study.

Instrumentation

The researcher developed a formal interview instrument for the purpose of measuring police veterans' perceptions of their effectiveness as second career (K-12) New Jersey public school faculty members. The questions developed for the focus group interviews were generated from the primary research questions. The interview questions were divided into five categories: (a) career development training, (b) community relations training, (c) communications skills training, (d) conflict resolution training, and (e) cultural diversity training. These questions were open-ended, neutral, singular, clear, non dichotomous and possessed an emic perspective. The researcher then organize the open-ended interview questions into a concise and conversational manner that was intended to elicit a more in-depth analysis of the research questions, while collecting any themes and patterns that developed during the 1 to 2-hour focus group sessions. Ground

rules were set prior to conducting the focus group interviews such as only one participant talking at a time, and the elimination of names or agencies mentioned during the sessions.

An interview guide was used to assist the researcher in delimiting in advance the issues to be explored, choosing which information to pursue in greater depth, and carefully deciding how best to utilize the limited time available during the interview. This guide was used to keep the interactions on target and focused while allowing individual perspectives and experiences to surface. Also, the interview guide aided this process by precisely wording each question before the focus group interview.

The interviewer started by asking straightforward descriptive questions that required minimal recall and interpretation while building rapport and trust among the participants. The interviewer then asked a set of carefully arranged questions developed in advance with the intention of taking each focus group through the same fixed sequence of questions with essentially the same words. This reduced the probability of any question being excluded or asked the wrong way. This highly focused process assured that time was utilized efficiently. Although there were variations among the responses, the wording of the questions was exactly the same. This provided comparability between focus groups and facilitated organization and analysis of the data presented by the respondents (Patton, 2002).

The facilitator possessed group processing skills beyond simply asking questions and managed the interview so that a few respondents did not dominate the interview. The interviewer allowed some latitude and flexibility to pursue new areas of inquiry that were not originally planned during the time that the interview instrument was developed. If this happened during the interview, then the interviewer duplicated this line of

questioning during the next focus group for consistency among interviews. Additionally, if an initial question failed to bring forth a thoughtful response, then the interviewer presented illustrated examples to facilitate a deeper response or utilize a clarification probe for ambiguous statements. During the focus group interview, each question was terminated when there was not any new information forth-coming from the respondents. The interviewer summarized what had been said and asked the respondents if there was anything else they wanted to add or clarify before moving on to a new research question. Words of appreciation and praise were used for support and on going rapport during the course of the interview. Ending questions were utilized to bring closure to the discussion and allowed for any last attempt for additional insights.

Research and Subsidiary Questions

There were five major research questions addressed in this study. Each research question consisted of subsidiary questions aimed at eliciting in-depth responses during the focus group interviews. These questions were as follows:

1. What are police veterans' perceptions of their effectiveness as second career (K-12) public school faculty members, based on their career development training?

Subsidiary question 1: What specific career development training and experiences most assisted you in maintaining discipline within the learning environment?

Subsidiary question 2: What organizational skills have you utilized to establish and enforce classroom or school rules and regulations to maintain a safe and orderly school environment?

2. What are police veterans' perceptions of their effectiveness as second career (K-12) public school faculty members, based on their communication skills training?

Subsidiary question 3: What specific communication skills training and experiences most assisted you in maintaining discipline within the learning environment?

Subsidiary question 4: What techniques have you utilized to elicit thought provoking responses from your students?

3. What are police veterans' perceptions of their effectiveness as second career (K-12) public school faculty members, based on their community relations training?

Subsidiary question 5: What specific community relations training and experiences most assisted you in maintaining discipline within the learning environment?

Subsidiary question 6: In what ways, if any, did you help form or participate in partnerships with your school community and local police agency in meeting the challenge of combating school violence and criminal activity within your school?

4. What are police veterans' perceptions of their effectiveness as second career (K-12) public school faculty members, based on their conflict resolution training?

Subsidiary question 7: What specific conflict resolution training and experiences most assisted you in maintaining discipline within the learning environment?

Subsidiary question 8: What specific techniques have you utilized to identify a problem and defuse a crisis situation before it develops?

5. What are police veterans' perceptions of their effectiveness as second career (K-12) public school faculty members, based on their cultural diversity training?

Subsidiary question 9: What specific cultural diversity training and experiences most assisted you in maintaining discipline within the learning environment?

Subsidiary question 10: In what ways, if any, have you differentiated instruction to meet individual differences and needs of students?

Jury of Experts

A panel of experts was identified and asked to review the instrument to ensure its validity and reliability for the purpose of this study. These individuals possessed extensive academic and experiential background in the fields of education and law enforcement. Their comments and suggestions were used to refine the final focus group instrument. The interview guide is included in Appendix B.

Data Collection

The most important goal of qualitative research is to capture the real words and quotations of the individuals being interviewed (Patton, 2002). The information provided shall be reported anonymously in any written or verbal presentation of the dissertation. According to Krueger (1994), focus groups should be carefully planned to obtain perspectives on a defined area of interest in a permissive and non-threatening environment. Therefore, the researcher met with each focus group at a mutually agreed upon date and time at the New Jersey State Police Training Academy in Sea Girt, New Jersey. This training bureau is responsible for conducting a variety of pre-service, in-service, and specialized training for federal, state, county, and municipal police agencies. The research took place in a comfortable and accommodating classroom that was free from visual and audible distractions. Participants were encouraged to communicate their experiences, perceptions and points of view regarding the focus group questions. Also, participants were encouraged not to wait to be addressed but to freely speak and carry on a discussion. Numbered tent cards were utilized to identify the respondents during dialogue. Unlike qualitative instruments that ask standardized questions that limit responses to predetermined categories; this inquiry produced more detail responses. The

language culture utilized during this interview enhanced data collection by increasing clarity and facilitating rapport.

A tape recording device was utilized and placed in the center of the room during the focus group sessions. This allowed for the interviewer to be more attentive to the interviewees and capture their verbatim responses to each question. Also, this tape recording device provided the assigned note taker the luxury of taking strategic and focused notes as the interview progresses. These notes facilitated later analysis by locating important quotations from the tapes, listing major points made by the respondents, and recording key terms that capture the interviewee's own language.

According to Patton (2002), the post interview review is most critical to the rigor and validity of the qualitative inquiry. This review was conducted to make sure the data obtained was useful, reliable, and authentic to the researcher. The researcher reflected on the data, while looking at patterns and integrated responses. Any ideas and interpretations that emerged were written down and clearly marked as emergent, to be reviewed later. If the researcher found that a response did not make sense, the researcher immediately checked back with the respondent for clarification. After the focus group sessions, all tape discussions were transcribed into written format for analysis.

Data Analysis

Data analysis and interpretation involves bringing a number of different perspectives into contact and integrating what individuals have to say. This procedure is transforming the verbatim transcripts into identifiable patterns and themes and communicating what the data reveals (Patton, 2002). Developing a manageable classification scheme was the first step in this descriptive phase of the analysis. This

involved identifying, coding, and categorizing the primary patterns in the data. The researcher located within the data personal experiences, key phrases, and statements that directly discussed the purpose of this study. Notes taken during each focus group, the debriefing sessions conducted immediately following each focus group, and the verbatim transcripts from each focus group determined what was significant and meaningful.

This classification scheme produced a framework for organizing and arranging what was collected during the interview process and categorizing the responses for each subsidiary research question. The researcher's professional judgment was used in coding based on an analysis of word repetition, key phrases, and practices that dominate the interview. The researcher organized what key-indigenous terms and phrases fit together, while looking at recurring regularities in the data. The descriptions and direct quotations were included to allow the reader to enter into the thoughts of the individuals represented in this case study (Patton, 2002). This scheme was a way to organize and present police veterans' perceptions of their effectiveness as (K-12) New Jersey public school faculty members, based on their prior law enforcement training.

Once the descriptive analysis was completed, the researcher creatively synthesized the information by bringing together statements showing patterns, themes, and trends. The researcher built a foundation and offered interpretations and judgments about the respondents' attitudes, perceptions, behaviors, and experiences. These interpretations focused on what was significant, while providing details and evidence to describe and make a case. These interpretations involved making inferences and imposing order on their patterned society. The richness of the respondents' experiences

were then captured and communicated in a creative way to present the essential and core findings of the case under study.

According to Patton (2002), people who are insiders to a setting being studied often have a view of the setting and any findings about it quite different from that of the outside researchers who are conducting the study. In this particular study, the researcher possesses prior law enforcement experience and is currently working as a second career (k-12) public school faculty member in New Jersey. The researcher possesses common cultures, experiences, background and language with the participants.

Summary

This chapter discusses the methodology used for this study, which includes the research design, subjects, informed consent, instrumentation, research and subsidiary questions, jury of experts, and the procedures for data collection and analysis. With the approval from the Institutional Review Board, the researcher conducted two focus groups in search of common themes and trends that examined police veterans' perceptions of their effectiveness as second career (k-12) New Jersey public school faculty members, based on their prior police training. The results are presented in Chapter IV and the verbatim transcripts are included in Appendix E.

Chapter IV

ANALYSIS OF THE DATA

Introduction

The purpose of this chapter is to present the research findings. The major purpose of this research study was to ascertain police veterans' perceptions of their effectiveness as second career (K-12) New Jersey public school faculty members. During the interview process, police veterans were asked to reflect on their prior law enforcement training. This particular training refers to pre-service training while in the police academy, in-service and professional development training, or on-the-job experience, the actual experiential level that an officer would encounter during their daily interactions with the public.

In terms of this research study, career development training and experiences relate to professionalism, decision-making based on moral and ethical standards, use of discretion, organizational and time management skills, and techniques for combating on-the-job stress. Communication skills training and experiences refer to all forms of verbal and non-verbal communication, including the ability to read body language. Community relations training and experiences refer to identifying organizations within the local community and developing partnerships with these community groups. Conflict resolution training and experiences relate to crisis intervention techniques utilized to de-escalate volatile situations, restore peace, provide safety to individuals and property, and refer victims to appropriate agencies for assistance. Cultural diversity training and experiences refer to appropriate police behavior that fosters effective minority relations and bridges cultural barriers within the community.

Organization of the Analysis

Five major research questions formed the nexus of the study. Ten subsidiary questions were addressed during the focus group interview sessions. Questions asked during the focus group sessions were divided into five categories: career development training, communication skills training, community relations training, conflict resolution training, and cultural diversity training. Each category consisted of subsidiary questions aimed at eliciting a more in-depth analysis of the research questions.

Research Question 1

What are police veterans' perceptions of their effectiveness as second career (K-12) New Jersey public school faculty members, based on their career development training?

Subsidiary question 1.

What specific career development training and experiences most assisted you in maintaining discipline within the learning environment?

Subsidiary question 2.

What organizational skills have you utilized to establish and enforce classroom or school rules and regulations to maintain a safe and orderly school environment?

Research Question 2

What are police veterans' perceptions of their effectiveness as second career (K-12) New Jersey public school faculty members, based on their communication skills training?

Subsidiary question 3.

What specific communication skills training and experiences most assisted you in maintaining discipline within the learning environment?

Subsidiary question 4.

What techniques have you utilized to elicit thought provoking responses from your students?

Research Question 3

What are police veterans' perceptions of their effectiveness as second career (K-12) New Jersey public school faculty members, based on their community relations training?

Subsidiary question 5.

What specific community relations training and experiences most assisted you in maintaining discipline within the learning environment?

Subsidiary question 6.

In what ways, if any, did you help form or participate in partnerships with your school community and local police agency in meeting the challenge of combating school violence and criminal activity within your school?

Research Question 4

What are police veterans' perceptions of their effectiveness as second career (K-12) New Jersey public school faculty members, based on their conflict resolution training?

Subsidiary question 7.

What specific conflict resolution training and experiences most assisted you in maintaining discipline within the learning environment?

Subsidiary question 8.

What specific techniques have you utilized to identify a problem and defuse a crisis situation before it develops?

Research Question 5

What are police veterans' perceptions of their effectiveness as second career (K-12) New Jersey public school faculty members, based on their cultural diversity training?

Subsidiary question 9.

What specific cultural diversity training and experiences most assisted you in maintaining discipline within the learning environment?

Subsidiary question 10.

In what ways, if any, have you differentiated instruction to meet individual differences and needs of students?

Presentation of Overall Responses

Ten subjects participated in the focus groups for this study. Six subjects participated in Focus Group Session I and were identified as SPEAKER 1, 2, 4, 6, 7, 8. Four subjects participated in Focus Group Session II and were identified as SPEAKER 3A, 5A, 6A, 8A. Additionally, 7 respondents, who were unable to attend the interviews, provided written responses to the focus group interview questions. These police veterans were identified as RESPONDANT 1, 2, 3, 4, 5, 6, 7. The researcher located within the data personal experiences, key phrases, and statements that directly discussed the purpose

of the study. This scheme produced a framework for organizing and arranging what has been collected during the interview process and categorizing the responses for each subsidiary research question. The researchers' professional judgment was used in the analysis of word repetition and practices that dominated the interview.

Research Question 1

What are police veterans' perceptions of their effectiveness as second career (K-12) New Jersey public school faculty members, based on their career development training?

Subsidiary question 1.

What specific career development training and experiences most assisted you in maintaining discipline within the learning environment?

SPEAKER 8: I believe most police departments go through this in their basic training. There's a military bearing in itself. Then there's -- well, I had the opportunity in the outfit that I had worked for of having several in-service training sessions and certain things and actually went through an instructor training course which gets you into public speaking and how to talk to a crowd and how to be an instructor. I had already done my student teaching before I went into the police work, but -- and then there's -- and this is something I don't think I seen in the teachers that I work with -- yeah, most of them -- is the sensitivity training that we get on how to deal with the diverse group of people that are out there in the world. I mean we -- what Speaker Number 1 was alluding to before is how these teachers lead a sheltered life and they don't come across all the different types of people, whether it's on a motor vehicle stop or a domestic violence call at the house, and we get into people's homes and we see how other people really live. Ummm. . . but not to go off on a tangent. We'll stick with the sensitivity training. How to talk to people. How not to use certain words. How to -- and not just with students, but with co-workers, and I'm there and here is this adult man coming from another career, much like myself, not police work, though, and he's trying to get into teaching as a second career also and I'm seeing him saying rude things to the female teachers and actually bumping them with his body and stuff like that and I go, well, that would be suspension for me if I did that on the job, you know, things like that. One of the first -- better than that, though, one of the first professional days when the kids went home early and we had professional hours afterwards, it was being run by a female teacher, and myself and one other male teacher were the only one in the room of about 30 teachers there, and the male bashing that went on was incredible. But I rolled with the punches. You know, I kind of laughed it off. But if it was the reverse role in the job that I came from, I don't know how it is in

that school system, what they tolerate there, but I could never talk like that about women and that sort of thing, so. . . I think our sensitivity training has helped me out quite a bit 'cause I think -- you know, especially with that guy bumping the other teacher, that's liable to come back and bite him in the butt some day.

SPEAKER 2: I had to do a lot of research on my own. Once I started teaching myself and I saw where -- whoever was the head of the discipline in the office at that time, I'm going back about three years now, my second year of teaching, and he wasn't very good, and I had to take it upon myself, get on the internet, get some, you know, literature on classroom management and had to do my own research on it, and I see a big difference between my complaints about the students and other teachers.

You know, there is a certain para-military structure to the police and that carries over. A lot of teachers don't get that. And take that one step further, it goes back to what Speaker Number 1 was talking about, some experienced teachers are maybe experienced in their presentation of their subject matter, but as to day to day life on the outside, they need some experience, a lot of them.

SPEAKER 1: First of all, the academy, when I went there, just like notebook organizations. My common documents had to be in order. You had to have this. You had to have your name. You had to have the date. You had to have each -- whether the book you read, whether the law, the VNT book, everything-- almost file -- rank and filed, and on top of a rank and file of what day we did it, what -- almost like a day book type of situation. The in-service, I took computer way back when. Had to learn registrations rules and regs and all that sort of stuff. Also the FBI fingerprint forms, in-service, how do you fill this, what are the codes, what do they mean? So basically numbering. I do my files for children to this day like that, like, you know, 1, 1a. This type of situation.

On the job? Ummm. . . expect the unexpected, roll with the punches, read people body language and nine lives, and that was funny, I don't know, but I remember my one chief teaching me. He says a cat has nine lives, by the time I'm done with you you're going to learn how to skin each of those cats or each one of those different nine lives. So I said what do you mean? He says every time there's a different approach, he says, to every problem. He says it's like a cat. Nine lives. There is a different approach -- you know, different like -- I said, well, okay, that makes sense. And he proved this to me. You come upon an accident scene, you come upon domestic, you come upon anything, one time it goes real smooth, the next time this, all of a sudden, you know, a person comes out of the third bedroom. I mean, you know, there is a different situation for every time and how do you deal with it. You lay back, assess, and approach the situation.

SPEAKER 6: I think in short, just wrapping up all three of them, I think the key word is just consistency. If you're consistent with your rules and the way you run the room, they know it, they expect it, and, you know, if they do A, they know what B is going to be, and I find that gets me the most respect, is just being consistent with them and they're managed in the classroom a lot better than they ever were.

SPEAKER 4: I think that's a good question about the career development. I think when coming into education I think sometimes in law enforcement we are more prepared than

the average teacher because of -- classroom management probably wouldn't be as difficult for us because we're used to dealing with people. And I guess the academy teaches us some things, but we don't actually put it into exercise until we actually get out there and we do the work.

The alternate route for me was just really just a theory, and then when they went over Harry Wong's books, we just go in over it, but you don't -- but I think of my natural sense. Like Speaker 2 and Speaker Number 1, we just get out there and we do it. I think those books just give us a little more pointers, a little more options. You're more structured when it comes to lesson plans and stuff 'cause that stuff is easy for you. Where somebody else is like -- for you it's like second nature, all you got to do is let me know you want that, I got it, it's not like -- and once you know you got it, you got it. I think we, as law enforcement, it's easy for us, too, that we don't have a problem giving that discipline because we lock people up. So we don't have to get emotional about saying you have detention and have to go through that whole power struggle. You know, we deal with more serious stuff as law enforcement. Our tolerance level is a little bit higher.

I think what also prepares us with the career development piece is paperwork. We get a lot of paperwork. So for me as -- I'm like a guidance counselor, I'm getting paperwork, I do domestic violence, we do this. . . We've got so much paperwork to deal with. Everything. We make an arrest, we have to call the judge. And that leads into structure. We're more -- we can handle the structure. Where if it's an assembly and something is going on at school and they have to change one or change two, we can adapt to change.

We multitask with no problem. You know, a lock up for us in law enforcement, we've got to do a lot of stuff that, you know, depend on your departmental rules. You know, you lock up a person, you got to do this. Your lieutenant may not do any of that paperwork and all he does is say this isn't right and gives it right back to you. But usually you call the judge, you do all that stuff. So for us, when it comes to multitasking, we can multitask. Also, we don't have a problem with delegating authority.

SPEAKER 7: On-the-job experience. Dealing with 28 years of law enforcement with people in different scenarios, I think that really prepares you to deal with things, and it's a maturity level that comes, and I think that's the experience that you have over someone that hasn't had that experience, which many of the speakers have alluded to already. And I think that's really critical, and I think that's a strong point because you don't -- just as a previous speaker said, you don't take it personal. It's just like, hey, this is what my job is, it's cut and dry, I'm going to do x, y and z. And I think even as a law enforcement officer, when you first start out it's very difficult to do, but as you get experience and you deal with people in different situations, you get that maturity, you can deal with it and it doesn't become personal. It's just strictly a disciplinary matter.

SPEAKER 5A: The structure. The time. In schools it's very -- you have to be on the minute. You've got to be copious with your notes and your lesson plans, and as such, when you were a police officer, all the reports you had to take, an invaluable asset to me, and I'm a guidance counselor in my education vocation, and the valuable asset to me was the interaction with the many different people that you come across on all different calls

that you handle in dealing with the parents. It's the best possible thing that could have helped me to prepare for the career.

SPEAKER 8A: I would have to agree with Number 5. Of all the experiences I had with the PD and dealing with people, from toddlers up to octogenarians and the different problems that go with each level age group, and when I got into the school I just fell right in lock step with the kids, the parents, the faculty. I just felt right at home with them. I was at ease with the toughest kids, and, of course, the nice kids, and it was just a good transition for me, and definitely my law enforcement background was a huge plus.

SPEAKER 6A: ...having been a police officer and being involved in all different kinds of situations that were a lot tougher to deal with emotionally, and being able to deal with children... And then as far as the bureaucracy of dealing with a public school goes, the paperwork and everything is a piece of cake, you know? I mean I was so used to, you know, doing report writing and things like that, everything had to be done just so, otherwise you had to do it over or whatever, I found that going into a public school with lesson plans and everything was just a piece of cake for me. I never really found that to be a challenge at all --

SPEAKER 5A: So I'm going to agree with Speaker 8 as far as the comfort zone, coming in there as the second career as being -- seeing so much in our field, in our lives, dealing with staff, it was like you said, smooth transition. I just -- I was amazed at how smooth it was. And then with the parents I felt, you know, listen I've been there, seen that, you know. You know, so it was very invaluable life experience coming in. Fit right in like I had been there -- probably you guys feel the same way, like we've been doing it for many years.

SPEAKER 3A: I agree with Speaker 6. I find myself watching other teachers blow their minds and, not out of control, but very near it because of a discipline problem, and I just handle the thing as quickly and as easily as possible, and then I'll get asked about it, and I say it's all taken care of. And whether it's the principal or vice principal, they'll say thanks or words to that effect, and I just accept it. That's all. No big deal.

SPEAKER 8A: Absolutely. I got to concur. You know, one of the biggest things, we're the last stop as law enforcement. We've got to solve everything. You know, you're not going home. If it's time to go home and if something happens, you're there until it's done. In my job now I feel the same way as Speaker 3. All right, take a deep breath. Take it easy. We're going to make this work. And I've got the same relationship with my principal and they're very thankful to the life experience, and I'm sure you have that with the many different jobs you're doing, --

Oh, please. Well, even like I deal with a lot of DYFUS cases or, you know, stuff that we've seen and all throughout our career. Okay, here is what we've got to do. It's not like -- he made a comment like this, the teachers are stressing out and they're blowing their mind. I see that all the time and I've actually had to calm people down.

RESPONDENT 1: I had a student come and tell me another student had tried to cut her wrists in the school bathroom. I went to the scene to respond to the needs of the student

and called an ambulance, while sending the other student for the principal and security. In the classroom the transition was not as severe but a challenge. I had enough training to know that every personality is different and you need to learn to deal with students individually. One of the most helpful things my training taught me was that you should not take situations personally. When you do you respond with emotion and lose control of the issue. This is so useful with an angry or disruptive student. I remain calm and will not engage in arguing. The law was straightforward and so are my classroom rules. They are clearly explained up front and consistently followed.

I also learned from working in law enforcement that people need the opportunity to be heard and explain themselves. They want to feel that what they have to say matters and listening can deescalate a situation. Students are not different and this may be even more important when we want to get them to learn. They want to share ideas, they want to feel they are being treated fairly and I want them to learn that giving respect gets respect.

RESPONDENT 2: The overall motto of my police department was “Honor, Duty, and Fidelity.” This is the cornerstone of a trooper’s character. Respect, self-discipline, promptness, courtesy, and integrity were constantly being taught or trained. The overall command structure was obviously supportive of the discipline structure, especially with all the Rules and Regulations, SOP’s and General Orders in place.

RESPONDENT 3: I learned over the years as a police officer how much of an asset it was to keep my composure. I feel that as a police officer, we learn how to defuse situations more rapidly than some others may be able to. I also believe that police officers tend to exhibit a sense of confidence about themselves towards students, knowing that they have had to deal with very serious incidents in the past.

RESPONDENT 4: The pre-service training of my police agency, working at road stations and dealing with the public in confrontational situations, attending and teaching Supervision and Methods of Instruction courses at various police academies.

RESPONDENT 5: Personal Time Management courses and the ability to plan to succeed.

RESPONDENT 6: The training on how to deal with people fairly really assisted me.

RESPONDENT 7: The overall on-the-job work experience of being a police officer assisted in maintaining discipline in the learning environment.

Subsidiary question 2.

What organizational skills have you utilized to establish and enforce classroom or school rules and regulations to maintain a safe and orderly school environment?

SPEAKER 1: A rule board. This is expected. It's cut and dry. You speed so many miles over the speed limit; you're going to get these points. You're going to get this. Here's your ticket. Bang. Thank you, sir. Have a good day. This is similar to completing class assignments. You don't do your homework, you get this. You bring it in the next day, it's 50 percent. The third day it's a complete zero, letter goes home to your mom. Bang. Cut and dry. They know. Everything is always laid out. Okay. They know what's going to happen. It's printed. It's in front of the room.

SPEAKER 8: Almost the same thing. Rules are posted. Rewards are posted. Consequences are posted. What happens to be their homework for the night and their quiz the next day, first week of school, and the parent's sign a copy of this when they take that home, and it's -- you know, it's told to them, and now it's posted right in front of them, and a lot of times I'll have a kid -- and the five rules that I have posted, 'cause there's tons of rules, you can't put them all up, but I picked five that almost cover all the basics of kids poking each other, throwing stuff, speaking out of turn, and I will have kids that will start talking or gabbing or whatever, I'll point to Rule Number 3 -- you know, read this. Oh, okay. Sometimes it's all I have to say for them to quiet down. It's an excellent thing.

SPEAKER 6: I also agree with Speaker 8 and 1. I, as well, do have my rules posted right up, cut and dry. It goes along with structure. I also have with my students, BIPS, which are behavior intervention plans, and they sign them, the parents sign them, and those are rules that they need to follow to work on their specific behaviors, and if they break them, they know the outcome.

SPEAKER 3A: If a kid is loud or whatever like in homeroom, I'll just, you know, look over, and that's the end of it. I don't say "keep quiet" or "shut up," and if you say that in my class I nail you. It's "please keep your mouth closed." We're not supposed to break fights up. Well, I've broken two bad ones up. I mean two good ones, I should say. And I was told about it, which I -- politely -- you know, mostly politely, and I just resented the fact that I had to be told about it. And I didn't say anything about it. I wrote down what I did, and I said the kid was ready to kill somebody, one kid hit another, and I just walked in front. I never got credit for this, and I just accepted it. I also have unwritten rules. Mine are just by word of mouth. You come in my class late, you better have a note. I enforce that. I say, or else you come back right here 15, 20 minutes after school, I'll stay with you. And I don't get many after the first couple of weeks.

SPEAKER 5A: I'm trying to answer your questions specific to what you're asking. The appropriate skills I think -- you know, when we wore the uniform we were taught you can diffuse by your presence or the way you look or the way you carry yourself, your tone of voice. I think I definitely carry that into my classroom presentations, my dealing with parents and my counseling sessions. You know, you go to each situation differently, but you show what we learned in our basic academy and on the job.

SPEAKER 8A: I think through training experience with the police department, being consistent, being fair. I mean being fair is a very important virtue. When I brought it

into the school, I was consistent across the board with everyone. Everybody got a fair shake. I took no exceptions to anyone. When asked to do something, can you do it? Yeah, I can do it. And when I say I can do it, I'll do it. It's just done. So. . . and then in dealing with the kids in the high school, being fair with them, being up front with them is very important. And that was something I did as a cop. And I just carried it on with my new position. It's really not much different. And the kids, they react to that.

SPEAKER 6A: I believe after a few years of teaching, once the kids get to know you better and if they respect you, discipline and classroom management techniques and things that you use like standing close to somebody or stop talking when somebody interrupts you or whatever, they seem to just fall right into line with that. I never really had a problem.

RESPONDENT 1: One of the biggest things that I think officers bring to the table is their training to observe. It helps to pick up on the things that others miss because they are not used to looking. For example, gang graffiti, lingering students, changes in attitude or demeanor or simple unrest amongst the students. The school I'm in now has no security. We are the security and if we miss things it can be costly or dangerous.

RESPONDENT 2: Organizational skills are probable the most important training I received to assist in the educational field. As an Assistant Principal and Athletic Director, I am constantly multi-tasking from one assignment to another. Being organized allows me to perform several tasks during the same day, or at least return to a task without skipping a beat. I am responsible for students' discipline, faculty observations, and evaluations, Section 504 Individual Accommodation Plans, District Safety Officers, Intervention and Referral Services Coordinator, and all athletic events from freshman to varsity level activities. This include scheduling, transportation, officials, and coordination of maintenance workers for events. As long as I am fair and consistent, there are no appeals or overturns of my decisions. Handling incidents "swift and certain" usually made the incidents decline because the students knew before they entered my officer of what discipline they would probable receive. I always allow my students to tell their side of the story. I believe this gave them the idea they were being respected, even though they eventually received discipline. Upon departure from my office, they would say "thank you for listening to me."

RESPONDENT 3: I make sure the students are well aware of the routines and procedures within the classroom and school. I make sure the students are well aware of our school code of conduct and discipline plan. Any violations in the rules will result in consequences. The students just accept the consequences because they have been informed throughout the year of our rules. This makes discipline much easier.

RESPONDENT 4: The organizational skills I learned have been passed on to my students. I always make my students aware of the rules and regulations. This technique reduces discipline problems and helps to keep order I our school.

RESPONDENT 5: Communication is the key to success. I utilize announcements, posters, e-mails and person-to-person conferences to enforce our school rules and regulations.

RESPONDENT 6: As a police officer, anyone who I can into contact with I treated with respect. Treating students with respect no matter who they are helped me enforce classroom rules and maintain an orderly environment. In turn, they respected my rules of an orderly environment.

RESPONDENT 7: The organizational skills that I have developed over the past six years have generally been consistency, fairness and impartiality. I believe in treating all students the same until their behavior dictates otherwise. I raise my voice only when necessary, but sometimes, will not say a word if the majority of the class is out of hand. The silent treatment might take a minute or two, but usually works.

Research Question 2

What are police veterans' perceptions of their effectiveness as second career (K-12) New Jersey public school faculty members, based on their communication skills training?

Subsidiary question 3.

What specific communication skills training and experiences most assisted you in maintaining discipline within the learning environment?

SPEAKER 1: In the academy we were -- did scenarios. We approach a vehicle or a group of people, so the communication skills, I assume, helped with direct eye contact with the group. I stand up in the front. And I say hi, just the beginning of the year. And loud, clear. Almost like speaking like -- you know how a cop looks? You know, you'll see the guy behind, 'cause they train you -- the guy thinks you're looking at him, but you're really seeing what's happening behind him. So everybody kind of knows I'm looking at them, one of those like cop looks, and you'll do this, this, this, this. Strong. Clean. Bang. Voice. Done. Stand up. Prestigious in my deliverance. I possess the communication skills I guess of a good orbiter.

SPEAKER 8: Yeah, having that confidence in your voice. I think after 25 years, too, of dealing with people, out of experience you know what -- how to size somebody up and knowing what not to say that's going to excite somebody and really send them off in the direction, and how to diffuse a potential shouting match or something that could go on between you and the student. One other thing that's I guess directly from police work, I went to in-service training for interviewing interrogation, and I let the kids know that

right away, 'cause I says they teach me how I can tell if you're lying or not. It's great, even if you don't go to that school.

SPEAKER 2: When I first became a cop I realized people don't need a buddy. They don't need another friend. They don't need you as a friend. They need you as some stability. They need you to be a good listener. When you're dealing with people in times of crisis, they need your stability. The rock that you're supposed to be as a cop out there, that people are looking to and depend upon. You do the same thing in the classroom. You just do it every day. You know, you don't walk away from it at the end of an eight hour shift. You're with these same kids again and again and again.

SPEAKER 8A: I find that keeping my eyes open, listening, listening to everything in the hallways, in the cafeteria, in the classrooms, I pick up on a conflict between two students. I'll hear a buzz word through school, you know? You know, watching kids standing in the corner doing something, you know, you know they're up to no good, you know, so you kind of like sneak in there and observe. Things that you learned as a police officer. You know, listening, watching, absorbing, and then reacting to it. I find just walking through the hallways I can see a piece of paper on the floor and I know there's a good chance there's something written on there. The kids write things down and they drop them, and I pick it up and I'll find some nasty remarks about somebody.

When I do my detention class, for instance, the kids -- I give them puzzles to do sometimes because the kids don't bring things in to study or read, which really amazes me, but they'll draw, they'll write things on there, and then they throw them in the trash baskets. I, of course, after the detention leaves I go over and look at everything in the basket to see what is written, and I've gotten a lot of good information that way. Kids that tag places in the school, you know? And then I look at their books. I look at the inside of their locker. I see that same tag. They're writing it on cars. They're writing it out in the parking lot. You know, even the bathrooms. And I'll know who it was. So I think just observation, being very observant.

SPEAKER 5A: Speaker 5. Excellent. Well put. I think that the listening is the key component that I learned as an officer. You know, I remember we're paid trained observers. That's what we were told when we became officers. Also, it's from the listening and picking up the clues that's a big asset.

RESPONDENT 1: I had to learn to document incidents, articulate in court what I had observed or learned through investigations, get peoples attention and get them to be willing to speak with me. On many occasions you had to prevent a tense situation from becoming a violent one and had to learn to control emotion and handle the job at hand. In teaching all of these skills apply. We need to keep records. We have to be able to explain material to get our students to understand. You have to be able to command their attention while performing to keep them interested. I have to read the body language in my room to see who is with me, who is lost, who wants to say something. And sometimes it needs to be kept light. I don't send students from my room. They are allowed three bathroom passes every three months. If they misbehave I'm not giving them an out, they stay and we deal with it there. Sometimes we use humor, sometimes

we will stop and talk and sometimes we just stop altogether and take a break. At first my students tell me that they were afraid of me because I seemed really mean. After the first few weeks they are hanging around and seem to respond well to the way we do things.

RESPONDENT 2: Communication skills are probably the most important as a school administrator in not only maintaining discipline in the learning environment but also maintaining everyday progress. Students obviously need the most supervision, but faculty members need supervision as well to ensure they are conducting themselves properly, and teaching the students what they need to learn.

RESPONDENT 3: As a former police officer, I never had a problem getting my point across to others. This would apply to both students and fellow staff members. I also do not have difficulty cutting through the window dressing of a person's story and getting to the facts. I believe that once people become aware of the fact that I can tell there are holes in their story and I observe their body language or lack of eye contact, they come to realize that it is time to be truthful when communicating with me.

RESPONDENT 4: Basic training as a recruit taught me how to communicate as a section and platoon leader. The Instructor Training Course taught me classroom techniques. Experience as a road trooper in providing directions to people and experiences as an instructor in the Academy were helpful to my position.

RESPONDENT 5: Persuasive speaking coursework most assisted with maintaining discipline within the learning environment.

RESPONDENT 6: After dealing with so many people and situations that were life threatening, you can speak to anyone.

RESPONDENT 7: Many communication skills have been developed over almost twenty years as a police officer. This was derived from many sources. Among them were: Instructor training Course at the NJSP Academy; Supervision Training conducted by the FBI; Tactical Training courses conducted by various agencies (I was a tactical team leader for eight years); and teaching at the county academy.

Subsidiary question 4.

What techniques have you utilized to elicit thought provoking responses from your students?

SPEAKER 6: Role playing scenario, whether it be verbal or actually body actions to get the responses from students or like somebody like a storyteller, like something interesting happened or whatever, and focal point or -- and so I have to teach Social Studies, was there anything similar to this been going on in Iraq? Where I work we have a lot of people that -- a cousin or a brother or an uncle or somebody's having to do with something in Iraq, whether it be an army nurse, up to, I don't know, whatever, the

accountant for the army that's working out there someplace. How do you feel about that? What's going on? Do you have any insight? I mean don't give me any secret stuff, but, you know, just whatever. So he gets into it, and kids are like, wow, what is he saying? So it starts all of a sudden getting the ball rolling. So I guess almost like you say even putting the student as director of the class lecture rather than myself. You know, if they do it responsibly I have no problem with somebody coming to my desk. It doesn't bother me at all. I don't have that problem. And tell their story. My uncle sent me photos from Iraq. He sent me some letters from Iraq. Okay. It's cool. I'm using Iraq. There are other things in the past, it happens. So like a role play scenario. A student becomes the actual -- I guess the lead for the discussion, which the kids then, it's one of their buddies up there so they're like oh, wow, and they start, oh, it happened to me, I remember my father -- you know, and then you just get it going, as long as it's organized.

SPEAKER 4: I think that Speaker Number 6 brought up a good point, and how I draw from that also, I did that when I used to go into Social Studies, do the role play, especially when it came to the Civil War and things like that, they loved that, and you've got to be creative. One of the things I know as a law enforcement officer when working in education, what I used to draw from, a lot of times on the clock, 'cause sometimes the kids, they're not into learning that day, and sometimes how I spark their interest, because we come from law enforcement I've got a lot of stories, and, you know, you can make up a story to correlate the why and they even be doing their school work. And they get all excited, and before you know it you're still -- you're off curriculum time, but at the same time it's one of those teachable moments. So not to go on, but it's one of those things, we have that library of stories that we can draw from anything, from abuse or whatever, and if we need to tap into that, we can tap into that, to always draw them to the focal attention.

SPEAKER 8: Just to add to the role playing and that sort of thing. I've done this in the past with all different tracks of classes, too. I've given them an opportunity to teach my class. What I'm doing currently this week and last week, the upper track students, I've had them break down into groups of five and they're working together as a group to put together their presentation or how to teach that lesson themselves, and they jumped into it pretty good. And in the past I've opened this up for all of my students, and I've even had the lower track students do exceptionally well in it, and one year I did it with all my classes. Some of them were breaking down into groups of just two students and they would take over the class, and I was surprisingly in a good way shocked that they pulled it off and they really got into it. Here was their chance. I'm waiting until near the end of the year. It's not something I would start in September. But they really got a chance to teach a class and they really -- they hit the ground running, some of them.

SPEAKER 6A: I guess showing interest in their problems. Showing sincerity -- sincerity, interest, fairness, trust factor, play it all in, and I think that's what gets me my best results.

SPEAKER 3A: I elicit responses by giving them a problem that they could face out on the street. How would you handle this? And the responses I get are -- these are 13-year-

old kids. I say, wow. I can't believe it. I don't know what I would have said when I was 13. I also role-play with scenarios. I have the kid stand out in the hallway, come in ranting and raving, not cursing or anything, and I'd sit down. That's the most I raise my voice. Now how we going to handle this? And I'd get hands all over. "Throw them out." Do this, that. And I'd say, no, let's realistically handle this now. Let's find out what the problem is. "There you go." And I'd say it doesn't work all the time, but I get some good responses.

SPEAKER 8A: I think offering praise to the kids, like you said, if they do something right. You know, there are some kids who probably don't get it at home, people who don't take like a deep interest in what they're doing in school. I try to put them in -- show them the big picture. I also try to talk to the students about something that interests them. You know, talking to them about music, which I like, you know. Sports. Kind of, you know, humanizing yourself, you know? You're not just some authoritarian sitting in front, watching everything I do, and so they like that. This technique gets them to open up and response to me.

SPEAKER 6A: As an Art teacher I use positive reinforcement all the time. Positive, positive, positive, positive. 'Cause I'll have kids all day long they'll be saying, Sir, how is this, how is this, how is this? I just keep feeding them positive stuff, and it brings them up, you know?

RESPONDENT 1: In teaching history I have so many opportunities to connect the past to things that are real to them. When teaching the government and justice systems they are interested in my real life experiences and I have the skills to run them through mock trials and discuss social issues. They get excited when it is real to them or they can get involved hands on. Once there is a relationship they want to know more about my life and I hear more about theirs. One class asks for "the story of the day" before they leave.

RESPONDENT 2: I was fortunate to attend many training seminars while employed as a trooper. Some of these included "Interview and Interrogation Techniques" that covered verbal and non-verbal responses. Basically, being a trooper and dealing with numerous contacts throughout the day improved your personal communication skills. One thing I learned early and applied to the school environment was don't get emotional and don't take it personally.

RESPONDENT 3: I can relate to students and inform them that I have been through many experiences on-the-job as a police officer and nothing will surprise me. They realize that I am not going to be offended or surprised by what they may have to say. Therefore, they can be truthful and express themselves to me without feeling embarrassed.

RESPONDENT 4: Listening is the best technique I have learned. Also, I use different tones of voice and volume levels relative to the situation at hand to gain the attention of the students. This seems to be an effective technique that works.

RESPONDENT 5: I use higher level questioning skills when speaking to my students, specifically the Socratic Method.

RESPONDENT 6: I listen intently and always ask questions. Students are young and they always have something to say. You can find a lot about what they are thinking just by being there for them.

RESPONDENT 7: I usually provide real-life situations, in the form of a question. "What would you do in this situation?" I encourage the students to think about the question before of blurting out an answer.

Research Question 3

What are police veterans' perceptions of their effectiveness as second career (K-12) New Jersey public school faculty members, based on their community relations training?

Subsidiary question 5.

What specific community relations training and experiences most assisted you in maintaining discipline within the learning environment?

SPEAKER 1: From community relations training, when I was a cop, I would be able to direct people because I was familiar with the community. I make myself aware as to what is going on in the community so I can talk to my students and provide them with places to go so they won't get in trouble. I make myself aware of the community, and not just what is going on around the four walls of my classroom.

SPEAKER 4: What helped me out early on in my career was that I was fortunate enough to work with the police explore program and when I did that for the police department and working in the classroom I was able to pull -- that's where we used to get some of our kids from, was my disciplinary kids. I was able to develop a relationship with these trouble kids. Working with the homeless on-the-job, I was able to build a relationship with the homeless children in my school because I knew what they were going through. I know my approach was going to be different when dealing with them. I am able to work with them regarding getting clothes from the Salvation Army.

SPEAKER 6: As far as community relations the way I take it is in the academy and such and then they teach you to deal with all walks of life, all different kinds of people as far as the community, and I think in the classroom you really have to deal with the parents, parent or guardian, whomever, but, you know, that child is with them a lot more than they're with you and if you don't have them on your side you're never going to get the kid on your side, so I think, you know, training as far as dealing with the community is you

kind of put on a different face for each parent, depending on how they are or what they expect of you, just to keep them on your side.

SPEAKER 7: Community relations in its correlation of discipline is being a coach or volunteer coach in town and doing that and dealing with kids, facilitates, you know, going into the classroom and dealing with -- and the same thing in high school, when you, you know, coach, you also -- you see them in a different light, and I think that helps you with your discipline as far as dealing with the kids. You can talk to them on a different level when you're as a coach or mentor, and then as a teacher.

SPEAKER 2: Yes. Because everybody's pretty much covered the ballpark here. I think you learn very quickly as a new cop that, you know, I'm not going to be able to solve all of these problems with a ticket book or arrest voucher or however you want to handle it. There are other things that need be done to solve problems, and that's what you got to do for eight, 10 hours, however long your shift is. With that mentality I think you come into the school and you realize there is a world out beyond the walls of this school, and maybe we can within the school handle some of these problems, but you know yourself that this kid is not going to get what he needs here, he needs to go someplace else, or maybe you've had an experience with an agency out there that you know that's good for him, and it's easier I think because we're not -- I think we've trained our minds to solve a problem. Not necessarily -- that doesn't have to be -- hopefully we're not parochial about it, in that it doesn't have to come right from my school. It doesn't have to be from me. If I can just get this kid to an agency or an individual or somebody out there that's going to solve -- that's the bottom line, that's going to solve the problem, and I think with that mind set and knowing that there's a myriad of solutions out there, you just got to find them, you know, and you've got to research them or you've got to have them in your experience.

SPEAKER 5A: Community relations training specific, I can remember several sensitivity sessions as a police officer. I come from a town, I was an officer with a very diverse population, and we would be apprised and taught different cultural ethnicity background training to deal with as many different people we come upon, but I think the most community relations training you received was every day daily on the street with your interaction with different people, so -- and that prepares you for dealing with all different children, too.

SPEAKER 6A: I found that developing relationships with not only the students, but the parents and the administrators was so -- was really very easy maybe because when I was a police officer you go into all these different -- you go into calls, you might handle 20 calls a night or whatever, and you go into a situation and you very quickly have to talk to people, have to find out what's going on, you have to get the information you need, so you become very comfortable getting to know people that you've never met before. You know what I mean? Like you can talk to people right off the bat, you know? And I find that in schools even it was that much easier because I don't have a problem talking to a parent. If a parent wants to call me on the phone and find out -- like I'll have a lot of other teachers that were trained as teachers, for example. Oh, never write an e-mail. Never write anything down. You have to talk to the parent. If you have to talk to a

parent, do it over the phone. You know what I mean? All these rules that they want to follow rather than just -- if somebody has a problem, they can come to me, I'll talk to them, just the way -- you know, I'll just lay it on the line.

SPEAKER 5A: I think that cops are very flexible. They'll react to any situation. They're comfortable in any environment. We'll talk now. We'll talk later. You know, you can start. You know, whatever. It's just a very relaxed, comfortable feeling, you know? You're not stressed. You're not worried. That's what we bring to that whole school environment, the frankness, the upfront, the caring, like you said.

SPEAKER 6A: You know. So here I go, you know? Sir, can you do the bus duty this morning? Sure. No problem. Can you do it this afternoon? Sure. No problem. Can you do it tomorrow morning? Sure. No problem. Then you run into somebody that's been a teacher for 15 years, and they say, oh, well, I already did my two duties this week, why should I have to do it again, you know? I mean they want to get into this long drawn out thing about why they're getting put on for a third duty for the week, you know, and I'll do it every day. If you need help, you let me know, and I'll help you. And I get things back to me -- like the secretaries, the administrators, they love me because they know if they ever need help, all they have to do is ask Mr. B. and he don't mind doing it, you know?

SPEAKER 5A: Yeah, and I go to them, if I see a situation, like a teacher is not there and the classroom is not attended, and I go in there -- well, she's not here. We don't have a sub. All right. Take it. I got it. I'll be in there until you get somebody. Bus duty, perfect example --

I mean I go out there, and I'm not even supposed to go out there with dismissal, but I feel like I have the free time to go out and do it. I'm not locked in a room. I'm going to make sure, ensure the safety of this bus dismissal. I'm going to go out there if it's 12 degrees or if it's raining and it's not my time because I take ownership for that school and the responsibility that the police law enforcement career brought to us, I bring it into our school.

RESPONDENT 1: The biggest community relation skill that I utilize is to be involved and talk to the kids. You find out a lot and they don't even realize they are telling you anything useful. Just being a presence is a deterrent to trouble and when they know they can trust you they will come to you for help. I like to believe I am fair. I give respect and I demand it from my students back. Some lack this at home but are more than capable of adjusting to it.

RESPONDENT 2: On-the-job training was the most important experience in dealing with the people. Transferring this experience over to the learning environment was simple. Treat people with respect. If a situation called for a more direct approach, then the situation dictated that form of approach. Basically, my employment as a trooper furnished the experience in dealing with a multitude of different people and how to handle various situations in the community.

RESPONDENT 3: You learn quickly in police work that you cannot treat everyone the same way. You have to be able to read a person and respond to them. You cannot always come off as a hard nose. This simply does not work in all situations. Also, as police officers, we were often the first person who comes into contact with someone when they have a problem. How we react tends to set the mood of how this person will respond to our commands. We need to be sensitive to all situations.

RESPONDENT 4: I have been an instructor and coordinator during Trooper Youth Week, which were worthwhile experiences. Additionally, the role of an assistant commander provided many community service opportunities.

RESPONDENT 5: The ability to reach out to parents via phone and in meetings.

RESPONDENT 6: Being exposed to people from all walks of life and backgrounds.

RESPONDENT 7: I have spoke with local civic and political organizations on drunk driving, traffic enforcement, and traffic and safety in general and try to work cooperatively with them in providing safety.

Subsidiary question 6.

In what ways, if any, did you help form or participate in partnerships with your school community and local police agency in meeting the challenge of combating school violence and criminal activity within your school?

SPEAKER 7: It's a simple thing. Most school violence occurs right after school, and my experience the first year I was in school there that there weren't a lot, but there were fights right after school, so I make it a point to stand out in front of the school every day at the conclusion of the school, if I can, unless something else comes up as -- you know, just talk to the kids to a certain degree, but really to be a deterrent out there because that's really in effect where the violence is going to occur if it's going to occur in school. It's at the end of school and it's going to be when they're being dismissed, so I just do that on my own.

SPEAKER 6: In my particular school we have a couple of local detectives that are based in the school, itself, and they know my background, and we stay on a constant phone call away each and every day, if either of us hear about any problem that is brewing or going on. I tend to get a lot of stuff out of my kids. And, you know, we just keep kind of an open door policy on that to kind of nip stuff in the butt before it happens.

SPEAKER 1: I pull the old fashion cop routine of getting myself a snitch, bait him. Let me know what's going on, you know? You get a student who really wants to do the right thing. I don't even tell my principal this kid is my snitch, you know. Basically nobody knows. I'll just say, hey, I just got lucky and heard a group of kids talking. Because lay

people don't understand that comradary. I mean you're putting some kid's life on the line, 'cause, you know, he'll get his butt kicked, you know, and I wouldn't want to be a party to that, especially if the kid is nice enough. And I've stopped a lot of things. I found two kids run-aways and stuff like that, just by -- just some kids through the --counselors would come up to me and say how did you do this? I said I don't know, just got lucky. 'Cause I would never do that. But you get a little extra comradary. And that's like the back door type stuff.

SPEAKER 4: I think in my school setting, and I know I can go along with Speaker 1, is that I use a certain technique sort of definitely like that because, you know, we got that gang problem today in schools and we have that law enforcement background, so that's always key for us. Like... go easy with stuff like that, and really bait the kids and find out about that My Space stuff and I can trick them and say you don't have a My Space account. Yes, I do have a My Space account. And they go right on the computer, pull up the My Space account, and the next thing you know you've got all the kids listed, and then you've got your law -- like what Speaker 6 said you've got your law enforcement buddies and you just hold the file and save the My Space space and call them in and say here it is and then they will call the Detective Bureau so they can identify these kids and their relationship. Some of them have got videos on it and slapping hands and doing it that -- so it's -- that's another thing with law, we right there. So you know if any investigation come to the school, they're going to come to us first and say, hey -- they're going to talk to you just like you right on the job that day. Hey, what's going on in this school? They don't even care what the principal say. The principal is probably the person they're going to call, but they want to know the real information. You know, certain things that the principal may not want to share because he may be protecting the school. As Speaker 6 stated, I use that method, too, with the our School Resource Officers and I talk to them constantly.

SPEAKER 5A: Speaker 5. I'll go first again here. I coordinate the New Jersey Violence Awareness Week. We have a week in schools and Violence Awareness Week, so I work closely with the officers of the local department. I was a D.A.R.E. officer, I was the Gang officer when I was in the police department. I was known to this other police department where I'm now a counselor, so I've established good relationships with them. Crime right now in elementary/intermediate is minimal, but anything to do with the police department a lot of times I'm called to be the liaison, the go between, and it's worked out well. I helped spearhead the Committee this year for Make a Difference Day, and we raised over \$13,000 and bought the police department seven ADD's because they only had three in the department. I did this on my own. I felt that when I used to go into the schools and teach the drug and gang programs, so I thought that we should strengthen that, so I took it upon myself.

SPEAKER 8A: I'm on a couple of committees, the School Safety Committee, the School Improvement Committee, which deals with rewriting the handbook wherever necessary, and that involves students, teachers, board members, and then the Safety Committee is board members, local politicians, local administrators, I should say, and police, and then like today we had -- we have a monthly meeting, it's a regional school, with members of

the two depts and we just rehash any problem, kids that we have, and they'll tell us what's going on.

SPEAKER 8A: Yeah. And, you know, it takes maybe 45 minutes, but we get, you know, a lot out in the open and --like I said, I'm in a regional school, I've been there for 21 years in the community and I know a lot of the cops, so it was kind of natural for me. There is no police officer assigned to the school, so I'm sort of a --You're the S.R.O., you're the -- you do it all.

RESPONDENT 1: I am involved with the school safety committee and have organized assemblies with local police and the Middlesex Counties Prosecutors Office. I have recently received a grant from the Martin Luther King, Jr. Commission to further our efforts to combat school violence and promote tolerance. I am very uncomfortable when our school performs safety drills. It is scary to think in the event of a real emergency that we do not have a foolproof safety plan. I want our students on board to help protect them. It is hard when you have seen some of the aftermaths or violence and imagine them happening in your school. The big difference between this job and the last was most of the victims were strangers. We have these kids 5 days and week, 7 hours a day and get to know them on a personal level. It is hard to remove emotion from what we are doing here. You have to care to handle this job every day.

RESPONDENT 2: I worked with a school resource officer from the local police agency. We developed an "Emergency Handbook" in cooperation with the school administrator and our law enforcement agency. In addition, the Department of Education and the Attorney General's Office developed a Memorandum of Understanding between the County Prosecutor's Office and the individual school districts within our county.

RESPONDENT 3: In my community, I have exchanged ideas with our School Resource Officer and the local police department as well. I have tried to bring about a large town solution to a smaller town environment in terms of school violence and safety. They have been most receptive to my ideas and I have been able to implement programs that serve us both well.

RESPONDENT 4: I have acted as the liaison with the local police department in matters of emergencies (bomb scares) and severe student behaviors involving the police. I have reached out to the local and State Police to provide assemblies to students and parents in Gang Awareness and Computer Crimes.

RESPONDENT 5: I assisted in developing a Safety and Security Committee, which includes community members, police officers, students and staff.

RESPONDENT 6: I have directed students to seek assistance regarding gang problems from fellow police officers from my former police department.

RESPONDENT 7: It appears that my administration does not want me to get involved with these partnerships.

Research Question 4

What are police veterans' perceptions of their effectiveness as second career (K-12) New Jersey public school faculty members, based on their conflict resolution training?

Subsidiary question 7.

What specific conflict resolution training and experiences most assisted you in maintaining discipline within the learning environment?

SPEAKER 6: I think the biggest technique was being able to read body language. I read my kids the minute they get off the bus and into my room, and you can kind of tell what kind of mood they're in or if something is going to happen before it happens and, you know, nine times out of 10 try to resolve it before the issue comes about.

SPEAKER 8: I think when I'm presented with a problem I've learned to identify a problem and investigate it, and not necessarily that in my police training that they taught me how to handle eighth grade kids in the classroom, but I knew it was up to me to find out the answer, and in an investigation you're going to cover all the bases, you're going to handle all the leads. I learned to look for the solution myself and find it and handle it, and a lot of times you're the only guy at the accident scene, you have to handle -- you can't depend on backup sometimes, you have to do all the work yourself, and in 25 years of doing that kind of work I didn't hesitate. Once I knew I wasn't getting any help from the office on this problem, I had to do it myself.

SPEAKER 1: I kind of agree. Body language and even mob mentality, how the crowd is, because a lot of times you can almost see the kids cooking up on sides. Like I do a lot of hall duty and all and -- or cafeteria duty, and you can almost see what's happening because you can see I guess a mass body language, a mob mentality situation, where all of sudden regular kids that have been sitting here, all of a sudden they're edging over here and, you know, you start seeing a mass heavier here, there's nothing that far in the cafeteria but the garbage cans, why are they -- you know. So you start saying oh, and . . . bang. Jump. Get over there. Sit down. And, again, like I say, it's helped me out a lot, especially -- in my cafeteria duty there's three teachers, but I'm the only guy, two other women, and so I mean if I don't do it, it's not going to get done, so . . .

SPEAKER 8: I understand both what Speaker Number 1 and 6 are saying, that only sounds like, you know, how we develop a sixth sense, like being on the job for awhile. You kind of sense a problem is going to happen before it does.

SPEAKER 2: I use the same theory that I use with the kids on the street or a guy on the street. Yeah, if you're doing the wrong thing I'm going to lock you up or in school I'm going to take you to task with whatever discipline that we have, but if you're not doing anything wrong, if you're doing the right thing, I am going to treat you with respect. I don't believe many teachers have the ability to treat bad students with respect if they are acting appropriate. After developing this relationship, these kids will trust me enough to come to me if there is a problem brewing so I can defuse it.

SPEAKER 8A: Just being consistent. Explaining the rules or what you expect from your class, your group. Letting them know what the ramifications would be if they don't follow these directions or these rules, and not in a harsh kind of a way, very matter of fact kind of a way, so that they understand that you mean business, but you're not there to hurt them. The reason for these rules is so that we can have, you know, a cooperative class, a good learning experience. And once somebody starts acting up and breaking the flow, you know, it throws the whole class off and you have to deal with that person immediately and be fair and consistent.

SPEAKER 6A: I think having been a police officer and going into a lot of situations that were just out of control, that I found it very simple to resolve conflicts in the classroom because they were nothing compared to some of the conflicts that I had to resolve out on the street. Like if you're going to a bar fight or you go to a domestic violence call or whatever, before you used to have to do all of the paperwork --You know, I mean some of the conflicts you had to resolve on the street -- you know, in a school, it's nothing compared to that, you know? So I found it very easy to resolve conflicts in the learning environment because you just take the bull by the horn and you get it straightened out right then and there, and if it doesn't get resolved, then you send it up to the principal and let him resolve it, but I found it pretty simple, really.

SPEAKER 5A: I think the comment, like Speaker 6 said, the calming -- we have to de-escalate. As the law enforcement officer we try to de-escalate a situation, so I think I bring that to the school that I'm in, also. Specific training, I coach here at a peer mediation, which we help resolve a lot of the conflict before they get to the fight level, so, you know, with law enforcement background that helps a lot.

SPEAKER 8A: My training as an officer, this wasn't necessarily taught in the academy, but some of the senior guys that you worked with will tell you to go after the biggest mouth or the biggest guy in the group and take that out of there and that usually calms things down immediately. In a lot of the situations in the class there's always somebody who's the ring leader, the wise guy, the cut up, and, you know, so you focus in on that one person, and you never embarrass them in front of their friends, you just take them to the side and say, look, this is not going to happen in my room, my class. You know, you may feel comfortable doing it somewhere else, but you can't do it with me. You know, you'll have to deal with me later on if you continue. A lot of times that will resolve the problem. It doesn't always work, but most of the times it does.

SPEAKER 3A: Again, I agree with the former speakers here. It's just like a natural inborn thing. You handle the problem the best way, really, that you've been taught or you know how, and for the most part it ends right there. I don't raise my voice. It's strong enough to when I give that -- I'll sit and I'll go like this, you know, and they get the message, quiet down, let's get started. And it's all in the training, I guess. You have teachers, they'll say, they don't do things like that in front of you. They do it in my class. And I say, yeah, I know. How do you deal with it? I can hear other teachers screaming in their class. I look out to make sure everything is okay. I usually leave my door open just for that purpose.

RESPONDENT 1: Conflict resolution comes from recognizing a problem is brewing and handling it before it is a big problem. I have had students in the same room who are sworn enemies and it is clear that within my room and presence it is unacceptable. I do not take sides and I do not want to hear what I refer to as drama. The problem itself will be addressed after staff with the help of administration, guidance and parental support if necessary. I make use of the resources within the school community as I would to deal with problems within a local community.

RESPONDENT 2: The overall training provided by my police agency, specifically in communication techniques, assisted the most in dealing with conflict resolution. Being able to talk calmly and rationally with the involved parties usually resolved the incident. Being able to have students confront each other and explain why the incident occurred helped the students understand their actions and resolve their differences.

I successfully handled a hostage situation on my very first day as an assistant principal. A student was holding his class hostage with a knife. My experience as a law enforcement officer helped me to handle this incident expeditiously and smoothly.

RESPONDENT 3: I find that my past experiences as a police officer has helped me defuse situations to a degree. There are times that a person becomes irate or combative and I am able and willing to calm them down by the way I react. I approach with a calm attitude and demeanor. We are trained not to escalate a situation but to de-escalate the encounter.

RESPONDENT 4: I received on-the-job experience in conflict resolution from handling domestic disputes. Also, I taught conflict resolution training as an instructor in the Academy.

RESPONDENT 5: Maintenance of structure assist with conflicts.

RESPONDENT 6: My police background has taught me to identify the cycle of violence. It has also taught me the five stages of a crisis: triggering, arousal, blow-up, recovery, and depression.

RESPONDENT 7: Experience was always developing in this matter especially at accident scenes, fight calls, and domestic violence calls. Each one of these situations was different from the others and required quick thinking and assessment of each situation.

Quick talking and action was needed and the situation might be resolved, but could just as quickly escalate to a more serious condition if the wrong words or actions were used by the police officer. In some situations, it was more beneficial just to let the parties talk. This also works well with students and other teachers. In any of these situations, for the safety of all involved, it is advantageous to defuse the violent, or potentially violent situation before it can get worse. As a police officer, and as a teacher, that might mean removing one of the parties quickly as their continued presence might be the cause of agitation.

Subsidiary question 8.

What specific techniques have you utilized to identify a problem and defuse a crisis situation before it develops?

SPEAKER 4: In my school I'm having a crisis all the time, so as soon as I have a crisis, depending on what the crisis is, eventually it's going to definitely get dealt with. Some of it may be -- depends on the level of how I want to deal with it. Maybe contacting the parent. If there is a fight, I want to defuse it real quick. I want to get the crowd out of there. I want them to sit down. I want to counsel, and try to solve this. I want to get them back in the mainstream as soon as possible. 'Cause I want to analyze it. Because it's zero tolerance, they've got to understand, but as a law enforcement officer we try to -- you know, not curb it, but if I can get the gist of it before it gets too blown and maybe-- and I get the kids that really know it's a misunderstanding. I usually jump right in on a problem before it blossoms.

SPEAKER 1: Techniques are again a little bit of training and experience of awareness of the situation, and attempt to defuse. I usually get physically in the middle of a situation. Also, I ask a student to assist me with a problem to get his mind off of his anger. Also, I get another teacher involved to help defuse a crisis.

SPEAKER 2: My law enforcement experience has prepared me to, without hesitation; jump in at any given moment to defuse a situation.

SPEAKER 8A: I think reading and assessing -- to read and assess a situation from law enforcement background and quickly. Read and assess quickly. Read the players involved. Know what's going in. Know your surroundings. Know where they're coming from. Know the background. Know something about the community and where they're from. Take a look at the family. All that plays in the de-escalation part quickly. Never embarrass them in front of their peers and never call them out. You know, all that training that we did, basically, you know, as we learned on the go as police officers.

SPEAKER 3A: I just went through this with two girls. The one girl towers over the other girl and she had been calling her names and I picked something up and I mentioned it about I don't want to hear anything, any trash in the class, and it continued, and I took the girl outside the room, closed the door. I told the kids I'll be right back. I talked to her

nicely. I said this is a phone call home. No matter what you say, the phone call is going home, your parents are coming up. The next day the phone call went home, the parents were scheduled to come in today.

SPEAKER 8A: As a -- good listening and observation skills, coupled with quick assessment, like you said, and then dealing with it however you see fit, as quickly as possible. It's almost like being in a bomb squad, I guess.

SPEAKER 6A: I think maintaining control of your emotional like level. Like I've seen a lot of teachers go off, you know? Like they obviously lose it. And I think being able to no matter what, maintain that even keel, is a calming effect on the whole situation, the whole class.

SPEAKER 8A: What he had said, what Speaker 3 had said was another good point, I know you want to wrap this up, as far the kid coming up to you later and telling you here's what's going on, I think as officers we all develop our own, you know, informants.

SPEAKER 6A: Yes, the confidence, and, you know, especially like on the job -- Speaker 8, I guess that's invaluable, you get a lot of people coming and telling you. Even on my level I'll have kids that will tell you, and I'll use the same thing you said, not now, to one of the kids, tell me later.

RESPONDENT 1: Observation and listening to hallway conversation usually tells us most of what is brewing. I have walked in on situations that are ready to explode and will try to negotiate the situation or call on other staff to help. Old habits die-hard I guess because I have gotten my share of bumps and bruises breaking up a hallway fights. Students need to know we will respond. Three years ago I had a student arrested for intentionally punching me when I would not move so he could go after another student. The message was clear to the student body. This behavior is not tolerated and teachers have recourse. It has not happened again since in our building. Rules need to be clear, they need to be followed and consequences have to be consistent.

RESPONDENT 2: I have developed a Peer Leadership Program in our school to reduce the after school discipline problems our students were facing. After review of pervious discipline data, we identified problem areas and developed strategic plans to diminish or eliminate the problem areas. Confidential student informants were cultivated and provided me with information regarding incidents that occurred or were being planned. Our school was recently built and equipped with a camera system throughout the entire building to help identify offenders. As a school administrator, I would call a class assembly and have two-way discussions about on-going student problems or concerns. In addition, our school would call upon special guest lecturers to talk to our students about Peer Leadership, Respect, Individuality and Student Maturation.

RESPONDENT 3: I have befriended students who I consider to be on the cusp, not the problem children, but far from being angels. Once I have been able to gain their trust, the students tend to confide in my security officers and myself about school issues. There

have been times that we have become aware of a potential problem and been able to defuse it from happening due to the information we were provided from these so-called informants.

RESPONDENT 4: Conflicts occur daily in a school environment. I have learned to separate parties when an incident occurs and resolve the issues through peer mediation before it develops into something serious. I have learned that it is important to be proactive and be aware of situations before they become explosive.

RESPONDENT 6: I first call for assistance and separate the parties involved in a crisis. Once the parties are calm, I attempt to find out what happened and how we can prevent this from happening again.

RESPONDENT 7: While working as a police officer, one develops the ability to detect what the average person might not notice. Keeping ones eyes and ears open and alert in time comes naturally. This has surfaced numerous times when a student is under the influence of drugs and or alcohol. There have been times when a student was under the influence and I pointed him or her out to another teacher. Sometimes the regular teacher did not notice anything even after I pointed the student out.

I am also cognizant of pending fights or altercations just by the prevailing mood within the student population, which helped in avoiding potentially dangerous situations for other students and staff. It is also helpful to talk with the students and gain their trust. Some of them, certainly not all, will feel safe in warning me of an impending fight.

Research Question 5

What are police veterans' perceptions of their effectiveness as second career (K-12) New Jersey public school faculty members, based on their cultural diversity training?

Subsidiary question 9.

What specific cultural diversity training and experiences most assisted you in maintaining discipline within the learning environment?

SPEAKER 8: I kind of touched on this earlier, and it was more than one in-service training that we received on this type of thing, but I keep referring back to it as sensitivity training. It seems like the best word is "diversity" nowadays. They would have people from all walks of life come and talk to us as a group, you know, and kind of understand that, you know, we're not a cookie cutter type of society. You know, there are some different people out there, and they may not -- I mean, come off saying something that I think is perfectly normal, can insult somebody, you know, so -- like I said, our outfit constantly kept us abreast of that sort of thing.

SPEAKER 6: I agree with Speaker Number 8, and it's jarring my memory up a little bit, but the sensitivity training was definitely helpful. I mean especially in my classroom there's basically all different walks of life, as well, and, you know, knowing what to say and what not to say could ruin or make your day in the room.

SPEAKER 1: I really -- the sensitivity training I had, 'cause it was so many years ago and where I was, at the time it was basically an experience. We had such a diverse group of people in our town, which was very, very strange for the earlier days where this took place, just because it was off a highway, it was cheaper -- it was a smaller, lot of rental type situations, so I would say the cultural diversity I had was just working with the people directly. You know, like just hands on, realizing there are some different, different people out there, and I had to make due, especially in my police department, it was real small where I was, believe it or not I was a one man patrol. I mean you were it. You were it. So, you know, you had to deal with it. Bottom line, our sensitivity training gives us the compassion and understanding to deal with different ethnic groups in our school.

SPEAKER 2: -- what we talked about in our training for problem solving, I think the sensitivity training, more than anything else, just gave you some more ammunition. Depending on somebody's background, you know, you have to -- just as we say, you know, you've got your bag of tricks that you carry with you, maybe you've got to take a different bag or a different trick out of that bag every once in a while, and if you have not had someone or had any relations with a certain group of people, you might just be pushing all the wrong buttons because of cultural issues or whatever. You can then bring this into the classroom. I think a lot of what you experience in law enforcement is the same as teaching.

SPEAKER 6A: Never see color or creed. Just a person. That's all I see. When I was a cop I felt the same way. I never came upon a situation and assumed that somebody was the cause of the problem, you know? I never assumed that.

SPEAKER 3A: Yeah. Yeah. Well, I guess, that's how you could view it. Now in the classroom I look at the kids and I say you're students. I don't care what color, what religion you are, you're students, and that's how I look at you. So I don't care what you say or what you think of me or whatever, but I don't look at you -- and I say it upfront, I don't look at you as black or white or Indian or whatever.

SPEAKER 5A: I went from a very -- closest thing to a city in this area, where it was a large minority population where I worked as an officer, to now where I'm a counselor, which is almost like zero diversity, and the big -- what I'm finding is the small diversity that we have, some of the staff is pre-judging some of the -- so I find I have to, you know, correct that as diplomatically as I can.

RESPONDENT 1: The school that I am working in is an English as a Second Language School and we have a diverse population of students from all over the world. Respect for culture and an understanding of customs and taboos comes from meeting and working

with diversity in the field. One of the most useful trainings I attended on the subject was hosted by the Administration for Children's Services. They took the time to explain the problem with child abuse and family dynamics in other parts of the world. While the goal is to educate and address the issue of child abuse, it helped me recognize that disrespect for someone's culture is only going to increase barriers in remedying the problem. By showing respect for where others are coming from the hope was to form an alliance with families willing to adapt to our laws regarding the subject.

RESPONDENT 2: My law enforcement experience dealing with a variety of people helped me understand and relate to the various student populations in the learning environment. My agency provided specific culture diversity training that also addressed the problems, needs, and concerns of the diverse cultures in our society.

RESPONDENT 3: In my school district there are three separate social classes of students, which are divided along financial lines. They are the "haves", almost haves", and "have-nots". I do not give special privileges because they are related to someone from a specific social class. I make sure my students know that regardless of their social-economic status, they will be treated fairly by me.

RESPONDENT 4: I have attended many courses and in-services related to sensitivity training throughout my career. Also, I have been a coordinator and instructor statewide on this topic.

RESPONDENT 5: Special education diversity training assisted me with diversity in our school.

RESPONDENT 6: I worked 25 years in an inner-city police department. Many job assignments required me to help people from different ethnic groups and cultural backgrounds. This community service has become part of my life.

RESPONDENT 7: Work experience has taught me over the years to treat everyone the same, regardless of sex, ethnic backgrounds, and religion or political views. The academy assisted with sensitivity training.

Subsidiary question 10.

In what ways, if any, have you differentiated instruction to meet individual differences and needs of students?

SPEAKER 1: Make sure that you have a Spanish/English dictionary in your room for the Hispanic students. Try to, you know, give like more time. Hang around the child more. Give him a little break in the actual grading of it, you know; in the aspect of maybe he'll do 10 when the test is 20. You know, just to break him in.

SPEAKER 8: Along with the textbook that I've been using the last couple of years it comes along with a lot of these type of aids to help with just what you're talking about here, especially if there are different languages and that sort of thing. There are certain booklets that go along with the textbook that we had selected to help in that way. Plus I may modify the quizzes depending on that particular student that's involved.

SPEAKER 6A: I'll tell you as an Art teacher I see quite a range of talent from kids. I don't compare students to other students. So I get into this whole positive thing about building up a student that may not be as talented in the eyes of what people would say. I try to tell them that. Everybody has their own style. Everybody has their own way of doing things and just because yours is different than theirs doesn't mean that yours is worse than theirs. You know, you're just as good as they are, but just in a different way.

SPEAKER 8A: On a test I modify it some way. One of the teachers gives me modifications, one of those other special education teachers, and they're just allowed to use the textbook, and what can I say to the class when they're taking the test? I don't sit them in the back of the room or anything like that. They're spread all over the classroom.

SPEAKER 8A: I think being a cop doesn't necessarily make you a good school teacher or administrator. There are a lot of cops that are not cut out to work in a school. But if that's what you want to do and you want to apply yourself and make a second career out of it, you have the best tools in the world.

RESPONDENT 1: I have to say that I am impressed at how well our diverse student body gets along with one another. The students will occasionally use discriminatory language, which is not tolerated, and our affirmative action officers are very present in our school reminding students of the consequences. It does arise in a history class and almost cannot be avoided when discussing issues of religion or world cultures or even social issues. Students are warned about respecting others and we spend a lot of time working on understanding others points of view before we make a judgment. Not always easy for them or us as adults, but a life skill they need. We have also worked on learning to express views in non-offensive manners. You can express an opinion while respecting the beliefs of others. Some advisors have suggested avoiding discussing issues of diversity and stick to the facts. I strongly disagree. In the real world it is an understanding and willingness to learn objectively that keeps the peace.

RESPONDENT 2: I differentiated my instruction to the students by providing them with piece-meal data to accomplish certain topics. As an administrator, I always treat the students as young adults with respect, but cautioned them that they must act appropriate to be treated as young adults. My students were not treated differently because of their diversity, but were all treated the same, as equal students.

RESPONDENT 3: Police officers must be able to adapt to various situations in the performance of their jobs duties. I have been able to tell the difference between the discipline problem students from those suffering from emotional problems. Each of these groups must be treated differently. I provide directions and instruction in various ways

for both groups. For the discipline problem students, I may provide them with a story that relates to the point I am stressing. For a student with special needs, I may have to repeat the directions or allow him to complete the work in a different way.

RESPONDENT 4: As a guidance counselor, I have used many strategies with students and staff. These range from individual, small group and large group instruction to build tolerance toward one another.

RESPONDENT 5: I utilize small group instruction and build upon these groups to form larger groups.

RESPONDENT 6: I have tried to connect role-playing scenarios and textbook materials to their personal lives.

RESPONDENT 7: As a special education teacher working with disabled students who are mainstreamed into regular education classes, I am constantly modifying the materials to meet the needs of these classified students. Some may need extra time to complete an assignment, while others may need their assignment modified or simplified. This definitely varies according to a student's Individual Educational Plan. Work experience as a police officer has helped me to possess patients with these students.

Analysis of Overall Responses

This section analyzes the responses given by the seventeen police veterans who participated in this qualitative research study. The analysis of responses reflect the five specific categories discussed throughout this research project: (a) career development training, (b) communication skills training, (c) community relations training, (d) conflict resolution training, (e) and cultural diversity training.

Career Development Training

The police veterans who participated in this study overwhelmingly agreed that the career development training they received as police officers prepared them well for a classroom setting in virtually every respect. They felt that the para-military structure and academy training carried over seamlessly into the school environment with regards to classroom management, organization reports, grading, and school rules, and regulations.

The self-discipline and integrity sharpened through on-the-job experiences helped these veterans to treat students fairly and with respect, to build character, and to respect differences.

The various pre-service, in-service, and especially on-the-job experiences helped these police veterans handle stressful situations better, without letting the associated stress impair their work productivity or job performance. The veterans noted that a stressful situation in a school environment really cannot compare to stressful events on the street. Police veterans possess very high maturity and tolerance levels; their prior police training and experiences allow them to “roll with the punches,” not to take things personally, not to get emotional about minor school issues, and to always maintain composure.

A consensus of respondents stated that they're consistent with their discipline methods in class. While in the force, they learned to be consistent, fair and impartial. All students are aware of the straightforward classroom rules and expected code of conduct, which are posted in class. Students also are aware of the consequences, which are strictly enforced much like enforcing the law or town ordinances. This helps when dealing with disruptive students in class. Several respondents brought up the point that police officers are trained observers, able to pick up on things in class before they escalate into a major crisis. This helps immensely with classroom management.

Most agree that their previous police experiences and public service instilled in them the desire to help the organization in any way they can. Police veterans know what needs to be done, and they do it, doing their job until completion. They do not complain about every little deviation in their duties. If an administrator asks you to change your

work duties temporarily, you do it for him or her in an efficient, timely manner. It is common for police veterans to assist with jobs that are not theirs because they know it is the right thing to do and it will help their school; it is simply second nature to step up to the plate. This attitude is similar to police work where a shift may end at 6:00 pm, but the officer will nonetheless take the time needed (hours, if necessary) to investigate and complete a dispatch received at 5:30 pm.

Police officers are no strangers to paperwork, so in a school setting veterans-turned-teachers handle lesson plans, reports, grading, and other paperwork in an efficient manner. Officers are used to investigating a job assignment, properly articulating what happened at the scene, reporting the findings in a clear and concise manner, and possibly defending that report in court. Likewise, police veterans are used to multitasking and delegating authority during crisis situations. Their previous police training gave them the experience to handle numerous duties at a time without skipping a beat. During a typical accident scene, one may have to preserve the scene, render first aid, investigate the event, ascertain paperwork from the parties involved, search for any witnesses, and delegate authority to clean the scene. Upon returning to the station, one may have to check on the victims, issue any summonses, and complete the report in a timely fashion. Therefore, classroom multitasking and delegating comes naturally.

One police veteran did state that, since he did not receive much assistance from his supervisor upon entering the teaching profession, he had to figure out a great deal on his own. He relied on his investigative techniques and life-experiences to develop strategies to become effective as a teacher.

Communication Skills Training

Many of the respondents had previous teaching experience before entering the teaching profession, having taught in the police academy. They gained valuable communication and leadership skills as instructors. Several respondents commented that certain in-service courses and professional development seminars taken while on the job served them especially well in the school setting. These included instructor training, sensitivity training, and supervision of instruction. They felt that this training helped them in the areas of public speaking and how to speak to a diverse group of students, to instruct a lesson, and to provide direction to people. These courses also improved their personal communication skills with students.

Their sensitivity training gave these police veterans the ability to work well with at-risk students or those exhibiting behavior disorders, and to respect students and staff. All agree that self-confidence is an important quality and that a commanding voice with the right tone and volume serves as a very effective tool for an instructor. In addition, veterans are trained to utilize humor to alleviate a tense situation. Many noted that certain words can trigger a potentially hostile incident, and that they know what words to use to defuse such a situation. In addition, their experience with interviewing and interrogation prepares them to detect when someone (such a student in class) is being deceitful.

One veteran pointed out the importance of being a good listener. Police officers are trained to listen to what others are stating and assist them with their requests. This ability carries over well into the teaching field. To be an effective teacher, one must be able to listen to students when they don't understand a problem and change either teaching style or teaching methods to deliver the lesson most effectively. Another veteran

pointed out that on-the-job experience with reading body language assisted with classroom instruction. The police veteran was able to see which students were lost based on their expressions and attention, which students wanted to ask a question or have a point clarified, and which students understood the lesson, all through non-verbal responses. This teacher was then able to teach the lesson a different way for the students who were initially confused.

Another observation made was that police training helps to get a point across in the classroom. In addition, training helps each veteran cut through any embellishments of a person's story and get to the facts. Students become aware of the police veteran teacher's ability to tell there are holes in their story as well as observe their body language or lack of eye contact, and they soon come to realize that it is time to be truthful.

One police veteran brought up an extremely important point about persuasive speaking, noting that it is up to the teacher to influence students in a positive way to complete their class assignments and other class work they may not want to do. Police officers are experienced in persuasive speaking because often they are in a position where they might have to arrest an unwilling person. To make this situation go smoothly, one must be able to persuade in a skillful manner, and this ability comes in handy in the classroom.

Many police veterans stated that they utilize role playing scenarios as part of instruction. This technique gets the ball rolling and, more importantly, gets the students excited about their assignments, gets them communicating, and helps them understand the lesson content through a hands-on approach. It also brings out their creativity. In

addition, many veterans regularly incorporate real-life stories into their lessons. Cops have many stories they can tell students, and they can easily match the lesson to something that is real and the students can relate to. This can spark the students' interest and fascination with the lesson content. When students ask questions that are off topic, the advice is to go with it and use it as a "teachable moment," bringing it back somehow to the current lesson. One veteran gave an example of role playing a mock trial in class. Students tune in when the learning experience is real to them and they feel they can ask any questions. Role playing can help build a stronger relationship with the students.

Several police veterans stated that they utilize the Socratic Method of teaching during a lesson, asking questions to elicit responses from their students. This process helps students to utilize higher order thinking skills and encourages them to think about a question before blurting out an answer. In addition, many police veterans (already used to working in teams) break down the class into small learning communities to enhance the lesson. Within these smaller groups, students can build greater tolerance for one another and work together to achieve a goal.

Community Relations Training

There was complete consensus from the respondents regarding the importance of community relations training, which they feel helps one deal with different types of people from all walks of life. Police veterans are able to deal with students' parents and guardians, understanding that they may have to approach each parent differently. They understand the concept of keeping parents on their side, so they try to develop a relationship with them. Training has taught them that they can't treat everyone the same; a veteran can read a person and respond to his or her particular needs accordingly. Police

veterans are aware of the need to wear many “hats” when dealing with the school community.

When interacting with students, police veterans have the ability from past training to talk to students in the role of coach or mentor, not just as teacher. By being an advisor regarding issues outside of the classroom, a police force veteran can further gain the respect of students. Because community relations training familiarize officers with the behavior of juveniles, they understand where students are coming from.

Since most incidents of juvenile behavior happen after school, one respondent noted that he takes it upon himself to take a proactive approach by going outside after school and acting as a deterrent for any school problems that may arise. This is an effective procedure in preventing inappropriate student behavior. A respondent stated having an open door policy with school resources officers and staying in constant contact regarding any potential school crisis issues.

Several police veterans stated that they utilize informants or snitches to provide them with possible information to help prevent violent events from occurring on school grounds. Veterans have the ability to get students to leak possible school-related problems to them based on their investigative training. Several respondents have been in constant contact with school resource officers or DARE officers in exchanging ideas about school safety issues. They try to bring a large town solution into a small school environment in matters of safety.

Respondents agree that community relations training makes them understand clearly that there is a world outside the confines of the classroom walls. One respondent stated that his experience with community agencies enables him to refer his students to

particular agencies for assistance. One police veteran stated he has sympathized with and has helped homeless students in particular, based on his on-the-job experiences.

One respondent stated that he has worked with a police explorers' program in his community and has built a solid relationship with students who have participated in this program. Another has acted as a liaison with the local police department in emergencies, bomb scares, and extreme student behavior involving the police, as well as in conducting assemblies for parents and students on gang awareness and computer crimes within the community. Many veterans note having assisted in developing school safety committees which include community members, police officers, students and staff. One particular police veteran stated that he volunteered his services and coordinated the New Jersey Violence Awareness Week at his school. He also spearheaded a committee in his school for "Make a Difference Day" that raised \$13,000. The proceeds were then donated to their local police department to purchase police equipment.

Conflict Resolution Training

Police veterans agree that their training helps them develop that "sixth sense" in noticing a potential problem before it happens. They take the initiative to defuse it instead of looking the other way. Their ability to read body language from a crowd also defuses many possible volatile situations at school. When they notice a group congregating in an unusual area, they immediately use a command voice and disperse the group. In addition, one police veteran stated that he focuses in on the ring leader and removes him or her from the crowd. This technique can usually calm down a crisis situation.

One veteran police officer stated that he reads body language and the prevailing mood of the students as they exit the bus. He can tell which of the students may have

some issues that need to be addressed immediately. Being aware and attempting to resolve an issue before it escalates can stop a crisis event from happening. Police veterans are well trained to identify a problem, investigate it by covering all bases, look for a solution, and rectify the problem.

Another technique respondents pointed out from their conflict resolution training is that treating someone with respect makes it easier to control him or her. The student will be more prone to listen to your request because he or she respects you, too. Many stated that being able to talk to people in a rational, calm manner has assisted in conflict resolution. An example was offered of trying to get the two parties together, explaining why the incident occurred, and helping the students understand their actions to resolve their differences.

Respondents noted that police officers are trained not to escalate a situation but to de-escalate a crisis. They understand the cycle of violence and how to prevent it from reaching the blowup stage. And they are prepared to jump in without hesitation at any given moment to defuse or stop a crisis event in progress.

Another technique utilized to defuse crisis situations is making sure students are aware of and understand “zero tolerance” procedures the school has implemented as part of its code of conduct policy. One respondent points out the importance of separating parties when an incident occurs and resolving issues through peer mediation before they develop into something serious.

Police veterans are trained listeners and observers, able to detect what the average person might not notice. A lot can be found out just by keeping ones eyes and ears open and alert, as in listening to students’ conversation and buzz words in the hallway or in the

cafeteria. One respondent goes so far as to pick up papers and notes left on the floor by students. Valuable information regarding possible problems can be obtained by what students write down in these notes. In this manner, many crisis events can be rectified before they materialize. Additionally, this same police veteran curtails graffiti by observing tags on student's books and in their lockers and matches these tags to markings written on school property. This technique can help pinpoint who is responsible for this criminal mischief offense. Police veterans are also adept at noticing when a student is under the influence of drugs and/or alcohol even when other teachers may not notice.

One police veteran developed a Peer Leadership Program in his school to reduce the after-school discipline problems his students were facing. They reviewed previous discipline data, identified problem areas, and developed strategies to diminish or eliminate the problem areas. Confidential student informants were cultivated and provided him with information regarding incidents that occurred or were being planned. This police veteran would call a class assembly and have two-way discussions about ongoing student problems or concerns. In addition, his school often called upon special guest lecturers to talk to students about peer leadership, respect, individuality, and student maturation.

Cultural Diversity Training

The respondents agree that cultural diversity training and on-the-job experience has helped them understand that we don't live in a cookie cutter society. Extensive cultural diversity is present in schools and communities, and police veterans have dealt with various cultural and ethnic groups throughout their police careers. They realize that what one says or does not say can make or ruin a day in the classroom.

The consensus from the respondents is that they have their “bag of tricks” they can pull out when dealing with a diverse group of people. Cultural diversity training has made them aware of the problems, needs, and concerns of the diverse cultures in our society. They have learned to accommodate those from different cultures or those who speak a language other than English. Work experience and sensitivity training has taught them to treat everyone equally, regardless of sex, ethnic background, religion, or political views. One respondent noted that he is willing to spend more time with and provide greater direction to students with disabilities or those with limited English proficiency.

One police veteran stated that his on-the-job experiences allowed him to utilize different approaches to situations in class, with the understanding that there is not one set way to handle a situation. This mentality also carries over to instructing a lesson, as veterans understand the need to teach a lesson in various ways for their diverse students to grasp. Work experience has helped all the police veterans interviewed to have patience when working with children with disabilities and to attempt to utilize various types of teaching methods to accommodate different learning styles.

For example, police veterans are adept at introducing role-playing scenarios and real world issues, which a diverse classroom responds to well. These methods also help the general student population to better accept others who are different. Some veterans utilize small learning communities where the more proficient students assist others as mentors or peer leaders. One police veteran stated that he adds to the role playing by providing the students with an opportunity and responsibility to teach his class. He separates the students into small learning communities where they work together on presenting a particular class lesson. Since the students are taking a personal interest in the

topic, they become more excited about their education. The students learn to work together with various members of the class and become open-minded toward each other's strengths and weaknesses. The lower track students perform extremely well with this type of classroom assignment.

Summary

Data gathering in this study utilized a qualitative approach to determine police veterans' perceptions of their effectiveness as second career (K-12) New Jersey public school faculty members. This qualitative data supported the literature findings. The data presented in this chapter illustrated that police veterans do perceive themselves as effective professional educators. Their perceptions were based on their prior police training, and were reflected within the following classifications: (a) career development training, (b) communication skills training, (c) community relations training, (d) conflict resolution training, (e) and cultural diversity training. This chapter opened with an introduction and followed by an organization of the analysis. It continued with a presentation of the overall responses. This was composed of the responses from the seventeen police veterans who participated in this study. An analysis of the overall responses followed.

Chapter V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The purpose of this chapter is to present a summary, conclusions, and recommendations for further research that resulted from the analysis provided in Chapter IV. This study is aimed at gathering and analyzing police veterans' perceptions of their effectiveness as second career (K-12) New Jersey public school faculty members, based on their prior law enforcement training. Specifically, this study seeks to unearth common themes and patterns resulting from the research focus group sessions and written responses provided to the researcher. This research study seeks to determine if the findings that were unearthed were synonymous with and substantiate the literature base.

In Chapter I of this study, the researcher presents an introduction, statement of the problem, purpose of the study, research questions, theoretical rationale, significance of the study, limitations of the study, and definitions of terms. Within Chapter II, the researcher presents relevant research and literature to the topic of the study. The researcher first demonstrates the similarities between pre-service teacher training and pre-service police training. Then, the researcher presents literature revealing the comparison between in-service teacher training and in-service police training. Finally, the researcher presents relevant research and literature pertaining to on-the-job experiences from both professions. All comparisons were divided into five categories related to each research questions: (a) career development training, (b) communication skills training, (c) community relations training, (d) conflict resolution training, and (e) cultural diversity training. Chapter III addresses the methodology, including the research design, subjects,

informed consent, instrumentation, research and subsidiary questions, jury of experts, data collection, data analysis, and summary. Chapter IV presents and analyzes the data from both the focus group sessions and written responses. Transforming the verbatim transcripts into identifiable patterns and themes produced the framework for organizing and categorizing the data. Chapter V presents a summary, the conclusions, and recommendations for further research.

Summary

Five major research questions guided the design of this study. To find the answers to these questions, the researcher created a formal interview instrument. This instrument consisted of two open-ended subsidiary questions for each primary research question. A panel of experts reviewed this interview instrument for the purpose of ensuring its validity and reliability. Focus group protocols were developed to assist with collecting and analyzing police veterans' perceptions of their effectiveness as second career (K-12) New Jersey public school faculty members. Each subject signed an informed consent form stating that their participation is voluntary and their identity will be kept confidential. A tape recording device was utilized so that all their vital comments, ideas and opinions were captured. During the focus group sessions, the 10 subsidiary questions were then posed to the focus group participants to elicit a more in-depth analysis of the five research questions. Additionally, seven police veterans who were unable to attend the focus group sessions submitted written responses to the interview questions for analysis.

The 5 primary research questions and 10 subsidiary questions are as follows:

1. What are police veterans' perceptions of their effectiveness as second career (K-12) New Jersey public school faculty members, based on their career development training? Subsidiary question 1: What specific career development training and experiences most assisted you in maintaining discipline within the learning environment? Subsidiary question 2: What organizational skills have you utilized to establish and enforce classroom or school rules and regulations to maintain a safe and orderly school environment?

2. What are police veterans' perceptions of their effectiveness as second career (K-12) New Jersey public school faculty members, based on their communication skills training? Subsidiary question 3: What specific communication skills training and experiences most assisted you in maintaining discipline within the learning environment? Subsidiary question 4: What techniques have you utilized to elicit thought provoking responses from your students?

3. What are police veterans' perceptions of their effectiveness as second career (K-12) New Jersey public school faculty members, based on their community relations training? Subsidiary question 5: What specific community relations training and experiences most assisted you in maintaining discipline within the learning environment? Subsidiary question 6: In what ways, if any, did you help form or participate in partnerships with your school community and local police agency in meeting the challenge of combating school violence and criminal activity within your school?

4. What are police veterans' perceptions of their effectiveness as second career (K-12) New Jersey public school faculty members, based on their conflict resolution training? Subsidiary question 7: What specific conflict resolution training and

experiences most assisted you in maintaining discipline within the learning environment?

Subsidiary question 8: What specific techniques have you utilized to identify a problem and defuse a crisis situation before it develops?

5. What are police veterans' perceptions of their effectiveness as second career (K-12) New Jersey public school faculty members, based on their cultural diversity training? Subsidiary question 9: What specific cultural diversity training and experiences most assisted you in maintaining discipline within the learning environment? Subsidiary question 10: In what ways, if any, have you differentiated instruction to meet individual differences and needs of students?

Particular assumptions were inherent to this study. It was assumed that all police veterans who participated in this study responded honestly and accurately to the interview questions. It must be noted that the respondents did not fully represent the entire population of police veterans who are currently working in New Jersey public schools.

Conclusion

This was the first research attempt to determine police veterans' perceptions of their effectiveness as second career K-12 New Jersey public school faculty members, based on their law enforcement training. The focus group sessions and written responses provided the researcher with valuable information concerning the role that police pre-service, in-service, and on-the-job experiences have at school in enhancing and enriching the lives of students.

The qualitative data presented in Chapter IV from the focus groups and written responses illustrated that police veterans do perceive themselves as effective professional educators. Their perceptions were based on their prior police training, and were reflected

within the following classifications: (a) career development training, (b) communication skills training, (c) community relations training, (d) conflict resolution training, and (e) and cultural diversity training.

These police veteran demonstrated the value of discipline and character through teachable moments that occurred in class (Kneller, 1971). Higher order thinking skills were reached through classroom conversations (Socratic Method). They encouraged cooperation between students by developing small learning communities (Dewey, 1956). They constructed active learning environments by incorporating role-playing scenarios into their curriculum (Piaget, 1981). Finally, these police veterans recognized the diverse abilities of their students and constructed lessons to meet these challenges (Gardner, 1999).

It has been determined that *career development training* prepares police veterans for a smooth transition into the teaching profession. It helps them become effective public school faculty members by building on the strengths they already possess. Their management skills can carry over into the classroom seamlessly, and they can learn how to best communicate with fellow teaching professionals and apply various approaches to deal with personality conflicts. In general, police veterans are good at using discretion, and they possess a tolerance level that works well with a diverse group of individuals. They also display a high maturity level, consistently maintaining their professionalism during turbulent times. They are willing to venture outside their duties and responsibilities to better the organization, and they are adept at handling on-the-job stresses. Police veterans can effectively make students well aware of classroom rules and regulations and understand the consequences, which they consistently enforce fairly.

They teach their students core values to help them make moral and ethical decisions in life. They understand the fact that students will test you to see how far they can go before you stop them, and they're able to stop such behavior quickly.

Communication skills training also helps police veterans transition smoothly into the teaching profession. This type of training teaches them that to be effective public school faculty members, they can feel comfortable instructing with a clear, pronounced and confident speaking voice. They can utilize their communication skills to solve school related issues and communicate well with parents and guardians. As trained observers with a keen ability to read body language and posture, police veterans can effectively utilize verbal and non-verbal communication with students. They know what to say and not say during an altercation. In turn, students feel comfortable enough to confide in them regarding personal issues. Police veterans know how to offer praise, which can build trust and respect, and give positive reinforcement for good work and good behavior. They provide real-life scenarios to their students and explain how these scenarios relate to class work. In addition, role-playing scenarios experienced during pre-service and in-service training can assist them in working with students in small learning communities.

Community relations training is equally invaluable in preparing police veterans for their transition into a teaching profession. They are in a prime position to provide valuable input into combating violence at their school. They can expertly assist in developing programs for their school community, such as gang awareness and assistance for the homeless. Police veterans can work with school informants to identify school problems and with Dare Officers in gang prevention efforts, as well as take part in school safety committees. They are able to bring in police officers from their former departments

to be community guest speakers. Finally, they can develop a relationship with both the students and the parents—an especially effective tool for better community relations.

Conflict resolution training undoubtedly prepares police veterans to be effective public school faculty members, enabling them to develop a genuine interest in a student's problems, which can resolve the situation better and faster. Police veterans possess a proactive mindset when it comes to violent situations at their school. They have that "sixth sense", knowing when an incident can occur, and can quickly assess a situation and take appropriate actions to defuse and resolve the situation. During a crisis situation, they maintain control and utilize emotional intelligence. In addition, they're trained to listen to student conversations in the hallways and at lunch to find information about possible crisis situations.

Cultural diversity training rounds out the preparation police veterans get to effectively transition into the teaching profession. From their police training and experiences, they already possess a tolerance level that works well with a diverse group of individuals. They have been trained to be sensitive to various culture groups, and so they can treat all students with respect. They understand that we do not live in a cookie cutter society and must be sensitive to each other, and this idea is communicated to the students. Police veterans will take the time to modify their assignments and tests for those students who have difficulty with the English language. This is similar to handling a job assignment as a police officer where a communication barrier exists. Police are trained to work around these and many other obstacles.

According to Drucker (1999), we need to know our strengths in order to know where we belong. Only when you operate from strengths can you achieve true excellence.

Productive teachers draw upon a constellation of developed attributes: habits, traits, competencies, knowledge, style, motives, values, and character. It can be concluded that the seventeen police veteran who participated in this research study found their place in society after retirement. By entering a second career as a New Jersey public school faculty member, these police veteran without question are utilizing all of their strengths, traits, competencies, and experiences to excel and enrich the lives of their students. As one respondent concluded, police officers have the best tools in the world for transitioning into a second career in public education.

Recommendations for Policy

The following recommendations are based on the results and conclusions of the study. The findings were drawn from the five research questions and ten subsidiary questions presented to seventeen police veterans currently working in New Jersey public schools.

Recommendation 1: Implement an accelerated teacher certification program for retired police veterans.

Teacher quality is the most important school factor influencing student achievement (Davis, 2006). Scholar from the Brookings Institution's Hamilton project suggest that school communities can help improve teacher quality by removing barriers for candidates entering the teacher field. This project focused on teacher effectiveness on-the-job as a replacement for teacher credentials when hiring and evaluating teachers (Borja, 2007).

Additionally, the National Council on Teacher Quality suggests that education courses taken before teaching have little impact on teacher effectiveness. Pre-service

education courses may help some teacher candidates become more effective, but other credentials or experiences may add just as much or more value to prospective teacher candidates. Plus, traditional route teacher education programs do not appear to yield more effective teachers than alternative route teacher certification programs. States should ensure that their teacher certification programs fully accommodate capable and willing non-traditional candidates (Hanushek, Podgursky, Murane, & Goldhaber, 2004).

Many mid-career or retired professionals choose fast track or alternative teacher certification programs. These programs are more advantageous to professionals because one can start teaching sooner than a candidate attending a traditional teacher education program. More than 600 alternate route teaching programs are currently in operation throughout the country, and about 35,000 new teachers earn their teaching certificates each year. In addition, 47 percent of those who are taking an alternative route stated they would not have pursued a teaching career if it were not for such programs (Jacobson, 2005).

Many believe that future police officers who enroll in a complete four-year college degree programs have a greater commitment to learning and professionalism than do other would-be officers with less formal education. Consequently, many law enforcement agencies have explored requiring or at least preferring police candidates to have 4-year degrees (Bumgarner, 2002).

Therefore, it is recommended that the New Jersey Department of Education sponsor a bill to implement an accelerated teacher certification program targeted specifically toward retired police veterans who possess a college degree from an accredited institution. Not only can this accelerated program enhance the teaching

certification process, it can also fill numerous teaching vacancies and shortages in the Abbott School Districts. Current research on teacher attrition shows that approximately one out of every three beginning teachers leaves within the first 3 years of teaching. The attrition rate is even higher in inner-city schools (Smith & Smith, 2006). According to Matus (1999), every 5 years approximately one-half of the urban teaching force leaves the profession. This recurring problem is due to schools filling teaching positions with unqualified and inexperienced teachers who are overwhelmed and have difficulty coping with stress-related school violence issues.

During the focus group sessions, all participants expressed their desire to work with at-risk students. They also expressed their proficiency in handling stress-related issues at school. Therefore, developing a program for police veterans transitioning into a second career as New Jersey public school faculty members, particularly in inner-city schools, can reduce teacher attrition rates and put more qualified teachers into schools, creating a win-win situation for everyone.

Recommendation 2: All New Jersey public schools should implement a Law & International Studies Academy.

According to Cooperman (2007), New Jersey urban schools must improve by making a connection between what students are doing in school and what students want to do after graduation. Students need to know about employment opportunities and the required skills and knowledge that a particular position requires. A Law and International Studies Academy Program familiarizes students with the role of law and public safety in the United States and provides them with various career opportunities from local, county,

state, and federal professional agencies. Students will be prepared to excel in this highly competitive workforce.

The academy is a totally interactive program designed for work-oriented, hands-on instruction. The curriculum includes real-life work experience in a modern and highly technical academic environment. Instructors are either currently working or retired from their field of expertise. The academy prepares students for a career as a police officer (local, county, state), secret service agent, security officer, state corrections officer, U.S. Marshall, boarder patrol officer, firefighter, first responder, lawyer, paralegal, or paramedic.

Therefore, it is recommended that the New Jersey Department of Education develop a policy requiring all New Jersey high schools to adopt this type of program into their curriculum. Police veterans should take a pivotal role in the development and implementation of this program. Additionally, police veterans should become instructors in this program, connecting schools with community service and the helping professions. *Recommendation 3: School Resource Officers should be granted the right to legally conduct a student search under the lesser standard of "reasonable suspicion."*

School Resource Officers (SROs) are employees of their police department and must conduct themselves according to their department's standard operating procedures when working in public schools. Additionally, police officers under federal and state law must have "probable cause" at school to conduct a search of a student's belongings. However, under *N.J. v. T.L.O.*, 469 U.S. 325 (1985), New Jersey courts have ruled that school administrators only need to meet the lesser standard of "reasonable suspicion" to conduct a search (Pickrell, 2005).

Safety for all students should take precedence over any policy regarding the protection of a student search. Therefore, it is recommendation that a policy change be made that allows School Resource Officers working in schools the right to conduct a legal student search under the lesser standard of “reasonable suspicion.”

Recommendations for Practice

Recommendation 1: Channel police veterans with teaching certifications into juvenile detention centers as instructors.

Education should be the foundation of a juvenile detention center’s program and the centerpiece of the rehabilitation process (Brooks & White, 2000). Classrooms in correctional facilities often emphasized workbook activities, remediation, drill and practice. However, a shifting paradigm has changed the way these facilities educate their students. Emphasis is now directed toward cognitive development, behavioral skills, social skills, vocational training, active learning environments, and law related education. However, instructors in these educational facilities feel isolated and ill-prepared to meet the challenge of educating incarcerated juvenile defenders. Research states that educators are not often prepared for this juvenile confinement setting due to the disparity with age, academic competencies, and a multitude of violent behaviors exhibited in a typical classroom setting (Brooks & White, 2000).

As a result, the National Juvenile Detention Association’s Center for Research and Professional Development (CRPD) developed a National Training Curriculum for Educators of Youth in Confinement Facilities designed to assist and train faculty and staff during pre-service and in-service training (Brooks & White, 2000). The education curriculum contains practice activities to assist instructors in educating juvenile offenders

and contains various modules such as institutional culture, behavior management, social skills training, and student transition. Institutional culture includes team-building activities, contraband searches, and writing lesson plans for safety and security.

Behavioral management role-playing activities provide practice for developing specific skills for managing crisis situations. The social skills module provides educators with tools for developing and teaching social skills to all students. The transition module assist teachers in helping students make a successful transition back to their respected communities.

Additionally, the Office of Education, in conjunction with the Commissioner of Education, has developed standards for a “thorough and efficient education” that educational programs in juvenile correctional facilities must meet (Cornell, 2006). Provided these state standards are met, school districts must accept all days of attendance and completed course credits from these students and apply them toward graduation requirements.

Therefore, it is recommended that certified police veterans be funneled into correctional facilities to instruct juveniles who are entitled to a “thorough and efficient education.” These former law enforcement officers bring with them a wealth of knowledge and experiences dealing with juveniles and their delinquent behaviors. It became apparent during the focus group interviews that these police veterans are well prepared and equipped to teach in these correctional facilities. They should take an active role in rehabilitating and transitioning these juveniles back to their respected communities.

Recommendation 2: Coordinate focus groups of police veterans who are now teachers.

It is recommended that focus groups made up of police veterans currently working as public school faculty members be coordinated. Their discussions would focus on specific in-service training courses that would benefit their school districts. Police veterans could recommend which ones should be implemented as required professional development for their districts. These in-services can be referred to as Continuing Police Practices in Classrooms (CPPC).

Recommendation 3: Have police veterans now working as teachers serve as mentors for at-risk students.

Public schools are now utilizing “teachers as advisors,” a strategy that helps build pro-social bonds with students and creates a safe, supportive classroom. This system builds on the one-on-one bond already developed between teacher and students. Students will begin to understand how to best solve problems and deal with interpersonal relationships, develop effective communication skills, negotiate conflict, participate in cooperative problem-solving ventures, and promote positive school relations. The advisors need to utilize a holistic approach by having students personally develop a strong sense of self, think and apply knowledge to real-life situations, and socially create and maintain healthy relationships by taking responsibility for their actions (Barker, Basile, & Olson, 2005).

It is recommended that police veterans working in public schools be mentors or advisors for at-risk students in their respective schools. As Respondent 6 stated, “Life experiences and people skills make a great teacher.” A police veteran has the ability, based on vast law enforcement experience, to build relationships with students as either a

mentor or an advisor. These individuals are well equipped to teach social skills, life skills, empathy and emotional intelligence, handle conflicts informally, collaborate efforts for school improvement, inform students of their civic responsibilities, and bring real-world experiences into their lives.

Recommendation 4: Retired police officers, as well as those who left the force honorably, should be given the opportunity to assist with various school functions.

Closing question 2 from the interview instrument asked: If a police veteran asked you whether or not he/she should enter the teaching profession, what would you say to him/her? It was a consensus: All respondents stated that they would advise any police veteran to enter the teaching profession only if the individual had a desire to work with children and enrich the lives of our youth. Therefore, it is recommended that retired police officers (or those who left their position honorably) be given an opportunity to work in public schools and assist with various school functions.

Police veterans can build a constructive community-school relationship. These police veterans can assist with small classroom tasks, serve as school monitors, and assist with crisis situations. They can even provide classroom instruction on the culture and functions of their police department. Also, police veterans can take an active role in a drop out prevention program at their school, acting as a “graduation coach.” All of these duties will provide police veterans with the experience to accurately assess whether they want to pursue a second career as a New Jersey public school teacher.

Recommendation 5: Teacher preparation programs should include some form of police training.

Strong academic credentials are not enough to guarantee that new teacher

candidates will be effective teachers (Tracey & Walsh, 2004). Based on the qualitative data collected for this study, police veterans possess the ability to connect real-life experiences to classroom instruction. They are high achievers, responsible, critical thinkers, organizers, motivators, crisis intervention specialists, and they share the goals of the organization. It is recommended that teacher preparation programs incorporate some form of law enforcement training into their curriculum. Suggestions for this training are as follows: (a) components of the criminal justice system, (b) gang awareness, (c) drug enforcement and interdiction, (d) legal requirements of arrest, search, seizure, evidence, and use of force, (e) criminal law, (f) emergency medical care, (g) terroristic threat assessment, (h) developing sources for information, and (i) self-defense techniques.

Recommendation 6: Police veterans who work in public schools should take an active and prominent role in developing threat assessment plans for their respective schools.

The New Jersey Government implemented a new “safe schools” initiative, which included a comprehensive security assessment of all schools, police inspections at school construction sites, and guidelines for daily school security procedures. Along with building ties with the school community and police department, School Resource Officers will now be increasing ties between local schools, county prosecutors’ offices, and first responders, helping to create a comprehensive emergency response plan in case of a terrorist attack (Carroll, 2005). It is recommended that police veterans working in public schools take an active and prominent role in developing a threat assessment plan for their school based on their specialized law enforcement expertise and public school work experience. They understand what it takes to develop a safe and secure work

environment and are aware of their schools' vulnerable areas for targeted attacks. Their voices need be heard.

Recommendations for Further Research

Recommendation 1: Consult with more police veterans.

The findings of this study were limited to responses given by a total of seventeen police veterans (from selected counties) currently working as New Jersey public school faculty members. It is recommended that further studies be drawn from a larger number of police veterans in New Jersey.

Recommendation 2: Consult with police veterans in private and alternative schools.

The findings of this study were limited to responses given by police veterans currently working in New Jersey public schools. It is recommended that further studies be drawn from a population of police veterans working in New Jersey private or alternative schools to determine if there is a variance in responses across schools.

Recommendation 3: Consult with the administrators of teachers who are police veterans.

The findings of this study were limited to police veterans' perceptions of their effectiveness as second career faculty members, based on their law enforcement training. It is recommended that further studies be drawn to measure police veterans' effectiveness and leadership skills as perceived by their administrators. In addition, a study can be drawn to compare the effectiveness of police veterans to traditional trained teachers with similar years of teaching experience as perceived by their administrators.

Recommendation 4: Consult with co-workers.

It would be interesting to analyze police veterans' effectiveness and leadership

skills as perceived by their co-workers, and compare these results with the police veterans' self-perceptions.

Recommendation 5: Consult with parents and students.

It is recommended that further studies be drawn that would measure police veterans' effectiveness and leadership skills as perceived by parents and students. This can then be compared to the police veterans' perceptions of their effectiveness as faculty members.

Recommendation 6: Compare discipline referrals from police veterans to discipline referrals from non-police veteran teachers with similar years of teaching experience.

Since this qualitative study is limited to police veterans' perceptions, it is recommended conducting a quantitative study utilizing a t-test. This study will examine discipline referrals issued by police veterans compared to discipline referrals issued by non-police veterans with similar years of experience. If the differences between their means are statistically significant, further examination should be pursued to determine what specific classroom techniques and strategies were utilized to reduce discipline problems. These findings can then be incorporated into practice.

Recommendation 7: Compare dropout rates of those students who were taught by police veterans to those students who were taught by non-police veterans.

It is recommended to conduct a quantitative study utilizing a t-test. This study will examine dropout rates of those students who were taught by police veterans to those students who were taught by non-police veterans. If the differences between their means are statistically significant, further examination should be pursued regarding the students' decisions to remain in school.

Recommendation 8: Conduct a correlation study that descriptively focuses on the relationship between and amongst the number of days taught by a police veteran, student achievement scores, and student absences.

It is recommended to conduct a correlation study to find the association between and amongst the number of days taught by a police veteran, student achievement scores, and student absences. This researcher will need to ascertain the following (a) what is the direction of the relationship between a set of variables?, (b) what is the strength of the relationship between a pair of variables utilizing Hinkle, Wiersma and Jurs rule of thumb (r-value)?, (c) is the relationship between a set of variables significant (P-value)?, and (d) what is the proportion of total variance in one variable that is predictable from its relationship with the other variable?

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APPENDIX A

Diagrams

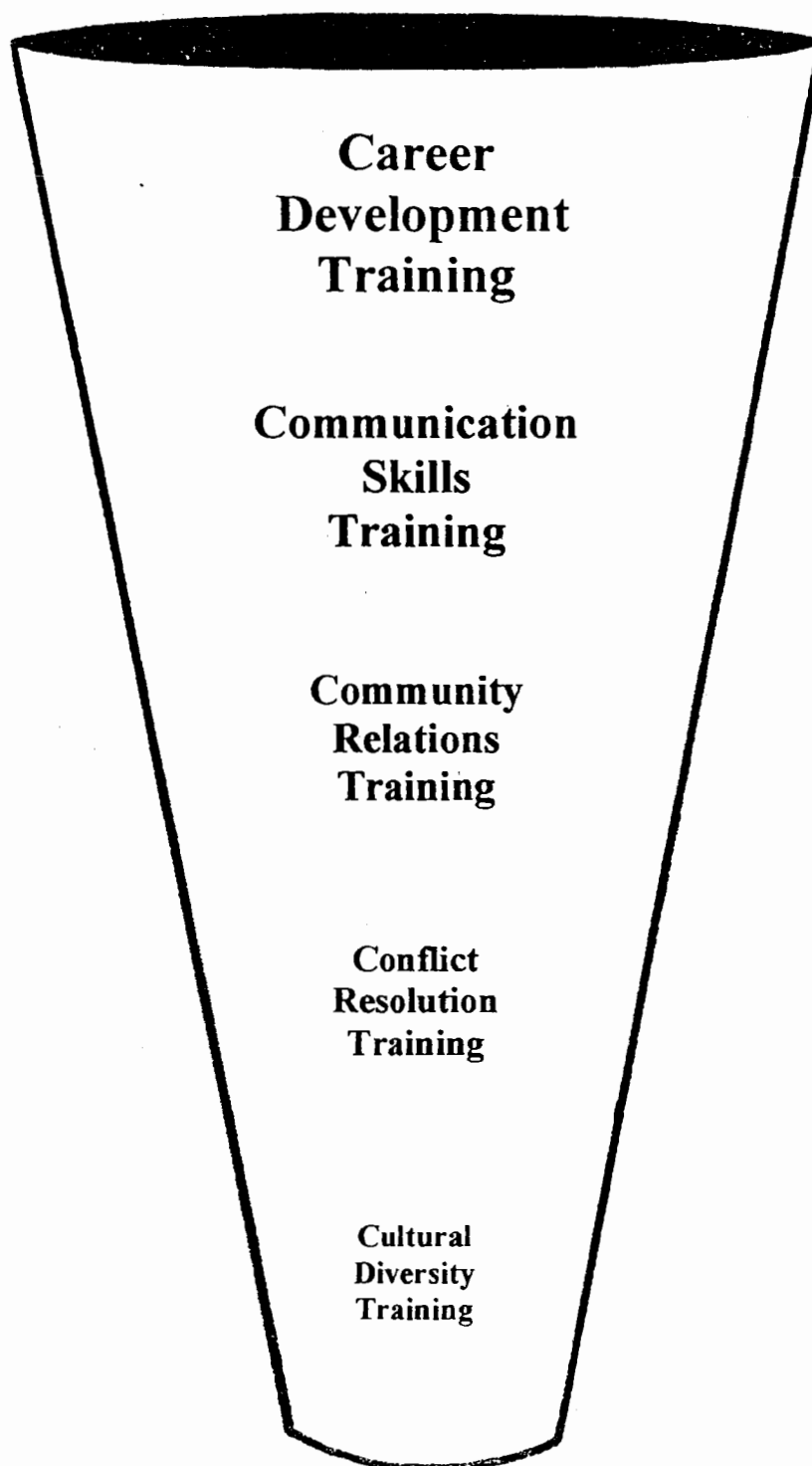


Diagram 1. Categories of Training: Police Veteran Preparedness

**TEACHER
TRAINING**

**POLICE
TRAINING**

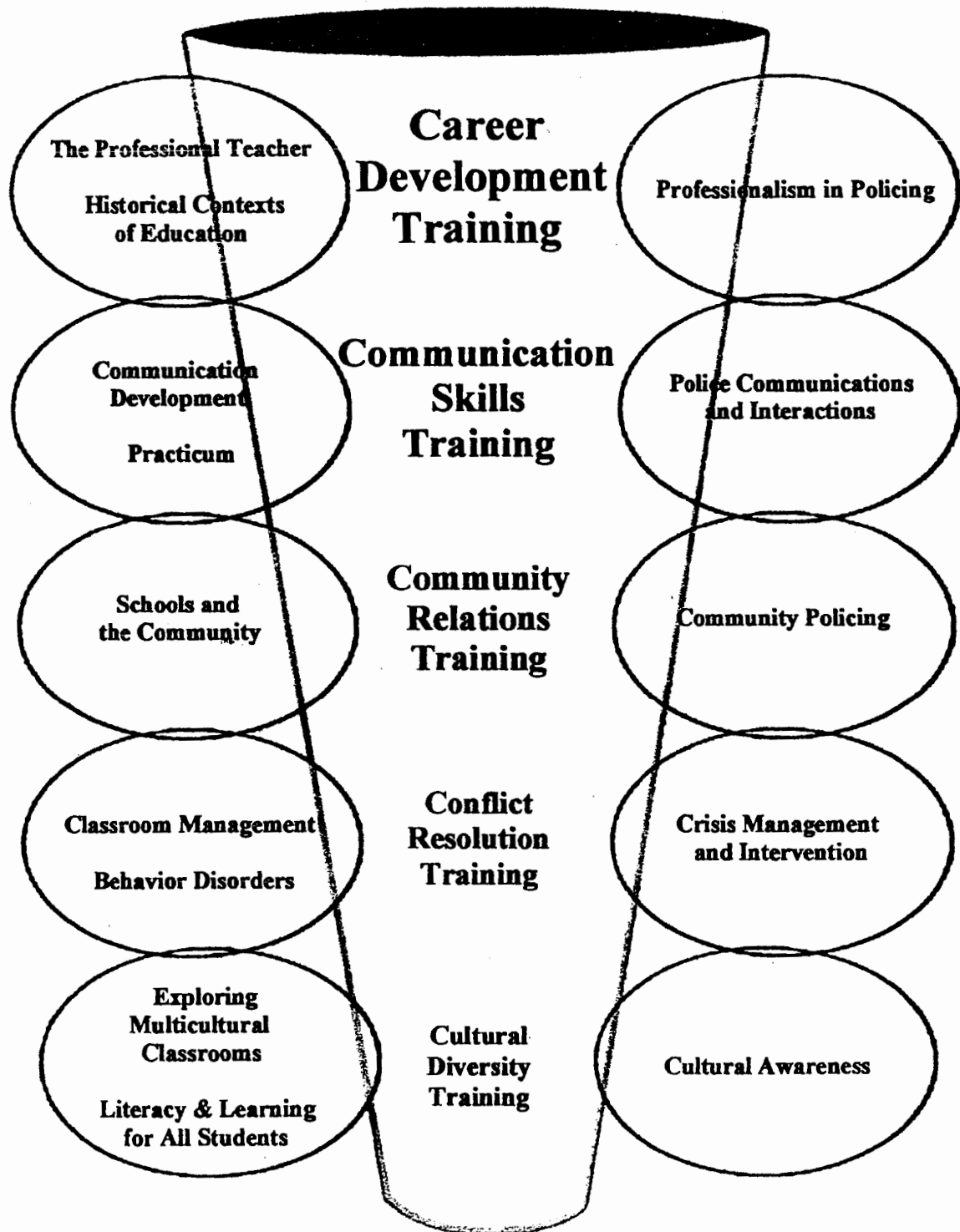


Diagram 2. Overlapping Categories: Pre-Service Training

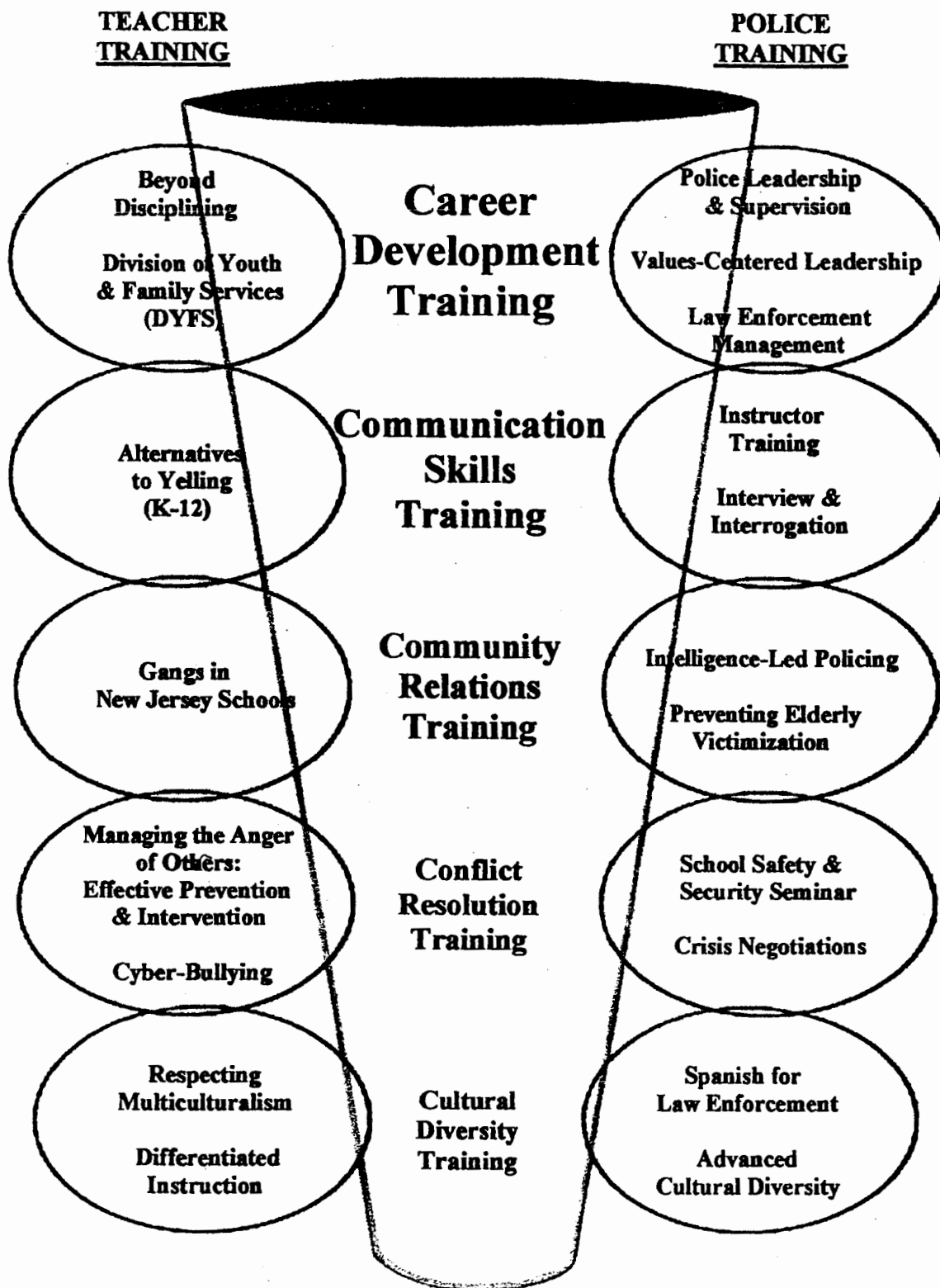


Diagram 3. Overlapping Categories: In-Service Training

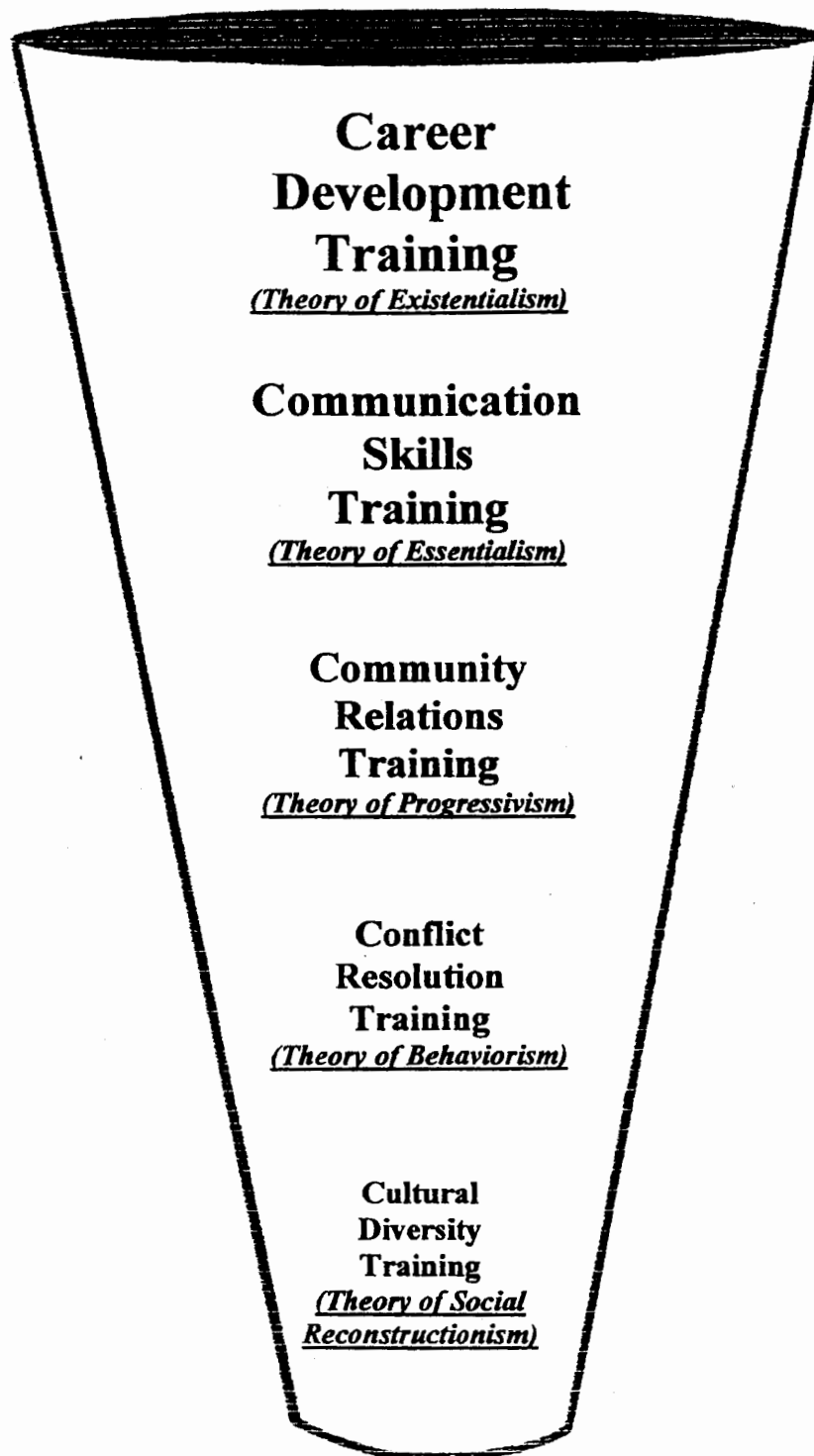


Diagram 4. Theoretical Rationale

APPENDIX B
Focus Group Protocol

Interview Guide

This interview is being conducted as part of an analyzing process to help the researcher examine police veterans' perceptions of their effectiveness as second career (k-12) public school faculty members, based on their law enforcement training. For the purpose of this research, law enforcement training will refer to pre-service police training, in-service police training and on-the-job police experience. Questions asked during this process will be divided into five categories: career development training, communication skills training, community relations training, conflict resolution training, and cultural diversity training. Each category will consist of subsidiary questions aimed at eliciting a more in-depth analysis of the research questions.

In terms of this research, career development training and experiences relate to professionalism, decision-making based on moral and ethical standards, use of discretion, organizational and time management skills, and techniques for combating on-the-job stress. Communication skills training and experiences relate to all forms of verbal and non-verbal communication, including the ability to read body language. Community relations training and experiences relate to identifying organizations within the local community and developing partnerships with these community groups. Conflict resolution training and experiences relate to crisis intervention techniques utilized to de-escalate volatile situations, restore peace, provide safety to individuals and property, and refer victims to appropriate agencies for assistance. Cultural diversity training and experiences relate to appropriate police behavior that fosters effective minority relations and bridges cultural barriers within the community.

All of you will have an opportunity to respond to these questions in your own words. During the group discussion, the principal investigator will be taking detailed notes and collecting any themes and patterns that may arise during the session. These detailed notes will assist during data analysis. Also, the entire focus group interview will be audio tape recorded to ensure that all vital comments, ideas, and opinions throughout the group session are not lost. The audio taped recordings will then be transcribed for data analysis. The research team requests that you do not provide your name or organization affiliation during this interview and only speak one at a time. Please be assured that the results included in the dissertation will not reference you or your organization affiliation.

As we progress through the interview process, please feel free to ask questions if you need additional clarification. If you wish not to answer a question, please indicate so. Once again, the purpose of this interview is to analyze police veterans' perceptions of their effectiveness as second career (k-12) public school faculty members, based on their law enforcement training. Do you have any questions?

QUESTION ROUTE

Introductory Questions	
	Please think back to when you first began to consider a career in public education. When did you give that thought serious consideration?
	What was it about public education that appealed to you?
	What was your primary goal when entering public education?
Career Development Training Questions	
1	What specific career development training and experiences most assisted you in maintaining discipline within the learning environment?
2	What organizational skills have you utilized to establish and enforce classroom or school rules and regulations to maintain a safe and orderly school environment?
Communications Skills Training Questions	
3	What specific communication skills training and experiences most assisted you in maintaining discipline within the learning environment?
4	What techniques have you utilized to elicit thought provoking responses from your students?
Community Relations Training Questions	
5	What specific community relations training and experiences most assisted you in maintaining discipline within the learning environment?
6	In what ways, if any, did you help form or participate in partnerships with your school community and local police agency in meeting the challenge of combating school violence and criminal activity within your school?
Conflict Resolution Training Questions	
7	What specific conflict resolution training and experiences most assisted you in maintaining discipline within the learning environment?
8	What specific techniques have you utilized to identify a problem and defuse a crisis situation before it develops?
Cultural Diversity Training Questions	
9	What specific cultural diversity training and experiences most assisted you in maintaining discipline within the learning environment?
10	In what ways, if any, have you differentiated instruction to meet individual differences and needs of students?
Closing Questions	
	Did you achieve your primary goal now that you are working in public education?
	If a police veteran asked you whether or not he/she should enter the teaching profession, what would you say to him/her?
	We have completed my questions. Is there anything you wish to add to this discussion?

APPENDIX C
Approval Letters

January 11, 2007

Michael J. Finetti
31 Drake Drive
Bayville, NJ 08721

Dear Mr. Finetti,

The Seton Hall University Institutional Review Board has reviewed the information you have submitted addressing the concerns for your proposal entitled "A Qualitative Analysis of Police Veterans' Perceptions of Their Effectiveness as Second Career (K-12) New Jersey Public School Faculty Members". Your research protocol is hereby approved as revised through expedited review. The IRB reserves the right to recall the proposal at any time for full review.

Enclosed for your records are the signed Request for Approval form and the stamped original Informed Consent Form. Make copies only of this stamped form.

The Institutional Review Board approval of your research is valid for a one-year period from the date of this letter. During this time, any changes to the research protocol must be reviewed and approved by the IRB prior to their implementation.

According to federal regulations, continuing review of already approved research is mandated to take place at least 12 months after this initial approval. You will receive communication from the IRB Office for this several months before the anniversary date of your initial approval.

Office of Institutional Review Board
Presidents Hall
Tel: 973.313.6314 • Fax: 973.275.2361
400 South Orange Avenue • South Orange, New Jersey 07079-2641

Thank you for your cooperation.

In harmony with federal regulations, none of the investigators or research staff involved in the study took part in the final discussion and the vote.

Sincerely,

Mary F. Ruzicka, Ph.D.

Mary F. Ruzicka, Ph.D.

Professor

Director, Institutional Review Board

cc Dr. Anthony J. Colella

Please review Seton Hall University IRB's Policies and Procedures on website (<http://www.provost.shu.edu/IRB>) for more information. Please note the following requirements:

Adverse Reactions: If any untoward incidents or adverse reactions should develop as a result of this study, you are required to immediately notify in writing the Seton Hall University IRB Director, your sponsor and any federal regulatory institutions which may oversee this research, such as the OHRP or the FDA. If the problem is serious, approval may be withdrawn pending further review by the IRB.

Amendments: If you wish to change any aspect of this study, please communicate your request in writing (with revised copies of the protocol and/or informed consent where applicable and the Amendment Form) to the IRB Director. The new procedures cannot be initiated until you receive IRB approval.

Completion of Study: Please notify Seton Hall University's IRB Director in writing as soon as the research has been completed, along with any results obtained.

Non-Compliance: Any issue of non-compliance to regulations will be reported to Seton Hall University's IRB Director, your sponsor and any federal regulatory institutions which may oversee this research, such as the OHRP or the FDA. If the problem is serious, approval may be withdrawn pending further review by the IRB.

Renewal: It is the principal investigator's responsibility to maintain IRB approval. A Continuing Review Form will be mailed to you prior to your initial approval anniversary date. **Note:** No research may be conducted (except to prevent immediate hazards to subjects), no data collected, nor any subjects enrolled after the expiration date.



JON S. CORZINE
Governor

State of New Jersey
OFFICE OF THE ATTORNEY GENERAL
DEPARTMENT OF LAW AND PUBLIC SAFETY
DIVISION OF STATE POLICE
POST OFFICE BOX 7068
WEST TRENTON NJ 08628-0068
(609) 882-2000

STUART RABNER
Attorney General

COLONEL JOSEPH R. FUENT
Superintendent

October 25, 2006

Michael Finetti
31 Drake Drive
Bayville, NJ 08721

Re: Focus Group Site Location

Sir:

You have previously requested to utilize the New Jersey State Police Academy to conduct a series of focus groups sessions. The New Jersey State Police has a proud 25-year tradition of a strong educational partnership with Seton Hall University. This tradition is evident in both the State Police recruit training and through the high number of Seton Hall graduates within the current ranks.

I am currently the assigned Seton Hall University site coordinator at the New Jersey State Police Academy, Sea Girt, NJ. In this role, I have the availability to assign any additional classroom space for educational projects. The Seton Hall Graduate Studies Program is conducted at this Sea girt location on Monday evenings throughout the fall and spring semesters. This program currently only utilizes two of the four classrooms at this location. You could utilize one of these classrooms to conduct your "focus group" sessions. The only constraint would be that your focus group sessions run concurrently with the graduate program between the hours of 5:30 PM to 7:30 PM on Monday evenings.

I look forward to hearing from you once you have selected the dates for this process.

Sincerely,

Richard J. Cosgrove, Ed.D.
Lieutenant
New Jersey State Police
609-882-2000 x-6166



APPENDIX D

Letters to Participants

INFORMED CONSENT FORM

Research Affiliation: This research project is part of dissertation research at Seton Hall University in the Doctor of Education Program within the Department of Educational Leadership, Management, and Policy. The title of the dissertation is *A Qualitative Analysis of Police Veterans' Perceptions of their Effectiveness as Second Career (K-12) New Jersey Public School Faculty Members*.

Purpose of the Research: Police veterans can be uniquely valuable as members of the teaching profession. These individuals possess a variety of police skills, characteristics and experiences not often shared by colleagues who have participated in a traditionally prepared teacher program. The purpose of this study is to conduct an in-depth analysis of police veterans' perceptions of their effectiveness as second career (k-12) New Jersey public school faculty members, based on their law enforcement training. Participation in a focus group interview should take approximately one hour to complete.

Procedures: A focus group session will be administered one evening at the New Jersey State Police Academy, in Sea Girt, NJ to gather information regarding the purpose of this study. Police veterans will engage in a group discussion that will revolve around a predetermined question route. Questions used during the focus group session have been developed by the principal investigator and approved by a Jury of Experts. The entire discussion will be audio tape recorded so that vital comments, ideas and opinions throughout the group session are not lost. Anything stated during the interview will never be identified to you personally. The principal investigator and one moderator will conduct the focus group interview. The moderator will be in charge of the group discussion while the principal investigator be responsible for taking detailed notes. Participants will have numbered tent cards in front of them, which will serve as their only identity in the group discussion. Please be informed that the research team is fully aware of the confidentiality rules regarding participant's rights.

Instrumentation: An interview guide will be used to organize the open-ended interview questions into a concise and conversational manner that will be intended to elicit a more in-depth analysis of the purpose of the study. The moderator will start by asking straightforward descriptive questions that require minimal recall and interpretation. Then, the moderator will ask a set of carefully arranged questions to the participants. These questions will be divided into five categories: career development training, communication skills training, community relations training, conflict resolution training, and cultural diversity training. Finally, the moderator will end the focus group session with closing questions. This format will reduce the probability of any question being excluded or asked the wrong way. This highly focused process will assure that time is utilized efficiently.

Voluntary Nature of the Project: By signing the Informed Consent Form and attending the focus group discussion, respondents are consenting to participate in the study and are fully aware that responses will be audio tape recorded and transcribed into written format. Participation is completely voluntary. Refusal to participate or discontinuing participation at any time will involve no penalty or loss of any kind.

Anonymity: Please be assured that your responses will be kept completely confidential. No names will be included in any forms or transcripts. Only the principal investigator will analyze the data. Any results included in the dissertation will not reference you or your organization affiliation.

Security of Stored Data: The audio taped recordings will be transcribed by the principal investigator and remain in the possession of the principal investigator after they have been transcribed. The data on the taped recordings and the data in written format from the transcriptions will remain secured in a locked safe at the principal investigator's residence. No one else will have access to the data. All responses and information will be kept totally confidential. This data will be destroyed after three years.

Seton Hall University
Institutional Review Board

College of Education and Human Services
Department of Education Leadership, Management and Policy
Tel: 973.761.9397

400 South Orange Avenue • South Orange, New Jersey 07079-2685

Expiration Date

JAN 11 2007

JAN 11 2008

Approval Date

Confidentiality of Records: The principal investigator will be the only one to have access to the list of subjects used for this research. All individual responses to questions will be confidential. The analysis of data will be used in the dissertation. No mention of any subject's name, school, or district will be included in the dissertation. This data will be securely locked in a safe at the principal investigator's residence. No one else will have access to the data. The data will be destroyed after three years.

Risks or Discomforts of Research Participation: There are no anticipated risks or discomforts in this research.

Benefits to Participants: There are no benefits to the subjects for participating in this study. The participants will receive refreshments during the research focus group.

Remuneration: Subjects will not be paid or given any other type of remuneration for their participation in this study.

Description of Compensation /Medical Treatments for Injured Participants: No risk of injury exists for participating in this research study.

Alternative Procedures for Treatment for Injured Participants: No risk of injury exists for participating in this research study.

Contact Information: The principal investigator may be contacted for answers to pertinent questions regarding this research or for information about research subjects' rights by writing to the researcher at Berkeley Twp. Elementary School, 10 Emory Avenue, Bayville, New Jersey 08721. Also, the principal investigator may be contacted by phone at (732) 269-2909 or by e-mail at MFinetti@aol.com. The principal investigator's faculty advisor, Dr. Anthony J. Colella, may be reached at Seton Hall University, Room 406 - Jubilee Hall, 400 South Orange Ave., South Orange, NJ 07079, or by phone at (973) 761-9397. The Office of Institutional Review Board can be contacted at Seton Hall University, Presidents Hall, 400 South Orange Ave., South Orange, NJ 07079-2641, or by phone at (973) 313-6314.

Permission to Use Audio Tape Recorders: Please be informed that audio taped recording equipment will be utilized so as not to miss any vital statements, opinions, or ideas that may add to the breadth and substance of the data. Subjects have the right to review all or any portion of the taped recordings and request that it be destroyed. After the focus group has ended, the principal investigator will have the taped recordings transcribed into written format in order to analyze the data. The principal investigator will be the only person who will have access to the taped recordings and the written transcripts of said recordings. The data from the taped recordings and the written transcripts will be locked in a safe at the principal investigator's residence. No one else will have access to this data. This data will be included in the dissertation. All data will be destroyed after three years.

Informed Consent: All participants will receive a copy of the Informed Consent Form.

I have read the material above and agree to participate in this activity. I realize that I may withdraw without prejudice at any time. I am aware that I will be given a copy of this Informed Consent Form for my files.

Seton Hall University Institutional Review Board JAN 11 2007	Subject _____ Date _____ College of Education and Human Services Department of Education Leadership, Management and Policy Tel: 973.761.9397 400 South Orange Avenue • South Orange, New Jersey 07079-2685	Expiration Date JAN 11 2008
---	--	---

Approval Date _____

Letter of Solicitation

November 1, 2006

Dear Educator and Police Veteran,

My name is Michael Finetti and I am a doctoral candidate at Seton Hall University. I am in the Doctor of Education Program within the Department of Educational Leadership, Management, and Policy. As a doctoral student, our program encourages us to research topics that are of interest to us and contribute to the field of education. To that end, I am conducting a research study that should be of interest to you. The title of the dissertation is *A Qualitative Analysis of Police Veterans' Perceptions of their Effectiveness as Second Career (K-12) New Jersey Public School Faculty Members*.

I believe that police veterans can be uniquely valuable as members of the teaching profession. These individuals possess a variety of police skills, characteristics and experiences not often shared by colleagues who have participated in a traditionally prepared teacher program. The purpose of this study is to conduct an in-depth analysis of police veterans' perceptions of their effectiveness as second career (k-12) New Jersey public school faculty members, based on their law enforcement training.

A focus group interview will be administered one evening at the New Jersey State Police Academy, in Sea Girt, NJ. Participation in a focus group interview should take approximately one hour to complete.

Police veterans will engage in a group discussion that will revolve around a predetermined question route. The entire discussion will be audio tape recorded so that vital comments, ideas and opinions throughout the group session are not lost. The principal investigator and one moderator will conduct the focus group interview. The moderator will be in charge of the group discussion while the principal investigator be responsible for taking detailed notes. Participants will have numbered tent cards in front of them, which will serve as their only identity in the group discussion. The moderator will start by asking straightforward descriptive questions that require minimal recall and interpretation. Then, the moderator will ask a set of carefully arranged questions to the participants. These questions will be divided into five categories: career development training, communication skills training, community relations training, conflict resolution training, and cultural diversity training. Finally, the moderator will end the focus group session with closing questions.

By signing the Informed Consent Form and attending the focus group discussion, you are consenting to participate in the study and you are fully aware that your responses will be audio tape recorded and transcribed into written format. Prior to completion of the discussion, if at any time you feel compelled to end your participation, you may withdraw from the focus group discussion without any resulting penalty or loss of any kind.

Please be assured that your responses will be kept completely confidential. No names will be included in any forms or transcripts. Only the principal investigator will analyze the data. Any results included in the dissertation will not reference you or your organization affiliation.

The audio taped recordings and the data in written format from the transcriptions will remain secured in a locked safe at the principal investigator's residence. No one else will have access to the data. All responses and information will be kept totally confidential. This data will be destroyed after three years.

I thank you for your assistance in my endeavors. If you are willing to participate in this study, please sign the Informed Consent Form and return it in the envelope provided. If you have any questions or concerns about this research study, please feel free to contact me at (732) 606-0373 or e-mail at MFinetti@aol.com.

Sincerely,

Michael Finetti
Doctoral Student, Seton Hall University

APPENDIX E

Verbatim Transcripts of Interviews

Michael Finetti

Doctoral Candidate

Seton Hall University

College of Education and Human Services

Department of Education Leadership, Management and Policy

The purpose of this study is to analyze police veterans' perceptions of their effectiveness as second career (k-12) New Jersey public school faculty members, based on their law enforcement training.

Focus Group Sessions I

Date: 1-29-07

Site Location: New Jersey State Police Academy

Sea Girt, NJ 08750

MR. FINETTI: Okay. I'd like to start by saying my name is Michael Finetti. Thank you for all coming for this focus group interview. I'm going to just read this. This interview is being conducted as part of an analyzing process to help the researcher examine police veterans' perceptions of their effectiveness as second career (k-12) public school faculty members, based on their law enforcement training. For the purpose of this research, law enforcement training will refer to pre-service police training, in-service police training and on-the-job police experience. Questions asked during this process will be divided into five categories: career development training, communication skills training, community relations training, conflict resolution training, and cultural diversity training. Each category will consist of subsidiary questions aimed at eliciting a more in-depth analysis of the research questions.

In terms of this research, career development training and experiences relate to professionalism, decision-making based on moral and ethical standards, use of discretion, organizational and time management skills, and techniques for combating on-the-job stress. Communication skills training and experiences relate to all forms of verbal and non-verbal communication, including the ability to read body language.

Community relations training and experiences relate to identifying organizations within the local community and developing partnerships with these community groups. Conflict resolution training and experiences relate to crisis intervention techniques utilized to de-escalate volatile situations, restore peace, provide safety to individuals and property, and refer victims to appropriate agencies for assistance. Cultural diversity training and experiences relate to appropriate police behavior that fosters effective minority relations and bridges cultural barriers within the community.

Just I wanted to mention that so you get an idea of the exact five areas that I'm going to be referring to regarding these questions.

All of you will have an opportunity to respond to these questions in your own words. During the group discussion, the principal investigator will be taking detailed notes and collecting any themes and patterns that may arise during the session. These detailed notes will assist during data analysis. Also, the entire focus group interview will be digitally recorded to ensure that all vital comments, ideas, and opinions throughout the group session are not lost. The audio taped recordings will then be transcribed for data

analysis. The research team requests that you do not provide your name or organization affiliation during this interview and only speak one at a time. Please be assured that the results included in the dissertation will not reference you or your organization affiliation.

As we progress through the interview process, please feel free to ask questions if you need additional clarification. If you wish not to answer a question, please indicate so. Once again, the purpose of this interview is to analyze police veterans' perceptions of their effectiveness as second career (k-12) public school faculty members, based on their law enforcement training.

Do you have any question before we start?

(No response.)

MR. FINETTI: Okay. Did you want to start first, Speaker Number 1? Just mention the years on as law enforcement personnel.

SPEAKER 1: I was a police officer for four years, seven months, and I'm a teacher right now for about nineteen years and three months.

MODERATOR: Thank you. Speaker Number 2?

SPEAKER 2: I was a police officer for 25 years. I've been a special education teacher for five.

MODERATOR: Thank you. Speaker Number 4?

SPEAKER 4: I've been a police officer for 13 years, and I've been working in education for eight years.

MODERATOR: Speaker Number 6?

SPEAKER 6: I was a police officer for a little over a year, and I've been a special education teacher now for a little over eight.

MODERATOR: Thank you. Speaker Number 7?

SPEAKER 7: Law enforcement for 28 years, currently working as an attendance officer for a year and a half.

MODERATOR: Thank you. Speaker Number 8?

SPEAKER 8: Twenty-five years law enforcement experience, and I'm in my fifth year of teaching public school.

MODERATOR: Thank you. It's 5:45 p.m. on Monday, January 29th, 2007. For the record, Speaker Number 3 and Speaker Number 5 have not yet arrived, and if they do we'll put them on the record.

Good evening, Gentlemen. On behalf of Doctoral Candidate Michael Finetti I will be conducting the interview questions. When I pose a question, please feel free if anyone wishes to jump in and answer that question, I will certainly

invite that. I will recognize the speaker by identifying them by speaker number. We apologize for that. That's somewhat insensitive, but it's necessary to maintain the confidentiality of the study, okay, and the identity of the persons who are speaking. So with that said, I will identify that person as the speaker, okay, and at the conclusion I'll ask if anyone else wishes to respond to that or take issue, or as the case may be, please indicate so one speaker at a time, I'll recognize that person and we'll put your comments on the record. Again, as Mr. Finetti indicated, if anyone wishes not to respond to a particular question, that's certainly your option. Please feel free to be candid and to fully explore every question as you see fit.

Thank you. Do you have any questions of me?

(No response.)

MODERATOR: None being proposed, we will proceed. Thank you.

MR. FINETTI: Okay.

MODERATOR: Introductory questions. Please think back to when you first began to consider a career in public education. When did you give that thought serious consideration?

SPEAKER 7: In high school.

MODERATOR: Speaker Number 7?

SPEAKER 7: In high school. Football coach.

MODERATOR: In high school. Speaker Number 8?

SPEAKER 8: My second year in college.

MODERATOR: Second year in college. Okay.

Speaker 6?

SPEAKER 6: Ummm. . . not until I was actually in law enforcement and was dating someone who was in education.

MODERATOR: Speaker Number 4?

SPEAKER 4: Ummm. . . when I started to think about working in education I was I think working at the base and I think from there I developed some interests in working in education.

MODERATOR: Speaker Number 1?

SPEAKER 1: High school. Sophomore year.
Junior year.

MODERATOR: Speaker Number 2?

SPEAKER 2: I think probably as I get close to the -- approaching my 25th year of law enforcement, realizing something else was going to have to come. Teaching was something I always enjoyed, and that's why I pursued it.

MODERATOR: Thank you. Next question. What was

it about public education that appealed to you?

SPEAKER 2: I spent 25 years locking them up and it didn't seem to be doing any good, so I thought I'd give it a shot at this end for awhile. Ummm. . . my perception of young people that are out there really hasn't changed at all, even though now that I'm working in the high school environment, but I do think that I have more of an opportunity to affect some change more than I did even as a police officer.

MODERATOR: You note that your perception hasn't changed. Would you share with us that perception?

SPEAKER 2: My perception is, you know as a -- let's put it this way, for 25 years as a cop I didn't look at, for example, a teenager as a stereotype and -- you know, kids are kids and I haven't changed that outlook about them. I think individually the -- as a teacher, obviously you become closer with individuals than you would have the time to do as a police officer, and in this way hopefully, you know, maybe I can influence some people hopefully for the better.

MODERATOR: Thank you.

MR. FINETTI: Number 1?

SPEAKER 1: I wanted to get in a public education because I felt I could make a difference. I like

kids, basically. I also figured they could help me out, too, because I enjoyed, you know, staying young and seeing what's new and seeing what's going on. I figure you go right to the source. I am parent, also, so that also -- I says -- I said to myself if I could get into this teaching business I would have the pulse on how kids think, how they act, and to be honest with you by being a teacher I helped out my kids a lot because I was able to second guess or hear key phrases or computer phrases or drug phrases that I would have never known as somebody -- a lay person, non-teaching and stuck in a cubicle someplace in an office. So I had the, I guess, hands-on pulse of the situation, too. So indirectly probably those kids don't realize how much they helped me, too, so I guess it's a wash.

MODERATOR: Thank you.

I'll restate the question. What was it about public education that appealed to you? Speaker Number 6?

SPEAKER 6: In short was children. I didn't realize 'til I guess later on what a lot of my role models all had in common and they were teachers or coaches, and so it was about time to return the favor to someone else.

MODERATOR: Thank you. Number 7?

SPEAKER 7: Have a positive effect on changing

behavior of students. I think that's one of the reasons or primary reason why I got involved in education.

MODERATOR: Number 8?

SPEAKER 8: Speaker 8. I played football in college. I had a desire to stay with the sport and I thought teaching gave me that opportunity to do that as a coach, but as far as maybe helping the students I also had a -- I don't know, I just didn't feel like my high school did the best for me to get into a college that I really wanted to get into and I thought maybe I could make that difference, too, and I graduated in '74 and obviously I didn't become a teacher right away, I got involved in law enforcement for 25 years first, but I go into that and I'm teaching at an eighth grade level and I believe I have a really good understanding of the way these kids are because I remember what it was like when I was there. So I guess if I had to rank my reasons for becoming a teacher in public school, that's probably the number one reason, to maybe help students that were like myself, you might say, who wanted to go on to college, who actually needed the help, you know, where I find that maybe some of the teachers were willing to help the A students get into Ivy League schools, but they didn't care about those students that weren't quite A students.

MODERATOR: Thank you. Number 4?

SPEAKER 4: I have several reasons, but I think the primary reason was I like working with children. I think what appealed to me most I think when I was a base sub getting -- coming from a law enforcement perspective, is going into the classroom. As a base sub you don't have a certification, so you get a different treatment as a base sub with the children versus when you're certified, and you're doing things depending on what administrators want you to do. But once you get certified, it's your classroom. You write, maybe you're setting it up the way you want to set it up and you're setting it up like a courtroom and you welcome them to your classroom, like that's their home away from home, and if you get the respect from the children it becomes their home and they're very excited about coming into the classroom and that excites me, too, and I think that's what got me really having a passion for education, was that excitement. But on the law enforcement side of it, of education, what it helped me to do is that -- the way I started to work it was sort of being a teacher and a cop in the same community so I can see the same kids in the community and when you see their parents it's like, that's my teacher, and I'm a law enforcement person, too, so it's that thing of the bout of respect or also

if I lock somebody up or something I'm able to give them that advice as well as in school, as well in the streets sense of the community. Where I can talk to their parents. As we do community policing, we do a certain aspect where you can bridge it. The transition was much greater. Because now I deal with you in school and pop into your home in the evening. I know who you are. I know your parents because I probably already talked to your parents in school and also I'm motivated so I get to also try to put the perspective how you are in school and what may affect you in school that comes from your home. So I don't want to go too far with the curb violence in the community and also just seeing the parents, but it's a -- I think the primary passion was is the thing that the kids give us back. They all receive something positive. That passion. To watch them grow and know I'm giving them something, not just a lecture base piece where sometimes kids get bored with that piece, but to really give something -- get the feedback that they're actually learning from it, so that's. . .

MODERATOR: Thank you. Does anyone else have anything else to add? You can speak more than once if you choose to or if you agree with or want to embellish on the comments of another or you think of something additional, feel

free to jump in and we'll recognize you with your comments.

Number 1, please.

SPEAKER 1: Ummm. . . I kind of agree with Speaker 8. In fact, in the original quest for being a teacher and then after being a parent, but also I guess before and after the center part is I always try to give a fair shake to kids that people don't really want, not even the schools. They don't think they're much of this or that. I mean obviously I wear an earring, I don't look much like a teacher, I guess, but the point is, what I'm trying to say is that I know I'm somebody and maybe because I don't fit the exact stereotype of the Ivy League, which I went to an all Catholic school and all that and you know I was always outcast because I wasn't the smartest kid, I was -- me and my dad and mom, it was a Catholic place, didn't do enough bingo, whatever, for the good sisters, so basically I was always the last kid to get noticed or anything. So I always said, you know what, if I ever get in that position of power, I want to do the best with this, and I agree with him there. In fact, I ask every year -- just so happens that the way -- where I do work, that we're not tracked in my particular field. I don't have to worry about asking any longer. In the past, about 10, 12 years ago, I did. I wanted the C track kid. I didn't want the A track

kid. There is enough teachers that want them, and dad's got the big bank book, they're all ready, they've got their Seaton, Harvard. . . I wanted the kid that, you know, dad's left the family, mom's a single mom, kids are struggling, and I really want to see if I could nurture this child, and that to me would be more of a challenge, would make me feel better, and obviously the child if they did really come out of that hole, so I kind of agree with Speaker Number 8.

SPEAKER: Well, it's quite a reward, too.

SPEAKER 1: Yeah, that's what I'm saying. It's like winning the lottery or it's like a high you can't explain. I agree with you there.

MODERATOR: Any closing thoughts on that question? What was it about public education that appealed to you?

SPEAKER 4: I definitely concur with Speaker Number 1 and Speaker Number 8 in reference to the children and the parenting piece because it does get you involved in a sense where you know when you get involved now you know as a parent, now you're law and you get into the schools, now you're a parent, now you know this is what's going on in the schools, so you're better able to deal with your child, and I had that experience, too, 'cause I had to deal with my son and

he's a high school student and go down there. But now I know what's going on. Some people that's outside don't really know what's going on. They're just telling the kid to go to school. But I think it's key what Speaker Number 1 says, to have the tolerance. I think that's the way I was looking at it. That we are able from a law enforcement perspective. Because of the stuff we deal with in law enforcement we done deal with so many multiple things that we have that patience or that tolerance to process with kids their ills. So a lot of times I'm not looking for -- I agree with Speaker Number 1 on that, I'm not looking for always the A student. You can give me the C students and I can work with them and motivate them, and I'm comfortable with them having a C and a B, but as long as they're doing their school work and they give it a hundred percent, you know, and I thought that was a key point that you had brought up.

MODERATOR: Thank you. We'll move on to the next question in the introductory questions. This question is what was your primary goal when entering public education, your primary goal when entering public education. Number 2?

SPEAKER 2: I think my goal at first was I wasn't going to be a cop anymore. I wanted to find something else to do. Did I sit back and say as my career was winding

down that, you know, this is where I've gone, I know I'm going to be good at this? No, I didn't. And a couple of us sat in classes in the past where we were -- before we got actually to the classroom, you know, we started to take the courses you need for certification and this kind of thing, and it makes you start -- you start to think a little bit about, geez, am I really going to be able to do this? What are these kids going to be like? Am I going to be able to deal with them, you know? I had a lot of the same trepidations that I did when I first became a cop. You know, am I going to be able to deal with these people on the street? You know, and of course you do, and now that I've done this for a number of years I've had exposure at the junior high school level and then now I'm in the high school, so I've seen a wide range of ages to deal with, and yeah, yeah, that's -- I could be happy that I'm chosen. It's sometimes hard to sit back because it takes you awhile in any new profession to feel some degree of comfort at least, and I think I've gotten to that point where at least I can walk into a classroom. I used to feel that I could never be prepared enough. I think now I have the self confidence that I can walk in and keep kids interested for 40 minutes because there is a lot that you do have inside that you don't even realize that they've got to hear, and sometimes the

careers cross.

I had a girl in class last year who came to me one day and said, you know my mother? And I did. I had known her mother. When I was in the Detective Bureau I had locked her mother up several times. So now you realize that -- what do I tell this kid? I really couldn't get into what I really wanted to tell her because knowing what her mother came from, you know how I had been involved with her as a police officer, seeing this kid here I never thought that women would have been capable of having a daughter as nice as this girl was. So for everything that I saw in that women as a cop, my whole opinion of her changed a lot just knowing this kid, you know. And she's a little wild, a little rambunctious in school, you know, on that level, that we see every day, all of us, but she's a good kid and I think she's going to get through high school and she's going to go out into the world and she's going to be a citizen, and I never thought that women was ever capable of doing that, and then when I listen to the kid talk about mom making me go to school and my mother, you know, she gets mad at me 'cause I'm talking to this boy, and, you know, I have to almost inwardly smile because I never thought that this women had the potential of doing it, and it's good, and it's good, because I think for one thing I think this girl and

all of them come to you with -- no matter if they're complaining or whatever they're doing, they want to hear my perspective because they know, you know, at my age and such that I'm not going to be -- I'm not your buddy-buddy. I don't want to be talking about your drinking parties over the weekend. You know, that's not how we do business. This is -- you know, I have certain expectations for you. And they know that. They know that. But it's -- I think it's been a good -- it's a good choice, which brings out, and maybe we'll discuss this later, would I have been as good with what I'm doing now had I not been a cop for 25 years? How much did I learn in all those years that helps me do what I'm doing better, and I think we probably all agree with it, I wouldn't be happy I don't think teaching track mark or college prep class. This isn't to me -- yeah, there's the academic portion of it. You know, you have to teach them to test and you have to do all this kind of stuff, but, you know, as aggravating, as frustrating as these kids can be sometimes, you know, this is what -- everything I've done has prepared me for, and I'm happy that I'm here.

MODERATOR: Thank you. Number 1?

SPEAKER 1: I got into public education to make a difference and also. . . I guess I wouldn't have said this

in the beginning, but now that I've got into it, it's kind of hooked up, it's a little late, I'm looking back on it, that I gave every kid a fair shake. Whether it be in the door, rich, poor, black, white, short, tall, heavy, thin, boy, girl. . . ummm. . . you can't help the whole world out, but the kids I've had, every kid got a fair shake, and, you know, the way I look at it at least the one time in their lives while they were hanging out with me for their seventh and eighth grade years, one year, if not two years, sometimes I do get the kids back-to-back, sometimes I don't, that I know that no matter what life throws at them they'll always you know kind of remember that, you know, I gave them a fair shake. I never criticized them or belittled them. And, you know, it just makes -- the reason why I got into this, in public education, is to give somebody a break that maybe I didn't have.

MODERATOR: Thank you. Any other takers for that?

SPEAKER 7: Just in reference to primary call I would just say reaching one child a year, you know, that really change their behavior, one that's on the border, you know that's -- could go either way and being able to reach him or have an impact on that child or student I should say.

MODERATOR: That was Speaker Number 7.

SPEAKER 7: I'm sorry. I got ahead of myself.

MODERATOR: That's all right.

SPEAKER 8: Speaker Number 8. Going back to the answer to the question before this, yes, I wanted to reach those certain students that I had already talked about, but -- and that was like 25 years ago, so that hasn't changed, but two years before I retired from police work I went back for my Master's Degree in Education, I guess my major goal is to be the most effective teacher I could possibly be in the classroom today.

MODERATOR: Thank you. Any other takers?

Speaker Number 6?

SPEAKER 6: I agree with Speaker Number 8. The overall was -- overall goal was just to be the best that I could with the certain students I have. I knew right from the beginning I wanted special education and I wanted the kids that no one wanted. My students aren't even allowed on campus and it's -- and that's who I've been with, that's who -- I get joked around a lot, when am I moving up to the real building, this, that and the other thing, but, you know, I told everybody I want to do my 25 down in the woods. And really my goal is just to, you know, help as many as those that they don't want, as I can, and I do have a pretty good graduation

rate, so-to-speak.

MODERATOR: Thank you. Speaker Number 4?

SPEAKER 4: I definitely applaud Speaker Number 6 on his thoughts about staying in the woods and working with the children. Ummm. . . I think the question was, what was definitely your primary goal, --

MODERATOR: Yes.

SPEAKER 4: -- and I think my thing was dealing with the transition to work in a respectable occupation like the law enforcement occupation where people look at you in a different manner, and in education we don't see a lot of males, we don't see that, especially when you look at the law enforcement piece of it. You definitely -- I think all of us are probably the only police officer/teacher in our school. So I think when they hear it, even the kids and the teacher -- oh, you was a cop? You hear that. You was a cop? Or if you're still doing it. . . how do you do that? And then they come to you for the law enforcement pieces as well as the teacher pieces -- (all laugh)-- and sometimes the principal will come to you and say, well, what should I do, and you're kinda even giving him something. He can be stopping by your door and ask you a question and you all think it's a dilemma, and even though confidentiality he may not be able to share

it, but because you're a law enforcement person, you are like the subject matter expert to him on -- you know, because it's some legal stuff. And it may be ATA stuff. It may not have to do with 2C or Title 39 law enforcement stuff. Or when some of these kids get caught in bad accidents on their way to school, sometimes they call us to see, well, you know, what's going to be the protocol, how is law enforcement -- and we're able to give that advice right there on the spot, that quick advice that they need to fulfill that void. And that's good. And I think that's a positive thing. Especially after retirement. The pension system is totally different for us when it comes to the education piece. So I definitely enjoy that. And I wanted to find a job and that it was fulfilling, and I think education is definitely fulfilling. I can do a five to eight-sixty because I feel like Speaker Number 2, that you get something out of it, and even though it's a struggle in school every day with the kids, believe me at the high school level it is, but you learn their weaknesses and their strong points, you can't help but to always remember their names and go home and tell your wife and your family I met this kid and this kid his name is such and such and he's this way, but this way, but you got to love him and you work through his quirks, and when you see him on the street you

know he was bad in school and he didn't turn his homework in, but he's smiling at you when he sees you, he's so happy to see you in a mall, just like you're happy to see him. And some of them even give you hugs. . . Oh, this is my teacher. You're like I can't believe how bad he is in school and he's so excited. Ummm. . . and I know the other problem right there. I know we train for this in law enforcement. One of the things that also caught my attention was, the money wasn't that bad for me to come into education, especially after you pursue -- move up in the career and you get some time in. You move up in the steps and you have -- I think all of us have Master's Degrees, and it depends on what board you're at. It's not bad after you get into Step 14 or whatever. I think that's what my step -- that's what my board is. But it's not that bad as you move towards a doctorate, and it's the respect level. So when you hear -- for us to be receiving double incomes, then you look at the teachers who complain, like, oh, my salary, and for us it's like, shoot, I ain't even worried about this, I'm getting -- you know, I'm getting this amount of money, you know, and that's a feeling because we're able to provide certain things to the kids because we don't have that stressor on us coming to school.

MODERATOR: Speaker Number 8?

SPEAKER 8: I don't know if you're going to ask this question later, but seeing how Speaker Number 4 kind of brought that up, I'm collecting a pension already from law enforcement, so not being a college student right out of -- you know, going right into teaching and trying to get by on the teacher's salary, I can afford to bring little extra things to the class and decorate the place up or spend some money there and more money than what the IRS is willing to count as a deductible. A hundred and fifty bucks, what's that? A radio? You know. So. . . Ummm. . . but that's I think an advantage we have over those -- those -- and I'm sure there's plenty of college kids that are really talented coming right out of school, and that's something we have an advantage over them.

MODERATOR: Thank you. The last question was what was your primary goal when entering public education? Before we move to the next, does anybody have any final thoughts or comments?

(No response.)

MODERATOR: Okay. Thank you very much.

Oh, I'm sorry. Speaker Number 1?

SPEAKER 1: I was just going to agree with Speaker 8 there. . . Ummm. . . not only. . . you know, I

don't have a pension, but I was gifted in other ways so, you know, I'm able to do more. But I think even more than say money or gifts to the room, I know -- well, first of all, this is also as Speaker Number 4 had said, that -- about a male's role in education versus, you know, the barracks, where the cops are, it's more of a women's type of a situation. I think, though, by being a police officer first -- because one of my biggest gripes I say to the people, I says you know what, I bet you were 18, went to college, got out at 24, got married, white picket fence, had the kids, and now, you know, you're still married, your kids had went to college, and he says, yeah, how did you know? I says because you have no idea about life at all, you're still in that bubble. Ummm. . .

It's not that they're not adults and they didn't have hard times, but they did not see the streets. They didn't see what was really going on. They're like -- they're like kind of like -- I call them Mary Poppins all the time. It's like you got to be kidding me, you know? What are you for real here or what? You know? I mean, wake up, you know? It's like this is what's really happening. And they're like, oh, really?

And I mean so how effective they are outside of their direct curriculum courses so far as life in general or -- they're always calling me. I'm on cafeteria, these two women, they're

calling me because I'm the only one that can handle the kids because they're like some kid just said the four letter word at me, oh, my -- I'm like get over it, will you? You know, relax. At least he didn't spit in your face, you know? But that's what I'm saying, so I agree kind of like, you know, 'cause you got a women's role, a man's role, ex cops, on the street, compared to some kid that spilt his milk, you know, and these women are getting all upset at that. Give me a break, you know, so. . .

MODERATOR: Well, thank you. We'll move to the career development training questions. Okay? That's the second block of questions. The first question in this block, and there are two, the first question is what specific career development training and experiences most assisted you in maintaining discipline within the learning environment? I'll repeat that question again. What specific career development training and experiences most assisted you in maintaining discipline within the learning environment?

SPEAKER 8: I'll go first, I guess.

MODERATOR: Sure. Speaker Number 8. Number 8.

SPEAKER 8: I think ummm. . . I believe most police departments go through this in their basic training. There's a military bearing in itself. Then there's -- well, I

had the opportunity in the outfit that I had worked for of having several in-service training sessions and certain things and actually went through an instructor training course which gets you into public speaking and how to talk to a crowd and how to be an instructor. I had already done my student teaching before I went into the police work, but -- and then there's -- and this is something I don't think I seen in the teachers that I work with -- yeah, most of them -- is the sensitivity training that we get on how to deal with the diverse group of people that are out there in the world. I mean we -- what Speaker Number 1 was alluding to before is how these teachers lead a sheltered life and they don't come across all the different types of people, whether it's on a motor vehicle stop or a domestic violence call at the house, and we get into people's homes and we see how other people really live. Ummm. . . but not to go off on a tangent. We'll stick with the sensitivity training. How to talk to people. How not to use certain words. How to -- and not just with students, but with co-workers, and I'm there and here is this adult man coming from another career, much like myself, not police work, though, and he's trying to get into teaching as a second career also and I'm seeing him saying rude things to the female teachers and actually bumping them with his body

and stuff like that and I go, well, that would be suspension for me if I did that on the job, you know, things like that. One of the first -- better than that, though, one of the first professional days when the kids went home early and we had professional hours afterwards, it was being run by a female teacher, and myself and one other male teacher were the only one in the room of about 30 teachers there, and the male bashing that went on was incredible. But I rolled with the punches. You know, I kind of laughed it off. But if it was the reverse role in the job that I came from, I don't know how it is in that school system, what they tolerate there, but I could never talk like that about women and that sort of thing, so. . . I think our sensitivity training has helped me out quite a bit 'cause I think -- you know, especially with that guy bumping the other teacher, that's liable to come back and bite him in the ass some day.

MODERATOR: With respect to -- I just want to clarify for the purposes of this question, and I'll repeat the question, what specific career development and training and experiences most assisted you in maintaining discipline within the learning environment? The study is investigating three specific spheres, okay, of training, okay? First of all, the academy training, pre-service, all right? The second type of

training, general training is in-service training, okay, received after graduation from the academy. And third type of training is on-the-job training, the actual experiential level that an officer would deal with out on the street in daily interactions. So again that was my fault for not putting that up first, but could I ask --

SPEAKER: One other clarification, are you talking about classroom management as far as discipline?

MODERATOR: Yes, that's one of the -- that's one of the -- we're also talking about conflict resolution.

SPEAKER: I had to do a lot of research on my own. Once I started teaching myself and I saw where -- whoever was the head of the discipline in the office at that time, I'm going back about three years now, my second year of teaching, and he wasn't very good, and I had to take it upon myself, get on the internet, get some, you know, literature on classroom management and had to do my own research on it, and I see a big difference between my complaints about the students and other teachers. They would refuse to keep the kids after school for teacher/student detention because it cuts into their time. Why should we have to do this? I go, well, maybe you got to -- you know, if the office isn't going to do it for you, you got to take the bull by the horns and do

it yourself then. So classroom management in the police work?

I didn't get any, not a thing.

MODERATOR: Okay. Anybody else? Speaker Number 2?

SPEAKER 2: I just want to. . . I thought about this a lot, especially since I got into education, 'cause when I first retired and went to work it was in the middle school and I was assigned to a self-contained emotionally disturbed class, and I didn't think anything of it because when I first became a cop I started out here, 15, however long we stayed here then -- you know, it was a year before -- you know by the time you went, you road with a coach and you know you went on calls and I watched you handle a civil and you handle and you handle, and I said, well, I like this, what you did, and I like a little bit of what you did, and I kind of got my method of how I'm going to handle domestic disturbances, this is how I'm going to do it, because I'm going to put a little bit -- the best of what the three of you guys showed me. All of a sudden here I am in this classroom and nobody -- now what am I supposed to do with these kids? I mean, they're -- yes, they're a group of kids nobody wants. You know, let's keep them down at the end of the hall. Let's see, you know, just throw some raw meat in there and that's all we'll do. So it

did -- you know, I thank God for the internet. Thank God for some of these things. And it takes awhile. If there was one criticism of -- and it's just not me. I mean it's anybody coming into education. I don't think they approach that -- student teaching, for example, doesn't give you the same thing that we got through a police academy for the period of time you road with a coach and those kinds of training aspects.

SPEAKER: Did you ever read the book First Days of School?

SPEAKER 2: I think so, yes.

SPEAKER: It was recommended to me, I think, when I was in Graduate School, but I didn't get it until my second year -- after my second year of teaching. Probably the best book any new teacher or old teacher could read about. The old teachers never read it. But it covers just about the beginning of everything.

SPEAKER 2: Sure. Yeah. Is that with Harry Long?

SPEAKER: Yes. Yes. And I use everything that's in that book.

SPEAKER 2: It's Speaker Number 2. In looking back now and -- because the experience is just about turning around a little bit as a student teacher in a collaborative

classroom for a couple of periods a day and the young teacher that came in is just beginning her tenure as a student teacher. The teacher who is the cooperating teacher of the classroom is an English teacher and she's an excellent teacher, she's been teaching for thirty years, and she knows her subject matter. I personally like a lot more structure in the way I run a classroom or whatever. It's just my background or my personality. I'm uncomfortable with, you know, flying by the seat of my pants, that type of thing.

SPEAKER: You can't do that, especially with middle school students.

SPEAKER 2: Well, and the one thing I said to the girl I said I don't suppose to tell you how to teach, that's your cooperating teacher's job, but I would suggest one thing. And I just -- you know. I said that. I said structure. A simple thing like missed work, don't give them an open-ended time limit to make up this stuff. So when they come back from being sick a day or so, you've got a day and I want the quiz taken. 'Cause a kid three or four weeks down the road is not going to remember some of the material, if necessary, so they're not going to do as well, for one thing, but. . . and she just kind of smiled, because this kid, I think she's going to be quite -- I think she's going to be

good because that's the one thing she pictures from her observation, and I'm watching this other women teach. Between the two -- and I'm not saying that police work is the best way to go for any type of -- I've been through several different types of training methods, trying to get me trained to do something. You know, the Marine Corp. had its special type. Maybe that's why I'm kind of structured, and that's -- you know, and then I came through here, and the training at this academy is different than, face it, some of the county academies, you know, that I had seen or when I talk to people who attended Monmouth or Ocean County Academies, for example. You know, there is a certain para military structure to the State Police and that carries over. A lot of teachers don't get that. And take that one step further, it goes back to what Speaker Number 1 was talking about, some experienced teachers are maybe experienced in their presentation of their subject matter, but as to day to day life on the outside, they need some experience, a lot of them.

MODERATOR: Speaker Number 1?

SPEAKER 1: Let me see if I understood this.

You want to breakdown an example -- a career now from the police in the academy reference and in-service reference and on-the-job reference?

MR. FINETTI: Well, it could be either or.

MODERATOR: It could be either or. What specific career development training and experience most assisted you in maintaining discipline within the academic learning environment; your academic training, your in-service training or your on-the-job experiences?

SPEAKER: Well, I got all three that would help out, so . . .

MODERATOR: Okay.

SPEAKER: First of all, the academy, when I went there, just like notebook organizations. My common documents. Like you had to have this. You had to have your name. You had to have the date. You had to like have each -- whether the book you read, whether the law, the VNT book, everything almost file -- rank and filed, and on top of a rank and file of what day we did it, what -- almost like a day book type of situation. The in-service, I took computer way back when. Had to learn registrations rules and dules and all that sort of stuff. Also the FBI fingerprint forms, in-service, how do you fill this, what are the codes, what do they mean? So basically numbering. I do my files for children to this day like that, like, you know, 1, 1a. This type of situation.

On the job? Ummm. . . expect the unexpected, roll with

the punches, read people body language and nine lives, and that was funny, I don't know, but I remember my one chief teaching me, an old Irish guy from New York, NYPD, he says a cat has nine lives, by the time I'm done with you you're going to learn how to skin each of those cats or each one of those different nine lives. So I said what do you mean? He says every time there's a different approach, he says, to every problem. He says it's like a cat. Nine lives. There is a different approach -- you know, different like -- I said, well, okay, that makes sense. And he proved this to me. You come upon an accident scene, you come upon domestic, you come upon anything, one time it goes real smooth, the next time this, all of a sudden, you know, a person comes out of the third bedroom. I mean, you know, there is a different situation for every time and how do you deal with it. So in my classroom it links up. Okay, I'm yelling at one kid, another kid that might be his, you know, his brother, you know, or, you know, gang-talking wise, or maybe possibly you yell at this girl, correct her, and it's the boyfriend trying to protect his girlfriend in the room. You know, like what do you do? What do you roll? Do you scream? Do you cry? Do you run out of the room? Do you start -- you know. Okay. You lay back, you assess the situation. So those are the

three right there.

MODERATOR: Thank you. Any other respondents?

Okay. Number 6?

SPEAKER 6: I think in short, just wrapping up all three of them, I think the key word is just consistency. If you're consistent with your rules and the way you run the room, they know it, they expect it, and, you know, if they do A, they know what B is going to be, and I find that gets me the most respect, is just being consistent with them and they're managed in the classroom a lot better than they ever were.

MODERATOR: Thank you. Speaker Number 4?

SPEAKER 4: I think that's a good question about the career development. I think when coming into education I think sometimes in law enforcement we are more prepared than the average teacher because of -- classroom management probably wouldn't be as difficult for us because we're used to dealing with people. And I guess the academy teaches us some things, but we don't actually put it into exercise until we actually get out there and we do the work.

Ummm. . . the alternate route for me was just really just a theory, and then when they went over Harry Wong's books, we just go'in over it, but you don't -- but I think of

my natural sense. Like Speaker 2 and Speaker Number 1, we just get out there and we do it. I think those books just give us a little more pointers, a little more options. Like myself, I'm a former DI and being a drill sergeant and dealing with that military concept, and I'm also an FTO and I worked at the academy, I'm MMY, and coming from that -- I also refer back to Speaker 2, you're more structured when it comes to lesson plans and stuff 'cause that stuff is easy for you. Where somebody else is like -- for you it's like second nature, all you got to do is let me know you want that, I got it, it's not like -- and once you know you got it, you got it.

I think we, as law enforcement, it's easy for us, too, that we don't have a problem giving that discipline because we lock people up. So we don't have to get emotional about saying you have detention and have to go through that whole power struggle. You got detention. You don't want to go, call your mother. You know, it's not like we get that whole base. You know, we deal with more serious stuff as law enforcement. Our tolerance level is a little bit higher.

I think what also prepares us with the career development piece is paperwork. We get a lot of paperwork. So for me as -- I'm like a guidance counselor, I'm getting paperwork, I do domestic violence, we do this. . . We've got

so much paperwork to deal with. Everything. We make an arrest, we have to call the judge. And that leads into structure. We're more -- we can handle the structure. Where if it's an assembly and something is going on at school and they have to change one or change two, we can adapt to change.

SPEAKER: Right.

SPEAKER 4: There's no problem.

SPEAKER: Yeah, you roll with the punches.

Right.

SPEAKER 4: We multitask with no problem. You know, a lock up for us in law enforcement, we've got to do a lot of stuff that, you know, depend on your departmental rules. You know, you lock up a person, you got to do this. Your lieutenant may not do none of that paperwork and all he do is say this ain't right and give it right back to you. But usually you call the judge, you do all that stuff. So for us, when it comes to multitasking, a lot of the teachers, they're not good at really multitasking, and we can multitask, go run over here and tell the kid go to the office and do this and we don't have a problem with delegating and looking for that right person, and sometimes it's that quiet kid that somebody probably wouldn't even send, where I would say come here and send him to the office, so. . . You know, I wouldn't go into

Lincoln, but I think that would be the correlation between some of us and some of our experiences because we do have that edge over teachers with our occupation.

MODERATOR: Thank you.

SPEAKER 7: I'd just interject. Speaker Number 7.

MODERATOR: Speaker Number 7.

SPEAKER 7: On-the-job experience. I think just you know lack of experience. Dealing with 28 years of law enforcement with people in different scenarios, I think that really prepares you to deal with things, and it's a maturity level that comes, and I think that's the experience that you have over someone that hasn't had that experience, which many of the speakers have alluded to already. And I think that's really critical, and I think that's a strong point because you don't -- just as a previous speaker said, you don't take it personal. It's just like, hey, this is what my job is, it's cut and dry, I'm going to do x, y and z. And I think even as a law enforcement officer, when you first start out it's very difficult to do, but as you get experience and you deal with people in different situations, you get that maturity, you can deal with it and it doesn't become personal. It's just strictly a disciplinary matter.

SPEAKER 4: Not to carry on, but, Speaker 7, you're absolutely correct because for new officers that is hard. When they first get out there you need to have discipline, the inter power struggles, and as you become a seasoned officer that's not even a problem. You know, even with just motor vehicle stops it's hard 'cause you're sitting in the car writing a summons and they're worrying about how they're going to go out there and actually give it to the person, but after awhile they get so seasoned they're like, here, have a nice day. You know, they come in court. They could even in person say thank you, you know, and we're able to give that verdict and also we're flexible with that because we have that experience. You know, we don't really personalize it. Even with the kids I say thank you, and we can sit down, you got detention, and while we're sitting there we're talking to him and he might never come back, and you know, where somebody else give them detention they're just sitting there. They're scared to talk to the student because they think the student is going to be mad at them, and -- where we, you know, cops, we're going to talk to the kid, like Speaker Number 2 did with that little girl, so. . .

MODERATOR: Thank you. Next question. What organizational skills have you utilized to establish and

enforce classroom or school rules and regulations to maintain a safe and orderly school environment? I'll repeat the question. What organizational skills have you utilized to establish and enforce classroom or school rules and regulations to maintain a safe and orderly school environment?

Speaker Number 1?

SPEAKER 1: A rule board. This, this, this, this is expected. If not, this is totally made home. It's cut and dry. Basically almost like DNTW hand out. You speed so many miles, you're going to get these points. You're going to get this. Here's your ticket. Bang. Thank you, sir. Have a good day. Bye. Bang. Same thing. You don't do your homework, you get this. You bring it in the next day, it's 50 percent. The third day it's a complete zero, letter home to mom. Bang. Cut and dry. They know.

The other organizational skill would be everything is always laid out. Okay. They know what's going to happen. It's printed. It's in front of the room. The grades. This letter for this is this grade. This is the school policy for this.

Ummm. . . that's my organizational skills, I guess, I would assume.

MODERATOR: Speaker Number 8.

SPEAKER 8: Almost the same thing. Rules are posted. Rewards are posted. Consequences are posted. What happens to be their homework for the night and their quiz the next day, first week of school, and the parent's sign a copy of this when they take that home, and it's -- you know, it's told to them, and now it's posted right in front of them, and a lot of times I'll have a kid -- and the five rules that I have posted, 'cause there's tons of rules, you can't put them all up, but I picked five that almost cover all the basics of kids poking each other, throwing stuff, speaking out of turn, and I will have kids that will start talking or gabbing or whatever, I'll point to Rule Number 3 -- you know, read this. Oh, okay. Sometimes it's all I have to say for them to quiet down. It's an excellent thing.

MODERATOR: Speaker Number 6.

SPEAKER 6: I also agree with Speaker 8 and 1. I, as well, do have my rules posted right up, cut and dry.

SPEAKER: Well, it goes along with structure, right?

SPEAKER 6: Yep. And I also have with my students, bips, which are behavior intervention plans, and they sign, the parents sign, and those are rules that they need to follow to work on their specific behaviors, and if

they break them, they know the outcome.

MODERATOR: Thank you. Any other respondents interested in that question?

(No response.)

MODERATOR: None other coming forward, we'll move along to -- the next component will be communication skills training. This first question, what specific communication skills training and experience most assisted you in maintaining discipline within the learning environment? I'll repeat the question. What specific communication skills training and experiences most assisted you in maintaining discipline within the learning environment?

SPEAKER: I don't know if I have this right, but in the academy we were -- did scenarios, and common would be like that was very -- how you would like approach a vehicle or a group of people, so the communication skill, I assume, the wrong word to use, but I'm hoping this is on the right path, would be direct eye contact with the group. I stand up for this deal right in the front. Don't sit down. Stand up. And I say hi, just the beginning of the year. And loud, clear. Almost like speaking like -- you know how a cop looks? You know, you'll see the guy behind, 'cause they train you -- the guy thinks you're looking at him, but you're really seeing

what's happening behind him. So everybody kind of knows I'm looking at them, one of those like cop looks, and you'll do this, this, this, this. Strong. Clean. Bang. Voice. Done. Stand up. Prestigious in my deliverance. Okay. (Inaudible) na, na, na, na, na. You know, like, boom, boom, boom, boom, bang. The communication skills I guess of a good orbiter, I guess, I don't know, you know, sitting there, you know.

MODERATOR: Speaker Number 8.

SPEAKER 8: Yeah, having that confidence in your voice. I think after 25 years, too, of dealing with people, out of experience you know what -- how to size somebody up and knowing what not to say that's going to excite somebody and really send them off in the direction, and how to diffuse a potential shouting match or something that could go on between you and the student. One other thing that's I guess directly from police work, I went to in-service training for interviewing interrogation, and I let the kids know that right away, 'cause I says they teach me how I can tell if you're lying or not.

(AH laugh.)

SPEAKER 8: It's great. Even if you don't go to that school.

(All laugh.)

MODERATOR: Okay. Would anybody else like to respond to that question?

SPEAKER 2: I think the first time I --

MODERATOR: Speaker Number 2.

SPEAKER 2: Speaker Number 2. I'm sorry. I think the first time I, in a civilian car, civilian clothes, got out at an accident scene and started doing the directions that you would do if you were working, and people were following what I was saying, they were doing it, and it wasn't until 10 or 15 minutes when a unit came that one of the participants came over and said, you know, you are a police officer, right? So I says, yeah, I am. Then I realized that, you know, everything that we do -- yeah, it's nice to have a uniform on and it's nice to have a marked unit with lights going so everybody knows exactly who you are, but really there's no doubt who we are. That's why I never would have made a good undercover. I could have never did that. That was never one of my things in my career because, you know, I'd stand out like a neon sign. And moving into the classroom, it's the same thing. I don't think I ever -- it's other teachers who tell the kids. Well, you know, Mr. -- you know what he did before he came here, ha, ha, ha. He's going to get you. And then, of course, the kids know who you are and

what you did. At first I didn't know how that was going to work, either. I thought that might work against me. But I find that it doesn't, because, you know -- and just -- when I first became a cop I realized people don't need a buddy. They don't need another friend. They don't need you as a friend. They need you as some stability. They need you as -- when you're dealing with people in times of crisis, they need your stability. They don't need your shoulder to cry on or something like that. And the same thing in the classroom. The kids don't need -- they don't need another buddy. You know, they need -- a lot of them are there because in their backgrounds maybe they don't have a father that's living at the house, or if they do -- you know, some of the stuff that comes out of their mouth, sometimes you just sit back and you want to say geez, you know? You want to wipe the tear from your eye a little bit, you know? And you know because they're not giving you a line. It's like not giving you any bull. So I think what we bring to the classroom is that stability. The rock that you're supposed to be as a cop out there, that people are looking to and depend upon. You do the same thing in the classroom. You just do it every day. You know, you don't walk away from it at the end of an eight hour shift. You're with these same kids again and again and again. So

going back I think to what Speaker 8 said, consistency and going back -- you know, whether it's a set of rules or a way -- a belief system that you bring to them. That doesn't change. They need that consistency, whether it be for discipline or -- you know, I don't want you telling me that because I want to get into your -- something into your head. No. You know, drugs are going to kill you. Smoking a damn cigarette is going to kill you. You know, and I'm not a -- you know, I'm not going to stand back there and say, you know, hey, go ahead, have another cigarette just so it makes you feel better. No. I tell them, geez, when you start hacking up -- what's it look like when you start hacking that crap up in the morning? Doesn't that bother you anymore? You know, but they expect that from me, and I think if I didn't do that they wouldn't come, you know? They come to school every day. They keep coming back, so. . .

MODERATOR: Okay. Our next question. What techniques have you utilized to elicit thought provoking responses from your students? I'll repeat it. What techniques have you utilized to elicit thought provoking responses from your students?

(No response.)

MODERATOR: Any takers on that?

SPEAKER 1: Over here.

MODERATOR: Number 1.

SPEAKER 1: Ummm. . . role play scenario, whether it be verbal or actually body actions to get the responses from students or like somebody like a storyteller, like something interesting happened or whatever, and focal point or -- and so I have to teach Social Studies, was there anything similar to this been going on in Iraq? Where I work we have a lot of people that -- a cousin or a brother or an uncle or somebody's having to do with something in Iraq, whether it be an army nurse, up to, I don't know, whatever, the accountant for the army that's working out there someplace. How do you feel about that? What's going on? Do you have any insight? I mean don't give me any secret stuff, but, you know, just whatever. So he gets into it, and kids are like, wow, what is he saying? So it starts all of a sudden getting the ball rolling. So I guess almost like you say even putting the student as director of the class lecture rather than myself. You know, if they do it responsibly I have no problem with somebody coming to my desk. It doesn't bother me at all. I don't have that problem. And tell their story. My uncle sent me photos from Iraq. He sent me some letters from Iraq. Okay. It's cool. I'm using Iraq. There

are other things in the past, it happens. So like a role play scenario. A student becomes the actual -- I guess the lead for the discussion, which the kids then, it's one of their buddies up there so they're like oh, wow, and they start, oh, it happened to me, I remember my father -- you know, and then you just get it going. As long as it's organized, I don't have a problem with that.

MODERATOR: Uh-huh. Any other responses?

Number 4?

SPEAKER 4: I think that Speaker Number 1 brought up a good point, and how I draw from that also, I did that when I used to go into Social Studies, do the role play, especially when it came to the Civil War and things like that, they loved that, and you've got to be creative. One of the things I know as a law enforcement officer when working in education, what I used to draw from, a lot of times on the clock, 'cause sometimes the kids, they're not into learning that day, and sometimes how I spark their interest, because we come from law enforcement I've got a lot of stories, and, you know, you can make up a story to correlate the why and they even be doing their school work. You know, you can talk about how you locked somebody up and how that person that I was probably talking to, told me they messed up in life, and, you

know, as cops sometimes we know -- if you grew up in a certain town, you know, that you work in, you know the people and the families. Like this girl came from a good family and she messed up and whatever. And I know in my town where I work at, even though I didn't grow up in town, but you hear it through other cops who know the people's families, oh, she come from a good family. Her father was this and that. And you know that as a story. I know a girl -- you can go to the school and say I know a girl who was a cute little girl and she got involved with the wrong guy and started doing drugs and, you know, it's almost like -- and they get into the story and they're like, oh, what happened? And they get all excited, and before you know it you're still -- you're off curriculum time, but at the same time it's one of those teachable moments. So not to go on, but it's one of those things, we have that library of stories that we can draw from from anything, from abuse or whatever, and if we need to tap into that, we can tap into that, to always draw them to the focal attention. I'm the teacher in the classroom. I'm in control. Tomorrow you'll still get that test, but. . . you know.

MODERATOR: Thank you. Number 8?

SPEAKER 8: Just to add to the role playing and

that sort of thing. I've done this in the past with all different tracks of classes, too. I've given them an opportunity to teach my class. What I'm doing currently this week and last week, the upper track students, I've had them break down into groups of five and they're working together as a group to put together their presentation or how to teach that lesson themselves, and they jumped into it pretty good. And in the past I've opened this up for all of my students, and I've even had the lower track students do exceptionally well in it, and one year I did it with all my classes. Some of them were breaking down into groups of just two students and they would take over the class, and I was surprisingly in a good way shocked that they pulled it off and they really got into it. Here was their chance. I'm waiting until near the end of the year. It's not something I would start in September. But they really got a chance to teach a class and they really -- they hit the ground running, some of them.

MODERATOR: Any other responses to that question?

(No response.)

MODERATOR: Okay. Thank you. We'll move on to Question Number 6 -- I'm sorry -- Question Number 5. My fault. Community relations training. First question: What

specific community relations training and experience most assisted you in maintaining discipline within the learning environment? Okay? What specific community relations training and experiences most assisted you in maintaining discipline within the learning environment?

SPEAKER 1: Ummm. . .

MODERATOR: Speaker Number 1.

SPEAKER 1: If I understood this question, basically seeing what assets, whether in the community, like any youth programs, youth type of clubs, like the Elks are running anything or whatever is going on, ummm, any skate parks or anything to this nature. Like what is the community doing? And not really organized. Like I would say, oh, by the way you know this is -- you know, do you know this is going on in the town and, you know, you can go here, and a lot of kids will go yeah. Some kids won't. But I guess from the community relations as a -- when I was a cop, like you would be able to direct people. Like even if you're the officer that day at the desk or a patrolmen on the road and somebody would say, hey, man, where can I go get this or that? Is there any person that I can help get some food? You know because you work with the community. So basically this is the right questioning -- I mean I don't know if I'm answering it

for you, but I will tell the kids, or sometimes it's even on a one-on-one, the kid will come up a little depressed. What's the matter with you and all? And you know, I don't know, ba bump, ba bump. And I'll say, welp, you know, you can go and go to this place here and get this, go to this place here and get that. I know that -- you know, whatever. You know, even the police in our town, sometimes we run programs for the kids. I says go there. You know, it's not going to bite you. You know, it might even be able to, you know, give you the better hours that -- that -- I don't know, whatever it is, the skateboard park, or whatever the kid wants to know. But to know what's going on in the community just rather than just what's going on in the four walls of your classroom like I had to as a cop so. . . if that answers you. I don't know.

MODERATOR: Speaker Number 8.

SPEAKER 8: I think when I'm presented with a problem -- you're talking about discipline again in the classroom, right? I think from my police work I've learned to identify a problem and investigate it, and not necessarily that in my police training that they taught me how to handle eighth grade kids in the classroom, but I knew it was up to me to find out the answer, and in an investigation you're going to cover all the bases, you're going to handle all the leads,

and that brought me to Harry Wong's book or whatever thing you needed on classroom management, and I learned to look for the solution myself and find it and handle it, and a lot of times you're the only guy at the accident scene, you have to handle -- you can't depend on backup sometimes, you have to do all the work yourself, and in 25 years of doing that kind of work I didn't hesitate. Once I knew I wasn't getting any help from the office on this problem, I had to do it myself.

MODERATOR: Any other -- Number 4?

SPEAKER 4: Could you repeat that question?

MODERATOR: Yes. Certainly. What specific community relations training and experiences most assisted you in maintaining discipline within the learning environment?

SPEAKER 4: What helped me out early on in my career was that I was fortunate enough to work with the police explore program and when I did that for the police department and working in the classroom I was able to pull -- that's where we used to get some of our kids from, was my disciplinary kids. My good kids wouldn't even join the police explore program. Not that they wouldn't, but a lot of times -- and also when I'd use to get dispatched to people's houses and sometimes I'd see a kid and I'd find out what school they go to, I'd just tell them, you ever thought about

joining the police program? I'd say it's a program, it's free, it's between the age of . . . and a lot of kids would join the program, and sometimes their behavior would change because now they have an extra curriculum, they're not around their parents all day, and then the parents could tell you what the problem is, so I'm also seeing them in school and I'll see them in the police program. That was the only thing that I really used other than -- I think that program was very successful with the kids because I don't know how other agencies draw their kids into the program. I know it's not as big as it should be as far as in the State of New Jersey, explore program. I think it's an outstanding program. We do support it because a lot of kids who want to get into law enforcement they kind of -- the way it's structured for the State of New Jersey, the way it was structured then, it was very positive. We used to pull -- I used to get kids from schools that had behavior problems. And it wasn't really that bad, after I gave them something to do and they started doing PT and formation and pushups, and then they had the academic, it was almost set up like the academy, and then they went to school and they only went down to the police explore program during the summer time.

I think, too, when I identify on the shade -- another

shade, opposite of that, is dealing with the kids who were homeless and find out what their thing was and make sure they get shelter. You know, I'm in class, but I'm working in the guidance area and because I deal with the kids who -- their behaviors are attributed to homelessness because they have some of these shelters and sometimes they come to school and a lot of kids are picking on them because they may smell or because they look a certain way because the homeless shelter doesn't provide, and it's not their fault. You know, sometimes these parents they have two or three kids and they can't take care of these kids. I don't know what's the psychology behind them having all these kids and they can't take care of them, and then they -- maybe with the drug abuse they end up in the shelters, and some of their behaviors are attributed to that, so sometimes we have to work on putting kids in different placements, so they won't have to come to school with -- fighting those defenses with other children, and that's very challenging for me sometimes. You know, especially when you first hear about homeless shelters, how you have to keep it a secret, it's confidentiality, and we know that as law enforcement, too. So now I know my approach with it is going to be different. 'Cause I've dealt with that, had people walk up to me as a cop saying, I don't have

no place to live, and for a cop at first you be shocked, like, damn it, I have to do all this work. Where am I going to place this person? First thing you think about is -- what's that? What's that? Where you give out the clothes, the agency? I don't know the name.

SPEAKER: Salvation Army?

SPEAKER 4: Salvation Army. First thing I'm going to go to the Salvation Army, but they're closed at night time, so then you got to call the police department and make sure -- and if you're a seasoned officer, make sure you got those numbers in your book that know that okay, this is what I'm going to do, because you're not going to call the police department down with it 'cause you ain't going to take them to the department, you know, so I mean not to change on that, but, you know, as far as children, some things that I had to do.

MODERATOR: Thank you. Speaker Number 6?

SPEAKER 6: As far as community relations the way I take it is in the academy and such and then they teach you to deal with all walks of life, all different kinds of people as far as the community, and I think in the classroom you really have to deal with the parents, parent or guardian, whomever, but, you know, that child is with them a lot more

than they're with you and if you don't have them on your side you're never going to get the kid on your side, so I think, you know, training as far as dealing with the community is you kind of put on a different face for each parent, depending on how they are or what they expect of you, just to keep them on your side.

MODERATOR: Thank you. Speaker Number 7?

SPEAKER 7: Community relations in its correlation of discipline is being a coach or volunteer coach in town and doing that and dealing with kids, facilitates, you know, going into the classroom and dealing with -- and the same thing in high school, when you, you know, coach, you also -- you see them in a different light, and I think that helps you with your discipline as far as dealing with the kids. You can talk to them on a different level when you're as a coach, and then as a teacher.

MODERATOR: Thank you. Speaker Number 2?

SPEAKER 2: Yes. Because everybody's pretty much covered the ballpark here. I think you learn very quickly as a new cop that, you know, I'm not going to be able to solve all of these problems with a ticket book or arrest voucher or however you want to handle it. There are other things that need be done to solve problems, and that's what

you got to do for eight, 10 hours, however long your shift is. With that mentality I think you come into the school and you realize there is a world out beyond the walls of this school, and maybe we can within the school handle some of these problems, but you know yourself that this kid is not going to get what he needs here, he needs to go someplace else, or maybe you've had an experience with an agency out there that you know that's good for him, and it's easier I think because we're not -- I think we've trained our minds to solve a problem. Not necessarily -- that doesn't have to be -- hopefully we're not parochial about it, in that it doesn't have to come right from my school. It doesn't have to be from me. If I can just get this kid to an agency or an individual or somebody out there that's going to solve -- that's the bottom line, that's going to solve the problem, and I think with that mind set and knowing that there's a myriad of solutions out there, you just got to find them, you know, and you've got to research them or you've got to have them in your experience. Ummm. . . I think that again, our background, enhances what we're doing now because we know the same thing isn't handled the same way twice. It never is.

MODERATOR: Thank you. Final question in community relations training. In what ways, if any, did you

help form or participate in partnerships with your school community and local police agency in meeting the challenge of combatting school violence and criminal activity within your school?

That's a lengthy question so I'll say it again.

In what ways, if any, did you help form or participate in partnerships with your school community and local police agency in meeting the challenge of combatting school violence and criminal activity within your school?

I'll start with Speaker Number 7.

SPEAKER 7: Ummm. . . and it's a simple thing.

Most school violence occurs right after school, and my experience the first year I was in school there that there weren't a lot, but there were fights right after school, so I make it a point to stand out in front of the school every day at the conclusion of the school, if I can, unless something else comes up as -- you know, just talk to the kids to a certain degree, but really to be a deterrent out there because that's really in effect where the violence is going to occur if it's going to occur in school. It's at the end of school and it's going to be when they're being dismissed, so I just do that on my own, so. . .

MODERATOR: Thank you. Speaker Number 6?

SPEAKER 6: In my particular school we have a couple of local detectives that are based in the school, itself, and they know my background, and we stay on a constant phone call away each and every day, if either of us hear anything of what's going on. I tend to get a lot of stuff out of my kids. And, you know, we just keep kind of an open door policy on that to kind of nip stuff in the butt before it happens.

MODERATOR: Thank you. Speaker Number 1?

SPEAKER 1: Okay. We have basically a guidance counselor or a drug enforcement officer or what have you that we do have numbers we can call. All of our administrators are also very savvy with the drug situation and we're told what we have to say, what we don't say when we call up. You know, there's this whole drug thing. And the second is the old fashion cop routine of get yourself a snitch, bait him. Let me know what's going on, you know? You get one of those really A tract -- I mean like the really like -- you know, the kid that's really goodie-two-shoes and, you know, he likes -- you know, but I don't mean it in a bad way, but I'm talk'n the kid that really wants to do right and everything like that, and you be cool. In fact, I don't even trust anybody 'cause in police work you might have trusted your captain or your

chief, but in teaching it's not like that, so nobody -- I don't even tell my principal this kid is my snitch, you know. Basically nobody knows. I'll just say, hey, I just got lucky. I heard a group of kids talking. Because lay people don't understand that comradary. I mean you're putting some kid's life on the line, 'cause, you know, he'll get his ass kicked, he'll get his butt kicked, you know, and I wouldn't want to be a party to that, especially if the kid is nice enough. And I've stopped a lot of things. I found two kids run-aways and stuff like that, just by -- just some kids through the -- counselors would come up to me and say how did you do this? I says I don't know, just lucky. 'Cause I would never do that. But you get a little extra comradary. And that's like the back door type stuff. I mean I don't really say it too much at school, then I'd blow my cover type situation, so. . . I called you up, yeah. I heard some kids talking, click. Take care of it. You know, but I do it almost like, you know, back door type, shhh, shhh, shhh, you know, counter type stuff.

MODERATOR: Any other response?

SPEAKER 4: Yeah.

MODERATOR: Number 4.

SPEAKER 4: I think in my school setting, and I know I can go along with Speaker 1, is that I use a certain

technique sort of definitely like that because, you know, we got that gang problem today in schools and we have that law enforcement background, so that's always key for us. Like... go easy with stuff like that, and really bait the kids and find out about that My Space stuff and I can trick them and say you ain't got no My Space space. Yes, I do got the My Space space. Your mother won't let you on no My Space space. And they go right on the computer, pull up the My Space space, and the next thing you know you've got all the kids listed, and then you've got your law -- like what Speaker 6 said you've got your law enforcement buddies and you just hold the file and save the My Space space and call them in and say here it is and then they will call the Detective Bureau so they can identify these kids and their relationship. Some of them have got videos on it and slapping hands and doing it that -- so it's -- that's another thing with law, we right there. So you know if any investigation come to the school, they're going to come to us first and say, hey -- they're going to talk to you just like you right on the job that day. Hey, what's going on in this school? They don't even care what the principal say. The principal is probably the person they're going to call, but they want to know the real information. You know, certain things that the principal may not want to share because he may

be protecting the school, so --

SPEAKER: Yeah, right, that's --

SPEAKER 4: -- and they tend to do that sometimes, like they call and handle this on the lowest level and sometimes depending on how we want to handle it, we may say listen up, you may want to report that to the authorities because, you know, you might be liable, you may be in the newspapers, and we've seen principals get in trouble by not reporting certain things, you know, and there's a lot of it in school we see in the newspaper, and then they make the right decision, it's good, and we can see it, so . . . and that's we be posing them into it to the administrative level. Back to the way like Speaker 1, Speaker 6 were saying, was that I use that method, too, with the law enforcement guides, 'cause I've got two cops in my building and I talk to them constantly.

MODERATOR: Any other feedback on Question Number 6?

(No response.)

MODERATOR: Okay. None coming forward, we'll move to Question 7.

The next two questions revolve -- emanate from conflict resolution training. Okay?

First question: What specific conflict

resolution training and experience most assisted you in maintaining discipline within the learning environment?

I'll repeat it.

What specific conflict resolution training and experience most assisted you in maintaining discipline within the learning environment?

Speaker Number 6.

SPEAKER 6: I think the biggest technique was being able to read body language. I read my kids the minute they get off the bus and into my room, and you can kind of tell what kind of mood they're in or if something is going to happen before it happens and, you know, nine times out of 10 try to resolve it before the issue comes about.

MODERATOR: Thank you, Number 6.

Anybody else have a reaction to that question?

Speaker Number 1?

SPEAKER 1: I kind of agree. Body language and even mob mentality, how the crowd is, because a lot of times you can almost see the kids cooking up on sides. Like I do a lot of hall duty and all and -- or cafeteria duty, and you can almost see what's happening because you can see I guess a mass body language, a mob mentality situation, where all of sudden regular kids that have been sitting here, all of a sudden

they're edging over here and, you know, you start seeing a mass heavier here, there's nothing that far in the cafeteria but the garbage cans, why are they -- you know. So you start saying ut-oh, and. . . bang. Jump. Get over there. Sit down. And, again, like I say, it's helped me out a lot, especially -- in my cafeteria duty there's three teachers, but I'm the only guy, two other women, and so I mean if I don't do it, it's not going to get done, so. . .

MODERATOR: Any other -- Speaker Number 8?

SPEAKER 8: I understand both what Speaker Number 1 and 6 are saying, that only sounds like, you know, how we develop a sick sense, like being on the job for awhile. It's not like we really get trained for that.

SPEAKER: Kind of sense a problem is going to happen before it does.

SPEAKER 8: Yeah, it just comes with experience. I don't know if it really comes from any specific training.

MODERATOR: Speaker Number 2.

SPEAKER 2: I remember when I first left the Detective Bureau and became a road supervisor as a sergeant. I was working a midnight shift, and I had been doing this for a couple of months, and one of the guys, and he was only a cop maybe a year or two, he came up to me one day and he said, you

know, sarge, he said for awhile -- man, this guy has got some strange friends, you know? I said, what do you mean? He said, well, every time I'd stop somebody, I'd see somebody walking the street in the middle of the night and they drop your name. I'd say you know him? And I said, well, I just came out of the Detective Bureau, how do you think you do your job? I mean you got to know people. And the kid said, yeah, you know that dawned on me after awhile. And I think when you bring that into law enforcement with -- if you've got a kid who's -- take the biggest trouble maker in the school, I use the same theory that I have on the kid on the street or a guy on the street. Yeah, if you're doing the wrong thing I'm going to lock you up or in school I'm going to take you to task with whatever discipline that we have, but if you're not doing anything wrong, if you're doing the right thing, and you know and on those days when that kid comes to school, he comes into class and he's not disruptive and he might even participate, God forbid, in the lesson, I'm going to treat him like I would treat a track one kid who was in the class trying to do the same thing, not trying to differentiate the kids, but I think there are a lot of young teachers there, young teachers and old teachers that don't have the ability to do that. I'm not saying that, okay, just because on this day

he's being good and he's being respectful, you know, I'm not going to watch him, you know, if the kid is a trouble maker. I mean that's not the point. But when he is doing the right thing, you should respond to him like that. And I don't have a problem -- I don't think any of us do. Anybody who has been in law enforcement understands I think pretty much what I'm saying. Whereas from that, then you do get the kid who is going to come to you when there is a problem brewing. You know, because all of sudden he says, you know, my friend is going to get jumped by these couple guys after school and I know 'cause I was there and I know it's developed, and he's going to come to you because he knows you're going to at least try to do something and you're not going to look at him like with some kind of predisposition, with some kind of prejudice that the kid doesn't deserve. I think that a lot of these questions we keep coming back to the same thing, but it's our ability to read a person that makes us successful. It made us successful as cops. It will make us successful as teachers.

MODERATOR: Thank you, Speaker Number 2.

Speaker Number 1.

SPEAKER 1: I agree with Speaker 8 halfway, where it is a sick sense, but I call it sick sense experience. I still say that the courses you take, whether it be in the

academy, the commandant. . . whether, I don't know, you're taking some in-service type of course, if somebody tells you watch body language, you know. Like I was taught in this one course you always come to a person, okay, bud, you know, what's going on? Open hand. If you come clenched, you know -- so in other words, even though, yeah, you get better at it, you get a sick sense at it, but I mean because I'm a cop, somebody went like this, or, you know, somebody went like this. I mean, well, okay, what does that mean? So I still think that basically you're taught, you listen, you hear, you talk to fellow cops or whoever, the in-service teacher, whatever, the commandant in your academy, and then you somehow through experience, you step it up to a sick sense type of stuff. That's how I think it works. 'Cause I mean I'll be honest with you, unless I was Houdini, a guy comes up like this, like this (snaps) I'll still be like -- but somebody is like this, it's more friendly. I never knew that before I was a cop. I just figured the guy was going to slap me instead of punch me, you know? Oh, that means he's not that aggressive. He's willing to talk more. So. . . I still say they show you the signs, and the other half is now you have to assimilate them into your being and read them quick, you know.

MODERATOR: Our next question is, what specific

techniques have you utilized to identify a problem and diffuse a crisis situation before it develops? I'll repeat that.

What specific techniques have you utilized to identify a problem and diffuse a crisis situation before it develops?

Anybody want to open with that?

Speaker Number 4.

SPEAKER 4: In my school I'm having crisis all the time, so as soon as I have a crisis, depending on what the crisis is, eventually it's going to definitely get dealt with. Some of it may be -- depends on the level of how I want to deal with it. Maybe contacting the parent. If there is a fight, I want to diffuse it real quick. I want to get the crowd out of there. I want them to sit down. I want to counsel, and try to solve this. I want to get them back in the mainstream as soon as possible. 'Cause I want to analyze it. Because it's zero tolerance, they've got to understand, but as a law enforcement officer we try to -- you know, not curb it, but if I can get the gist of it before it gets too blown and maybe-- and I get the kids that really know it's a misunderstanding. Like, wow. You know, like why -- we can't be doing this. And you get it before it gets to be too much of physical contact, because if it's fight, then it's zero

tolerance, they got to be suspended. If I can catch it when it's more of an argument, you all going to toy with each other, then I'll articulate it that way when I'm writing up the disciplinary, especially -- and one other thing that we don't have, I think, as law enforcement, because we write up so many reports again, we don't have a problem writing in that little, I don't know, it's like five lines of disciplinary to write. They don't give us but a little space to write the disciplinary in. They got a bunch of codes that don't even correlate to what we talk -- disciplinary fight, fight, fight, circle, but they still, when you get at them, please write the stuff so you -- until you write police reports, you know how to write. I hope you know. I hope. But, yeah, I jump right on it, and not to take up any time, but, you know, I usually just jump right on it or at the time based upon what it is and I try to make the job more easy because they're in school and I want them to be in school 'cause of attendance reasons and et cetera.

MODERATOR: Speaker Number 1.

SPEAKER 1: Techniques are again a little bit of training and experience of awareness of the situation, and then the diffusement to diffuse. Okay. Whether it be if you see two kids spacing or like somebody -- you know, you get

right kind of like in the middle of the situation and -- I'm just talking about regular street. I'm not talking about, you know, two gangs lining up with machine guns here. I'm talking regular stuff, you know. And like, hey, kid, come here a minute. I just got to ask you a question. Like something so crazy. And the kids are like what are you nuts? I'm like no, no, come here. I've got to ask you -- like something like so crazy, and they're like this teacher must be an idiot. You know, he's asking me like, you know, could you pick up a piece of paper and, you know, they're like -- it diffuses it. You get people there. You're buying time. Maybe, you know, hey, custodian, go get the other teacher in the classroom. You know, like this type of side mouth talk. You know, come on, let's go, bud, you know. You're diffusing for time or diffusing your energies and you're like -- and, you know, they might just leave type of thing. So awareness with a diffusement type of relay on that, so to speak.

MODERATOR: Thank you. Any other comments? Any other respondents?

SPEAKER 4: I think another thing, too, I know for myself we have to be careful because I know how to break up a fight and sometimes you step into law enforcement mode and you have a kid coming towards you, I know one time I had

an experience and I stuck my hand out like a law enforcement person and the kid, you know, almost got hurt because of how my law enforcement personality took -- not that I was aggressive, but you have to be careful, where a teacher probably would have ducked and ran and did what they had to do, but for us we've been prepared for that. So I think sometimes we have to be careful that we don't flip on that other hat, so. . . that's it.

MODERATOR: Okay. Thank you. We'll move onto the cultural diversity training questions. Cultural diversity training questions.

Number 9: What specific cultural diversity training and experiences most assisted you in maintaining discipline within the learning environment? I'll repeat that.

What specific cultural diversity training and experiences most assisted you in maintaining discipline within the learning environment?

SPEAKER 8: Speaker Number 8.

MODERATOR: Speaker Number 8.

SPEAKER 8: I kind of touched on this earlier, and it was more than one in-service training that we received on this type of thing, but I keep referring back to it as sensitivity training. It seems like the best word is

"diversity" nowadays. They would have people from all walks of life come and talk to us as a group, you know, and kind of understand that, you know, we're not a cookie cutter type of society. You know, there are some different people out there, and they may not -- I mean, come off saying something that I think is perfectly normal, can insult somebody, you know, so -- like I said, our outfit constantly kept us abreast of that sort of thing.

MODERATOR: Any other comments?

Speaker Number 6.

SPEAKER 6: I agree with Speaker Number 8, and it's jarring my memory up a little bit, but the sensitivity training was definitely helpful. I mean especially in my classroom there's basically all different walks of life, as well, and, you know, knowing what to say and what not to say could ruin or make your day in the room.

MODERATOR: Speaker Number 1?

SPEAKER 1: I really -- the sensitivity training I had, 'cause it was so many years ago and where I was, Up State New York, at the time it was basically an experience. We had such a diverse group of people in our town, which was very, very strange for the earlier days where this took place, just because it was off a highway, it was cheaper -- it was a

smaller, lot of rental type situations, so I would say the cultural diversity I had was just working with the people directly. You know, like just hands on, realizing there is some different, different people out there, and I had to make due, especially in my police department, it was real small where I was, believe it or not I was a one man patrol. I mean you were it. You were it. So, you know, you had to deal with it. So you definitely didn't want no ethnic outbursts in the little communities that they had over there where I worked, because by the time backup came, it was all over, the shout.

MODERATOR: Any other comments?

SPEAKER 2: I think going back to just quickly -- Speaker Number 2. I'm sorry.

MODERATOR: Sure.

SPEAKER 2: -- what we talked about in our training for problem solving, I think the sensitivity training, more than anything else, just gave you some more ammunition. If your goal leaving at roll call every day was to solve every problem that was thrown in your way, you know, this training was good because it gave you the realization that -- you know, depending on somebody's background maybe, you know, you have to -- just as we say, you know, you've got your bag of tricks that you carry with you, maybe you've got

to take a different bag or a different trick out of that bag every once in a while, and if you have not had someone or had any relations with a certain group of people, you might just be pushing all the wrong buttons because of cultural issues or whatever. You're just never going to obtain your goal because you're not going to solve the problem. It's going to escalate the problem. Make it worse. So . . . and then bringing that into the classroom, I think a lot of what you experience in law enforcement is the same, where you look at those kids sitting out there -- in the communities that we all work in, these kids are interval. You know, things are happening out there. Especially the kids that I deal with. Somebody, some relation, somehow is involved. And that came to me probably when I first did my student teaching, and I just retired from the police department, it was a homicide, they found -- the body was in one of our local hotels and it was in the paper and all this kind of stuff, but, you know, I came in and I says, geez, how am I going to handle this if a kid brings this up, and I -- you know, once again, I wasn't sure until one girl told that she was related to the victim in this, and she came at it from, you know, we've got to go up to the box, to the funeral for this, and we got to do this and do that, and what is a crime scene, what is this -- you know, what -- so

then, you know, you have to pull on your expertise to -- you know, well, this is what's going to happen at the scene, you know. This is why, you know, your aunt didn't get the information that she wanted right away or whatever, you know, and in some cultures, you know, you have to bury very quickly, and, you know, these things that you have to know you can diffuse a lot of problems just by offering an explanation of why things are the way they are.

MODERATOR: Speaker Number 1.

SPEAKER 1: I don't know if I'm just too idealistic, or, you know, goodie-two-shoes type stuff, but I basically think, you know, you can go to a course for anything. I mean teaching is famous for that, okay? Cultural diversity, sensitivity, bottom line is -- they give you a book on how to be sensitive. The way I look at it, it's in ourselves. I mean the golden rule, do unto others. I mean, you know, if somebody is black or white or Indian -- I mean, I'm not going to say, you know, you're going to offer the guy a ham sandwich just because he's Muslim, you know? But my point is, you know, if you just show kind, compassion, understanding. I don't care if the guy is wearing a turban or if he's just hanging out, you know, and he has old clothes and he's picking through a garbage can. Hey, buddy, here's a

couple of bucks, you know, come on, you know? If you just treat people like you'd want to be treated if you were down and out, or if you were somebody from another country that couldn't speak the language or something to that effect or a new kid in the building, or, you know, a new child in a building that is completely ethnically different than where I work, which is 99 3/4 percent white, middle to lower middle America. A couple of, you know, high fluters thrown in there, too. Ummm. . . you got to know that kid is a nervous wreck, you know what I mean, so, you know, automatically -- I mean, personally, if you're a good person and you follow the golden rule and you have a good heart, I mean that's nine out of 10 percent of the battle right there. That's what I think. That's just dropping a dime on you with that, but. . .

MODERATOR: Thank you. Final question under the cultural diversity training. In what ways, if any, have you differentiated instruction to meet the individual differences and needs of students? I'll repeat.

In what ways, if any, have you differentiated instruction to meet individual differences and needs of students? And that's within the contents of cultural diversity.

Number 1.

SPEAKER 1: There's this new -- we just got it in the inter office e-mail that we're supposed to give extra time for Hispanics. Make sure that you have a Spanish/English dictionary in your room. Try to, you know, give like more time. Hang around the child more. Give him a little break in the actual grading of it, you know, in the aspect of maybe he'll do 10 when the test is 20. You know, just to break him in. And if he's still really lost, then try to either, you know, ex come ESL teacher or the guidance counselor or, you know, whatever, so that's -- in fact, that just came out -- what's today? Today is Monday? Yeah. Last Wednesday it was on our e-mail that this is the new protocol for ESL students so. . .

MODERATOR: Speaker Number 8?

SPEAKER 8: Along with the textbook that I've been using the last couple of years it comes along with a lot of these type of aids to help with just what you're talking about here, especially if there are different languages and that sort of thing. There are certain booklets that go along with the textbook that we had selected to help in that way. Plus I may modify the quizzes depending on that particular student that's involved. And we also have other resources in the school where the teacher -- there'd be other teachers or

resource rooms for these students to also go, go to the sites being in my classroom. That's what I use.

MODERATOR: Anyone else? Speaker Number 6?

SPEAKER 6: As far as my students are concerned they all have IEP's, which are Individual Education Plans, so I have the benefit of reading them which tells me everything I need to know and how that student needs to be taught.

MODERATOR: Thank you. Any other response to that question?

(No response.)

MODERATOR: Okay. Thank you. The closing questions. We're in the home stretch, gentlemen. We have three questions. And Question Number 1 of the closers, did you achieve your primary goal now that you're working in public education?

Did you achieve your primary goal now that your working in public education?

Number 6.

SPEAKER 6: I think I have achieved my goal, but I think it's an ongoing goal. You know, each year goes by and you have a new bunch of students and a new goal, and that's, you know, to help as many of them as you can or educate as many of them as you can, so I think it's more of an ongoing

goal. It doesn't end until you're retired.

MODERATOR: Speaker Number 1.

SPEAKER 1: Yes, I think I have because since Sophomore and Junior High School I always wanted to do this and I kind of agree with him, too, that it's always a new goal, to open up a new challenge, and when you lose that, you might as well retire.

(All laugh.)

MODERATOR: Thank you.

SPEAKER 8: Speaker 8.

MODERATOR: Speaker Number 8.

SPEAKER 8: Yes. And what he said, Number 6.

(All laugh.)

SPEAKER 8: It's an ongoing thing. So it's like, okay, I'm accomplishing it every year.

SPEAKER 8: It's a yearly goal.

SPEAKER 8: Yeah. You just get better at it, that's all.

MODERATOR: Any other respondents want to react to that question?

Speaker Number 4.

SPEAKER 4: Of course we agree with each other. I definitely agree with Speaker Number 6 and 8. And it's

definitely an ongoing goal, 'cause when I started out I started out as a Social Studies teacher and then I went to Guidance and I see myself moving forward because of the things that it's getting me more involved in, and, of course, the law enforcement officer pushes me with it because of the experiences I had, it forces me, like, that ain't right, I can fix that problem. So, you know, I think I met the goal in general. My primary goal was working with the kids, so I definitely met that goal, and I'm happy, so that's a good goal with it.

MODERATOR: Thank you. Any other final comments on that question?

(No response.)

MODERATOR: There being none, we'll move on.

If a police veteran asked you whether or not he or she should enter the teaching profession, what would you say to him or to her?

Speaker Number 1.

SPEAKER 1: I'd definitely say yes. If you're looking to keep, you know, helping people, dealing with people. You know, coming off the street and give your expertise to somebody maybe that you can catch while they're still clay, you can mold a little bit better than after the

fact, and something rewarding, some profession that could really use your police experience, needs your police experience, I'd say, you know, go for it. Definitely go for it, without a doubt.

MODERATOR: Thank you, Number 1.

Speaker Number 4.

SPEAKER 4: I'm just happy and amazed to be here because just thinking about the speakers that are around me and some of those gentlemen are already retired and I was amazed when I first came in -- and I'm going to answer that question -- that I met troopers or people who are already retired, I was amazed. Like, wow, you're actually retired? He's in the second career. And I was like, wow. And then I be thinking about money. But I seen also sergeants be assisted principals. I was like, wow, how can you do that? And I think you have to be able to balance that and be in law enforcement. So I definitely every chance I get, even I tell my supervisors who ask me now, I'm like it's a great opportunity, you can meet the requirements with the graduate studies program they have here at Seaton Hall and help you do this and do out your best, so I think it's an outstanding thing, and since a lot of officers want to transition to something. They always -- you know, some of them say I want

to go to Florida and just live in houses and not do anything. But, you know, even if they go there they can work in education and just have something to do when they got summer -- and some of them like the schedule. 'Cause any officer I talk to that asks me that question, that's one of the things they always come back to. Yeah, man, you know, we got summers off, we work. . . and I got weekends off so they always -- and I know all of us enjoy that piece, to be able to collect a salary, and then they don't realize how beneficial it is sometimes, so, you know, I can't even share that enough when I talk to fellow officers and stuff like that. It's just probably the time commitment they have to put in. I got to go back to school? It ain't happening? I think that would be the biggest deterrent. But they already have the education. It's not even a problem.

MODERATOR: Anyone else would care to share their thoughts on that?

Number 8.

SPEAKER 8: Restate the question.

MODERATOR: Yes, certainly. If a police veteran asked you whether or not he or she should enter the teaching profession, what would you say to him or her?

SPEAKER 8: I'd say yes. I'd tell them I

absolutely love it. I'd give them my reasons for being there. I have some ideas that weren't even mentioned tonight. Almost like maybe all teachers should come from a first career where they're established in life, more mature, in our case, and in some of our cases we're collecting a pension. They asked me at one of my interviews why should we higher you, and that's one of the things I told them, I says I'm not coming in here with any baggage. I don't owe any money. I'm financially set. I can come in here with not worrying about what's going on in my home and concentrate on teaching a hundred and ten percent. And I think we have a tremendous amount of things to give back to the community, you might say. You know, we worked for the taxpayers for so many years. You know, they provided us with a first career. Maybe we should give something back to them. You know, we locked up their parents, so. . .

MODERATOR: Thank you Speaker Number 8.

Speaker Number 6. Any final thoughts?

SPEAKER 6: I would say absolutely. I mean don't have the background that most of the gentlemen here do have in law enforcement, but I do have many friends, many family members that are still in law enforcement, and I know a lot of times it can be a thankless job. I mean now and then

you will get someone to say thank you for giving me a summons, but nine out of 10 times you're making somebody's life miserable and you're not coming home with a real happy story to your family. A lot of times it's, you know, something tragic or bad that happened, and I think teaching -- I think education, it can be fulfilling to a lot of people and, you know, you go home with some of those stories about a kid that you love or something of that sort, so I think in those aspects I would definitely say yes.

MODERATOR: Thank you. The last question. We've completed all the questions here tonight. Is there anything else anyone would wish to add to this discussion? Any capstone thoughts that you would want to share concerning the various topics that we've spoken of here tonight? Any final statements or thoughts about that?

SPEAKER 8: I think I made it. I wasn't sure you were going to save that for the last question, that's why I gave you my capstone last answer.

MODERATOR: Well, that okay. That's okay.

(All laugh.)

SPEAKER 8: I'm Speaker Number 8, by the way.

(All laugh.)

MODERATOR: Speaker 1.

SPEAKER 1: I agree with Speaker 8. I think we do have a lot to give. I think that basically -- I mean it's probably impractical, but with teaching, being it's so diverse, everybody wants the teacher to know math like inside out or history, or -- you know, they ask you a question on an interview and they say to you, okay, well, you're a history teacher, give us the idea between Damopoly and the Battle of Damopoly or, you know, the Battle of 18 -- 1066. Well, that's great, but you know what, what about the overall picture, 'cause I got news for you, you teach one tenth of -- you teach 1 percent out of 10, out of the whole 10 percent. The rest is paperwork, a lot of other garbage; parents, state, testing, discipline, on and on and on. You're lucky you teach one out of the 10. So you know what, the man, he should be the interviewer and they should be the interviews because he has it right. Number 8 has it right. I think if they looked at a person like that overall with life experience, whatever, even if younger -- I mean there are some younger people today that are really less than they are life kind of people. That should be -- I'm not saying if somebody says two and two is five, no, you're not going to higher them for your math teacher, but the bottom line is somebody that's more well rounded. Because I got news for you, education it is so

diverse it is mind bobbling when you really see it.

SPEAKER 8: I mean you just reminded me of something. Speaker Number 8 again. And I say there are probably some real talented kids coming out of college and go into teaching and do very well, but I'm running into some of these people, there was this one guy, and this was last year, it was his second year teaching there and we're about to go on Christmas break, and I go, hey, how you doing. You know, I'm getting all excited about the holidays. He goes, yeah, yeah, we'll be away for about a week, and then we have to come back to this F'in place. And like I look at this guy and I'm thinking this is your second year of teaching and you're talking like that now? You better find another career, pal, or else you're going to be out of your mind by the time you can collect your pension from this place.

SPEAKER: Right.

SPEAKER 8: And like what kind of attitude was that to take? I love my job. I'm glad I'm there every day. I see these teachers that have been teaching for 20, 30 years and they walk down the hallway like they're carrying the world on their shoulders and they're miserable and they complain because the principal asked them to do something. Well, do it. That's not tough. I mean, it's not like you're standing

out on the Turnpike at 3 o'clock in the morning in the middle of February putting out a quarter mile of flares and watch the truck run them over and then put them out again.

SPEAKER 1: Right.

(All laugh.)

SPEAKER 8: If the principal wants this report, I can get it to him, that's no big deal. I'm glad I'm here.

SPEAKER 1: Right. You know what gets me crazy? The same thing like. They miss their prep. Which it's a union thing, it's a matter of principle, but, all right, look, how many times does the principal -- you know, he looks the other way when you want to go out 10, 15 minutes. You know, hey, pal, this is street justice. One hand (whistles) washes the other, you know? If you want tiff for tat, well when it's your turn he'll tiff for tat you, okay? How do you like them beans? And they're like looking at me like. . . what don't you understand here, you know? I mean they're all -- you know, I mean, they say, oh, it's so hard, we have to do this, that, and I'm sitting there going how would you like to go on an accident scene and seeing a child in a vehicle just like sitting there more dead than alive, the mother is screaming, the father is pinned behind -- I mean, let me tell you something, that's a hard day, lady.

SPEAKER 8: Yeah, that's a hard day.

SPEAKER 1: That's hard day, okay? You come home and your uniform is full of blood. Let me tell you something, that's a bad day, too.

SPEAKER 8: You know, we're talking about standardized testing and you have the head of the Math Department --

SPEAKER: Yeah. Yeah.

SPEAKER 8: -- complaining because us Social Studies teacher don't have the stress that they have.

SPEAKER 8: Oh, yeah, right, there's no GEPA. Right. Yeah, yeah.

SPEAKER 8: There's no GEPPA in Social Studies. She goes you have no idea what stress is. And I go, you know, you're right, my last career I only had to worry about people trying to kill me.

SPEAKER: Yeah, right.

(All laugh.)

MODERATOR: Speaker Number 4.

SPEAKER 4: Definitely I understand your statements, I see that, but it's a good thing to know that, you know, like what you and Speaker Number 8 talked about, the new teachers and some of the seasoned, seasoned teachers for

30 years how they perceive the stress and how we come into this career and we're not -- that stuff that they're stressed about, we're not stressed about, and it goes back to the tolerance. We can tolerate it. And the things that they -- that feather that they drop on them, they go off. And the feather they drop on us, we just say that's another feather. That's a nice feather, by the way. And what do you need? Do you need anything else? When do you need it? I need it next week. Oh, you need it next week? I'll have it to you tomorrow. And we're not that stressed about it. And I like the idea that, you know, more law enforcement people are getting into this education thing on a strategic level or definitely coming into public schools to work with the kids and are happy about it. You know, I see from the summation of the guys that we got here and I know some guys that went to graduate school and are going to come into public education, that they're really happy about it and they're looking forward to it, whether they're going into the structured piece of being in the classroom or whether they're going into support service or whether they're going into the administration building because we're qualified and we're able to go, and that's what I like about law enforcement people -- and I know I talk kind of fast, it's the military in me -- is that

they -- we're adaptative to it, too. It's not like any of us can't go into the Board of Ed and be a sup -- I mean, to be honest, and adapt to it. All you need to do is learn your job, what's your job, and we'll figure it out. Now, all of us don't want to be the BA. Of course I don't even want to play with nobody's money, but as far as being in Human Resources and setting up the curriculum and setting up stuff like that, us law enforcement people can go in there and really, you know, handle your job, take over your job, and don't even have to have the prerequisite you had to meet as far as whether you had to get a certification from Trenton, but we can really go in there and be competent, you know, 'cause -- you know, my wife is an administrator and sometimes she goes crazy. And sometimes I'll advise her. And I'm like, oh, Kate, this is what you need to do. And I'm giving her advice on how -- and some of it is people stuff, like how to deal with janitors and you know. . . . In law enforcement we had to learn to deal with the janitors, you know, in coaching them and getting them to do the things you need to do. If I have to confront you, you know, and doing it maybe in a positive. I know it comes to you in a positive way. I know it comes to you a little hard. I might have to put that little bit of fire under you or get you to buy into what I need. We know how to do it. That's

why I say we can adapt. Where some of them they can't adapt and ummm. . . You know, so I think it's a positive thing we all came together. I like the vision and I like the feeling, so I wish you all men the best. So that would be my closing.

SPEAKER 1: The textbook is just a guideline.

SPEAKER 4: Yes.

SPEAKER4: The experience is the teacher, really, when you think about it.

SPEAKER 4: Right. Right.

SPEAKER 1: Yeah.

MODERATOR: Any other final thoughts?

(No response.)

MODERATOR: Seeing nobody come forward, I want to -- on behalf of Doctoral Candidate Mike Finetti I'd like to thank you for taking time out of your busy schedule tonight and coming here. Thank you for your interaction. Thank you for your candor. And that would be it. The session concluded at 7:38 p.m., January 29, 2007. Thank you.

(Session concluded.)

Michael Finetti

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Seton Hall University

College of Education and Human Services

Department of Education Leadership, Management and Policy

The purpose of this study is to analyze police veterans' perceptions of their effectiveness as second career (k-12) New Jersey public school faculty members, based on their law enforcement training.

Focus Group Sessions II

Date: 1-29-07

Site Location: New Jersey State Police Academy

Sea Girt, NJ 08750

MR. FINETTI: Okay. Like I said, I want to thank you all for coming here today and taking the time to participate in my research study.

This interview is being conducted as part of an analyzing process to help the researcher examine police veterans' perception of their effectiveness as second career (k-12) public school faculty members, based on their law enforcement training. For the purpose of this research, law enforcement training will refer to pre-service police training, in-service police training and on-the-job police experience. Questions asked during this process will be divided into five categories: Career development training, communication skills training, community relations training, conflict resolution training, and cultural diversity training. Each category will consist of subsidiary questions aimed at eliciting a more in-depth analysis of the research questions.

In terms of this research, career development training and experiences relate to professionalism, decision-making based on moral and ethical standards, use of discretion, organizational and time management skills, and techniques for combating on-the-job stress. Communication skills training and experiences relate to all forms of verbal

and non-verbal communication, including the ability to read body language. Community relations training and experiences relate to identifying organizations within the local community and developing partnerships with these community groups. Conflict resolution training and experiences relate to crisis intervention techniques utilized to de-escalate volatile situations, restore peace, provide safety to individuals and property, and refer victims to appropriate agencies for assistance. Cultural diversity training and experiences relate to appropriate police behavior that fosters effective minority relations and bridges cultural barriers within the community.

All of you will have an opportunity to respond to these questions in your own words. During the group discussion, the principal investigator will be taking detailed notes and collecting any themes and patterns that may arise during the session. These detailed notes will assist during data analysis. Also, the entire focus group interview will be audio tape recorded to ensure that all vital comments, ideas, and opinions throughout the group session are not lost. The audio taped recordings will then be transcribed for data analysis. The research team requests that you do not provide your name or organization affiliation during this interview

and only speak one at a time. Please be assured that the results included in the dissertation will not reference you or your organization affiliation.

As we progress through the interview process, please feel free to ask questions if you need additional clarification. If you wish not to answer a question, please indicate so. Once again, the purpose of this interview is to analyze police veterans' perceptions of their effectiveness as second career (k-12) public school faculty members, based on their law enforcement training.

Do you have any questions?

(No response.)

MR. FINETTI: Okay. The first questions in the interview guide will be a few introductory questions.

Please think back to when you first began to consider a career in public education. When did you give that thought serious consideration? Please just jump in whenever you want.

SPEAKER 5A: Speaker 5. My initial plight of my career actually was in education. I went to college out of high school and became K to 8 teacher certified. I did kind of a reversal. I taught first, and then became a law enforcement officer, and then went back into the education.

MR. FINETTI: Okay.

SPEAKER 8A: Speaker Number 8. I was in college. I spent three years in college and lost interest, dropped out. Went to work. Wound up two years later in law enforcement. A few years into my law enforcement career I decided to get my degree. I went back with the thought in mind that maybe some day I can use this degree for something else after I got out of law enforcement. That was my first thoughts about education.

MR. FINETTI: Okay.

SPEAKER 6A: Speaker Number 6. About six years ago I found myself in need of a job and I had an Art degree from when I was a young guy, which I had no intention of ever using it for anything, and then I had a friend of mine who was a teacher and suggested that I become an Art teacher, so I went alternate route to become an Art teacher.

MR. FINETTI: Okay.

SPEAKER 3A: I was a police officer about 13 years. I had left high school, graduated, went into the Marine Corp. for four years, and I was out about five or six months when I became a police officer, and I never -- I gave it thought years ago, and then a buddy of mine who was a Superintendent of Schools down in Mercer County asked me to come in and sub.

I could arrange my schedule because I made my own hours as a police officer, and I did, and I just -- I said I got to go back and get into school or something. I had an AA degree at the time. I had gone back, and I said I'm going to pursue this, and that's about how it started.

MR. FINETTI: Okay. Good. Thanks.

Next question: What was it about public education that appealed to you?

SPEAKER 6A: I had my -- when I did my police time I had 12 years on the police department which I had vested my pension, so the thing that brought me into teaching was to complete my pension, spending 13 years as a teacher.

MR. FINETTI: Anyone else?

SPEAKER 5A: I enjoy the interaction with the student body and the -- you know, the other amenities that go with it, you know, the summers off and the other pension and I like working with kids.

SPEAKER 3A: I was coaching, I was doing three sports, and I volunteered at the local high school to coach and they let me for two years, and as soon as I got my certification I was hired three weeks later as a full time coach, you know, paid, and then they used me as a sub three or four days, sometimes five days a week, and, like I said, I

made my hours. I paid for it as far as sleep time and stuff because I was a teacher, a coach, and then I did my other work, my police work, so I really got involved in it pretty heavy.

MR. FINETTI: Okay.

SPEAKER 8A: As I approached my 25th year in law enforcement I started to think about what I wanted to do afterwards. There were some opportunities that opened up. I had a young family. I had twins when I was 42-years-old, and by the time they reached the age of six I had my 25 years in. I wanted to spend time with them. I had my degree. I had a BA in English. I was going for my practice certificate in English, also in Social Studies, and not one to travel too much I had a high school very close to me and I put my feelers out, I got a job as a sub initially, and I'm not teaching, but I do have many other positions within the school. Sort of made a job for myself. Again, I enjoy working with kids and the proximity to home. Now my two children are in that high school and it's a great thing for me.

MR. FINETTI: Great. Thank you.

Third question for introductory: What was your primary goal when entering public education?

SPEAKER 6A: My goal was to get my 13 years in

the pension system.

(All laugh.)

SPEAKER 5A: Hey, that's honest.

SPEAKER 6A: Not that my feelings haven't changed since then, but that was my initial motivation.

SPEAKER 8A: My initial goal was to teach. I know some fellows who started teaching, like this gentleman here, before they left law enforcement, which enabled them to get into the pension on top of collecting their police pension. I wasn't able to do that. It wasn't such a big deal. It wasn't really the motivating factor. I did want to teach. I got a good taste of it while I was there filling in for different teachers and decided it really wasn't what I thought it would be and I went in a different direction at school, but I'm very happy where I am and. . .

MR. FINETTI: Okay.

SPEAKER 3A: The commitment mostly to the community. Not to make a big deal about it. I just enjoyed being with the kids. I had a son playing up there at one time and I did coach, and I started out as an assistant and in one sport they made me the head coach of the track team for 13 years, and I just enjoyed it and I just continued it. To this day I'm like a senior mentor to the coaches who are coaching

that I've coached and I just enjoyed it, and I'm back into it again with two grandsons that I'm helping raising.

MR. FINETTI: Okay. That's great.

Okay. Now I'm going to get into the five sections that I discussed through my research. The first one is career development training.

What specific career development training and experiences most assisted you in maintaining discipline within the learning environment?

SPEAKER 3A: My police background. I guess the Marine Corp. background, too. I had no problem. I do still get the tough kids and I virtually -- I mean not that I don't have any problems, but I kind of settle them in the classroom.

SPEAKER 5A: What's that question? What career development training we had that assisted us --

MR. FINETTI: -- in maintaining or assisted you in working in public schools.

SPEAKER 5A: Oh, in public schools.

MR. FINETTI: Yeah, or I present it as within the learning environment.

SPEAKER 5A: The structure. The time. In schools it's very -- you have to be on the minute. You've got to be copious with your notes and your lesson plans, and as

such, when you were a police officer, all the reports you had to take, an invaluable asset to me, and I'm a guidance counselor in my education vocation, and the valuable asset to me was the interaction with the many different people that you come across on all different calls that you handle in dealing with the parents. It's the best possible thing that could have helped me to prepare for the career.

MR. FINETTI: Okay. Thanks.

SPEAKER 8A: I would have to agree with Number 5. Of all the experiences I had with the PD and dealing with people, from toddlers up to octogenarians and the different problems that go with each level age group, and when I got into the school I just fell right in lock step with the kids, the parents, the faculty. I just felt right at home with them. I was at ease with the toughest kids, and, of course, the nice kids, and it was just a good transition for me, and definitely my law enforcement background was a huge plus.

MR. FINETTI: Okay.

SPEAKER 6A: I think my law enforcement background was -- or I found that law enforcement was a lot tougher than being a public school teacher. If anything, I found that I was probably a little too easy with the kids. I teach kindergarten through fifth grade, so I think I had --

instead of being too tough, I think I had a problem with being too easy because having been a police officer and being involved in all different kinds of situations that were a lot tougher to deal with emotionally, being able to deal with children I thought was -- if anything, I was a little bit too easy, not hard enough, as far as discipline goes.

MR. FINETTI: And that relationship was -- you feel you were better suited?

SPEAKER 6A: Yeah, I actually had to kind of toughen up a little bit rather than be as easy as I was when I first started teaching. I think I was a little too easy because in my mind I was thinking, well, these are just kids, you know? It's not like when you're out on the street you're taking somebody down or something and you've got to be a tough guy, you know?

MR. FINETTI: Sure.

SPEAKER 6A: So I think that, you know, for me I had to actually step up a little bit with my discipline to get to the level where I could maintain the proper control over the classroom environment. So I kind of started off easy, and then had to toughen into it a little bit to get to the right level, if you know what I'm saying.

MR. FINETTI: Sure. Sure.

SPEAKER 6A: And then as far as the bureaucracy of dealing with a public school goes, the paperwork and everything is a piece of cake, you know? I mean I was so used to, you know, doing report writing and things like that, everything had to be done just so, otherwise you had to do it over or whatever, I found that going into a public school with lesson plans and everything was just a piece of cake for me. I never really found that to be a challenge at all --

SPEAKER 6A: I think -- I just want to --

SPEAKER 6A: -- to meet the requirements of a bureaucratic kind of institutional setting, you know?

MR. FINETTI: Sure.

SPEAKER 5A: So I'm going to agree with Speaker 8 as far as the comfort zone, coming in there as the second career as being -- seeing so much in our field, in our lives, dealing with staff, it was like you said, smooth transition. I just -- I was amazed at how smooth it was. And then with the parents I felt, you know, listen I've been there, seen that, you know. You know, so it was very invaluable life experience coming in. Fit right in like I had been there -- probably you guys feel the same way, like we've been doing it for many years.

SPEAKER 3A: I agree with Speaker 6. I find myself

watching other teachers blow their minds and, not out of control, but very near it because of a discipline problem, and I just handle the thing as quickly and as easily as possible, and then I'll get asked about it, and I say it's all taken care of. And whether it's the principal or vice principal, they'll say thanks or words to that effect, and I just accept it. That's all. No big deal.

SPEAKER 8A: Absolutely. I got to concur. You know, one of the biggest things, we're the last stop as law enforcement. We've got to solve everything. You know, you're not going home. If it's time to go home and if something happens, you're there until it's done. In my job now I feel the same way as Speaker 3. All right, take a deep breath. Take it easy. We're going to make this work. And I've got the same relationship with my principal and they're very thankful to the life experience, and I'm sure you have that with the many different jobs you're doing, --

SPEAKER 5A: Absolutely.

SPEAKER 8A: -- and, you know, we're just looking at this as, hey, this is how it's done.

MR. FINETTI: Are you stating that on-the-job stress as a teacher is much easier than a police officer?

SPEAKER 8A: Oh, please. Well, even like I deal with a lot of

DYFUS cases or, you know, stuff that we've seen and all throughout our career. Okay, here is what we've got to do. It's not like -- he made a comment like this, the teachers are stressing out and they're blowing their mind. I see that all the time and I've actually had to calm people down. Whoa, whoa, take it easy, this is going to be okay.

MR. FINETTI: Great. Thanks.

MR. FINETTI: Okay. The next question in career development: What organizational skills have you utilized to establish and enforce classroom or school rules and regulations to maintain a safe and orderly school environment? I'll repeat it again.

What organizational skills have you utilized to establish and enforce classroom or school rules and regulations to maintain a safe and orderly school environment?

MR. FINETTI: You can go ahead.

SPEAKER 3A: All right. I don't want to --

MR. FINETTI: Sure. No. Go ahead.

SPEAKER 3A: Speaker Number 3. I guess because of the training I've had you don't say "yeah" in my room, it's "yes," and most of the kids come back with "yes, sir," which I don't require. We pledge to the flag, you better be standing up and have your hand on your heart, and things like that.

The nature -- if a kid is loud or whatever like in a homeroom, I'll just, you know, look over, and that's the end of it. I don't say "keep quiet" or "shut up," and if you say that in my class I nail you. It's "please keep your mouth closed." I don't know where I'm getting this from. I guess my -- again, my background. I'm in a different school now, 30 percent are Indians, and I get the most cooperation from those kids, you just can't believe it, as opposed to, excuse me, the white American kids. And we get this DYFUS stuff all the time. We're not supposed to break fights up. Well, I've broken two bad ones up. I mean two good ones, I should say. And I was told about it, which I -- politely -- you know, mostly politely, and I just resented the fact that I had to be told about it. And I didn't say anything about it. I wrote down what I did, and I said the kid was ready to kill somebody, one kid hit another, and I just walked in front. I never got credit for this, and I just accepted it.

SPEAKER 3A: Told about it, like you shouldn't have done it, you mean?

SPEAKER 3A: No, no. I mean, and I'm in elementary school, but I hear people say, you know, if there is a physical confrontation that we don't get involved. But we're not -- we can't -- I mean I can't -- we can't do that. That's

just -- that's our nature to do that.

MR. FINETTI: So basically what you were saying is you have specific rules that the students follow in your class.

SPEAKER 3A: Oh, yeah.

MR. FINETTI: The students are aware of those.

SPEAKER 3A: They're unwritten rules. They're not written down. I see in other classrooms, rules, you know, lines of rules, and I say, geez, what are they talking about? Mine are just by word of mouth. You come in my class late, you better have a note. I enforce that. I say, or else you come back right here 15, 20 minutes after school, I'll stay with you. And I don't get many after the first couple of weeks.

MR. FINETTI: Sure.

SPEAKER 5A: I'm trying to answer your questions specific to what you're asking. The appropriate skills I think -- you know, when we wore the uniform we were taught you can diffuse by your presence or the way you look or the way you carry yourself, your tone of voice. I think I definitely carry that into my classroom presentations, my dealing with parents and my counseling sessions. You know, you go to each situation differently, but you show what we learned in our basic academy and on the job.

MR. FINETTI: So basically like your constructive force assists in maintaining the order?

SPEAKER 5A: Oh, yeah. And I don't have the rules, just like this gentleman said, what Speaker 3 said, I'm Speaker 5, and sometimes it just takes the look or the tone of voice or going over and, you know, just putting your hand on somebody's shoulder or something, you know?

MR. FINETTI: Sure. Anything else?

SPEAKER 8A: I think through training experience with the police department, being consistent, being fair. I mean being fair is a very important virtue. When I brought it into the school, I was consistent across the board with everyone. Everybody got a fair shake. I took no exceptions to anyone. When asked to do something, can you do it? Yeah, I can do it. And when I say I can do it, I'll do it. It's just done. So . . . and then in dealing with the kids in the high school, being fair with them, being up front with them is very important. And that was something I did as a cop. And I just carried it on with my new position. It's really not much different. And the kids, they react to that.

SPEAKER 3A: Did you have any problems like at all with what you were just talking about? Like --

SPEAKER 8A: Did I have problems?

SPEAKER 3A: No, no. What I mean, asserting yourself in a certain way?

SPEAKER 8A: Well, with some students, yes. Some kids were very resistant and you have to work on them. You know, testing was the big thing. When I first got there, you know, everything was a test, you know, so. . . no, it wasn't easy. I wouldn't say it was easy. But I developed a reputation and, you know, I've been there almost eight years now, so word of mouth and kids that I -- you know, their brothers and sisters went to school there, and, you know, it's not like stay away from him or don't go near him or watch out for him. It's, he's good. He's fair. He won't hurt you. And that's what helps me.

SPEAKER 8A: You earn their respect, you get their respect.

SPEAKER 3A: Yeah, I have -- Number 3 again. I have kids' kids, people in the school who are teaching that I taught in the school I'm at, and the respect I get from them, the kids see this, and I'm Coach K, that's what I'm called, and I hear, "Here he comes down the hallway." And, you know, not that they jump out of the way, but they make a path. And I heard one of the other teachers that I taught, good kid, not a great student, but a good student, he says the respect you

get from these kids we can't believe that, and I'm new at this school just since September, and I suppose that's the way it is. I mean, that's the way -- not that I demand it or anything, it just happens that this is me. And if a kid asks me something, I turn around and -- sir. And they look at me. And it just -- you know, it comes out without thinking about it. You know like --

SPEAKER 8A: A little foreign to them, actually.

SPEAKER 3A: Oh, actually. Really. They give you that, who you talking to, me? And I say, yes, I'm talking to you.

MR. FINETTI: And that's how you would deal with people: professional, firm, but fair.

SPEAKER 3A: Discretion.

SPEAKER 8A: A lot of discretion, yes.

SPEAKER 6A: I think that when you're a police officer you're dealing with people anonymously. You know, you're not really -- they don't really get to know who you are. When you go out on a traffic stop or you're getting involved in a domestic dispute or something, you're going in there in your uniform and it could be anybody in that uniform. They're not relating to you, personally. When I went into teaching, the first few years it seemed like it was a test to

see -- they didn't know who I was or what I was all about, and it seems to me after a few years of teaching, once the kids get to know you better and if they respect you, discipline and classroom management techniques and things that you use like standing close to somebody or stop talking when somebody interrupts you or whatever, they seem to just fall right into line with that. I never really had a problem.

MR. FINETTI: Sure. Sure. Especially --

SPEAKER 6A: Especially the younger kids, you know? When I first came into school, for example, you know, and they didn't know who I was, it was a very -- The first years are really a big test, you know? They're trying to find out what my limits are, and I'm trying to establish where the line is drawn, and once they get to know you, if they respect you --

SPEAKER 5A: Then you develop a reputation. Other kids know, and the parents know.

SPEAKER 6A: Yeah. And it's so easy.

SPEAKER 5A: Talk about a test, I felt tested mostly by the staff. You know, the staff wanted to know what you were all about. You know, you were a retired cop coming in here, what's he bringing here? 'Cause, you know, a lot of people have different opinions of police officers. So my

first year I was tested up and down there, like you said.

SPEAKER 8A: I went through the same thing.

SPEAKER 5A: Yeah.

SPEAKER 3A: Do you feel there was a resentment there?

SPEAKER 5A: Some.

SPEAKER 8A: I'd get that.

SPEAKER 6A: Oh, yeah.

SPEAKER 5A: You know, some snide remarks here and there.

SPEAKER 6A: Oh, I'd get the . . . are you drawing a pension, and now you're here? You know, the money.

SPEAKER 5A: Yeah. Yeah.

SPEAKER 3A: You're getting two pensions, do you think that's fair or --

SPEAKER 5A: You know, the donut comments and stuff like that.

(All laugh.)

SPEAKER 6A: Yeah.

SPEAKER 5A: Well, you know what it is, though, you get in this job and the more years you put in here the money does -- your lifestyle, you need this money to keep the lifestyle that now you've grown accustomed to. So I'm not

going to lead a Union charge, but I would be lying if I didn't say, you know, now that I'm comfortable with this money.

MR. FINETTI: Sure.

SPEAKER 6A: Sure.

SPEAKER 5A: I don't want to lose it.

MR. FINETTI: Sure. Well. . . Absolutely.

Okay. The next series of questions would be under communication skills training. What specific communication skills training and experiences most assisted you in maintaining discipline within the learning environment?

SPEAKER 8A: May I start?

MR. FINETTI: Sure.

SPEAKER 8A: Number 8. I find that keeping my eyes open, listening, listening to everything in the hallways, in the cafeteria, in the classrooms, I pick up on a conflict between two students. I'll hear a buzz word through school, you know? You know, watching kids standing in the corner doing something, you know, you know they're up to no good, you know, so you kind of like sneak in there and observe. Things that you learned as a police officer. You know, listening, watching, absorbing, and then reacting to it. I find just walking through the hallways I can see a piece of paper on the floor and I know there's a good chance there's

something written on there. The kids write things down and they drop them, and I pick it up and I'll find some nasty remarks about somebody.

When I do my detention class, for instance, the kids -- I give them puzzles to do sometimes because the kids don't bring things in to study or read, which really amazes me, but they'll draw, they'll write things on there, and then they throw them in the trash baskets. I, of course, after the detention leaves I go over and look at everything in the basket to see what is written, and I've gotten a lot of good information that way. Kids that tag places in the school, you know? And then I look at their books. I look at the inside of their locker. I see that same tag. They're writing it on cars. They're writing it out in the parking lot. You know, even the bathrooms. And I'll know who it was. So I think just observation, being very observant.

MR. FINETTI: Anyone else have anything to add?

SPEAKER 5A: Speaker 5. Excellent. Well put. I think that the listening is the key component that I learned as an officer. You know, I remember we're paid trained observers. That's what we were told when we became officers. And my job, specifically, because I'm a counselor now, it's invaluable. Also, I retired as a detective, and, you know, if

I broke two out of 10 cases I was lucky. Now I'm breaking nine out of 10, 9 and 10-year-olds, but --

(All laugh.)

SPEAKER 5A: -- but it's from the listening and picking up the clues, so I think that's a big asset.

SPEAKER 3A: Number 3. What you said about picking up notes. I try to make it not observable, I guess, unobservable, and I'll pick up the note when nobody is actually looking at me.

SPEAKER 6A: Oh, yeah. Same here.

SPEAKER 3A: Sometimes what I find on it, I nail it immediately. I'll go down and handle the thing with the guidance counselor, counselor, one of the girls that come in, a psychologist type girl, and it's just, can you handle this, do you want me to handle it? No, I'll handle it. And I say, I'm going to check with you how you handled it. You know, just to let them know you're not going to just tell me this 'cause I have seen this done with "we'll handle it" and nothing happened. I had kids come up to me, and I just wrote a note while you were talking, twice this year so far about people cheating on the quiz of a test, and I say, yeah, I know, I noticed that, and I gave them the quiz back, I had the parent sign it, and I'll check the parent's signature, too,

with the office, and I've had no problems with those two people, as a matter of fact, 'cause I kept it, I dated it, and I think they both got A's, and then the second test, the same one they took, they failed, so I kept them.

MR. FINETTI: Okay.

SPEAKER 3A: I mean that was obvious.

MR. FINETTI: Sure. Anything else?

SPEAKER 3A: I think the key to finding things out is for them never to know where it came from. You know, just information that somebody got and they don't know how it was found out, but, you know, action was taken, kids were disciplined or whatever or something was averted, and nobody knows how it happened or who instigated or who started it.

MR. FINETTI: Like in police work you have your informants, but you never identify those informants for fear of their own lives.

SPEAKER 3A: Yeah.

MR. FINETTI: Okay. Let's go on to the next question. What techniques have you utilized to elicit thought provoking responses from your students based on your communication skills? What techniques have you utilized to elicit thought provoking responses from your students?

SPEAKER 6A: I guess showing interest in their problems. Showing sincerity -- sincerity, interest, fairness,

trust factor, play it all in, and I think that's what gets me my best results.

MR. FINETTI: Anyone else have anything to add?

SPEAKER 3A: Number 3. I don't get excited when things happen in the classroom, I guess because. . . I elicit responses by -- I'm also a History and English and I have a Collateral Degree in Urban Studies, I never used it, but if I did, I don't use it, anyway, but I give them a problem that they could face out on the street. How would you handle this? And the responses I get are -- these are 13-year-old kids. I say, wow. I can't believe it. I don't know what I would have said when I was 13. Somebody choking in the cafeteria, maybe, what would you do? We'd get a teacher right away or try to -- I'd say get a teacher right away, try to dislodge it. Things like this. What if you were in an automobile accident and you saw someone -- and the responses I get are really eye opening. Most times. Not all the time. And the kids you wouldn't expect it from. Like a couple of wise-arses, okay? And I give them that nod, like you did a good job with that, you know? Just -- are you on my side now? I have a couple kids who aren't on my side yet, but I'm working on it. But sometimes I just get taken aback by it. Wow. When you were 13, what would you say? I don't know if I would have an

answer.

MR. FINETTI: So you present it with scenarios?

SPEAKER 3A: Yes. Yes. All the time.

MR. FINETTI: Any role playing?

SPEAKER 3A: Yeah, we have done that. I said -- have the kid stand out in the hallway, come in ranting and raving, not cursing or anything, and I'd sit down. That's the most I raise my voice. Now how we going to handle this? And I'd get hands all over. "Throw them out." Do this, that. And I'd say, no, let's realistically handle this now. Let's find out what the problem is. "There you go." And I'd say it doesn't work all the time, but I get some good responses.

MR. FINETTI: Excellent. Thank you.

SPEAKER 8A: I think offering praise to the kids, like you said, if they do something right. You know, there are some kids who probably don't get it at home, people who don't take like a deep interest in what they're doing in school. I try to put them in -- show them the big picture, like, you know, and what if this and what if that. My wife is a nurse, she told me that you have to remember something, these kids, their brains are not wired completely, so what they think is right or is okay, to an adult is not, it just doesn't make sense that you just did that, so you have to kind

of be an electrician in there and get their brains wired properly, I guess. So praise. You know, talking to them about music, which I like, you know. Sports. Kind of, you know, humanizing yourself, you know? You're not just some authoritarian sitting in front, watching everything I do, and so they like that.

MR. FINETTI: Thank you.

SPEAKER 6A: As an Art teacher I use positive reinforcement all the time. Positive, positive, positive, positive. 'Cause I'll have kids all day long they'll be saying, Sir, how is this, how is this, how is this? I just keep feeding them positive stuff, and it brings them up, you know?

MR. FINETTI: Sure. Sure.

SPEAKER 5A: Do you find it tough to be negative?

SPEAKER 6A: I'm not a negative person, because when I was younger I didn't really respond to negativeness, you know, and, of course, being on the police department it's all negative, and now I feel like I'm in an environment where it's all positive, so I just come across with all positive, you know what I'm saying? I very rarely try to -- I try not to be negative about anything at work.

SPEAKER 3A: Do you see the kids coming into your

class that want to be there?

SPEAKER 6A: Oh, absolutely. They love it, and I love them, you know? And I really feel that I get more from them than they get from me. At least that's the way I feel about it.

SPEAKER 3A: I always tell them I learn something each day from you people.

SPEAKER 6A: Yeah, definitely.

SPEAKER 3A: And it's nice to see a kid turn around.

SPEAKER 6A: But I find positive strokes does so much to bring a kid up. And then if I'm in the classroom and I've been in situations where -- in the classroom where kids will pick on each other. I mean they can be really cruel to each other, you know? And, you know, something may go on on the other side of the room, you know, and all of a sudden somebody will be in tears. Stop the class. Hey, what's going on here? You know, last thing we want is to hurt someone's feelings. You know, I mean we get into all that stuff.

SPEAKER 3A: Good.

SPEAKER 5A: Yeah.

MR. FINETTI: Good.

SPEAKER 5A: Yeah. Counseling right there, yeah.

SPEAKER 6A: And the kids respond, you know?

MR. FINETTI: Great

SPEAKER 6A: I mean that room will get dead quiet, you know, when you call them on it. You say, look, what are you guys doing here, you know? Why are you hurting each other's feelings? This isn't really what we're all about here. We're supposed to be having Art and having fun, not hurting each other's feelings, you know? And the kids really respond to that.

MR. FINETTI: Excellent.

SPEAKER 3A: I wish all teachers did that, handled it that way.

SPEAKER 6A: Yeah. They don't, though.

SPEAKER 3A: Oh, no. They send them down to my office or, you know, someone else's office, and they could do it right there in the classroom.

SPEAKER 6A: They don't want to be bothered.

SPEAKER 5A: Exactly. And that's part of the police training background, also, solving problems.

SPEAKER 3A: I had a student who was teasing a kid in class right in front of me, and I could see the kid smiling and taking it, you know, but I knew inside he was just falling apart, and I finally said to the kid -- you know, I stopped

him, got him outside, I says, if that boy was screaming and begging on his knees for you to stop, would you have stopped? He said, well, I guess. I says, well, that's what he's doing, but he's just not showing it to you. I says, inside that kid is dying 'cause you're just making a complete fool out of him. The kid, you know, he rolled his eyes, but not in a sarcastic kind of a way. He was like, wow. You know, he didn't even realize it. So like you said, communicating and working on problems and adjudicating things on their level. And an adult level, too, as well. They need to know where you stand on it.

MR. FINETTI: All right. Thank you.

Okay. The third section is community relations training. What specific community relations training and experiences most assisted you in maintaining discipline within the learning environment? What specific community relations training and experiences assisted you in maintaining discipline within the learning environment?

SPEAKER 8A: Just being consistent. Explaining the rules or what you expect from your class, your group. Letting them know what the ramifications would be if they don't follow these directions or these rules, and not in a harsh kind of a way, very matter of fact kind of a way, so that they understand that you mean business, but you're not

there to hurt them. The reason for these rules is so that we can have, you know, a cooperative class, a good learning experience. And once somebody starts acting up and breaking the flow, you know, it throws the whole class off and you have to deal with that person immediately and be fair and consistent.

MR. FINETTI: Good. Thanks.

SPEAKER 5A: Community relations training specific, I can remember several sensitivity sessions as a police officer. I come from a town, I was an officer with a very diverse population, and we would be apprised and taught different cultural ethnicity background training to deal with as many different people we come upon, but I think the most community relations training you received was every day daily on the street with your interaction with different people, so -- and that prepares you for dealing with all different children, too.

MR. FINETTI: Okay. Great. Thank you. Any other --

SPEAKER 3A: I'm looking at it in the same sense, but in a different way, I guess you'd call it. I get involved with my -- the kids I coached, the graduates and so on. I mean, weddings, wakes when it happens, parents and stuff like

that. Not that I go to all of these things. But when we have a tragedy at the school. We had a couple. The award ceremonies. Because of coaching I get to know a lot of parents. And my two grandsons are jocks and we go to all their games, and the kids I see refereeing, I was a referee for awhile, and they forget names, of course. Hey, how you doing? Like this. The kids see this. Oh, you know him? Yeah, I reffed with him 10, 15 years ago or something. And that's community to me. And awards yesterday, I don't know how many guys were up there coaching, I can say what year he played just about, where he played, what he did for me. And my wife says the things I tell you, you forget, but you remember –

SPEAKER 3A: You know, this is the nature of the thing, that's all. That's what I look at, the specifics about -- and I enjoy it. I really do. You know, I get a kick out of seeing a kid, not just being the big scorer or something, but playing the game. We got a couple kids on our team at this point were very good, and they don't play much, but they're on the team and I look forward to them getting a little more playing time and stuff like that.

MR. FINETTI: Sure. Sure. So in other words, you're saying that your students did not only see you as a

teacher, but when you're out in the public, as a person.

SPEAKER 3A: A person, yeah.

MR. FINETTI: As a neighbor, a friend.

SPEAKER 3A: I enjoy the respect I get. I really do. I'm not overdoing it, but just coach or something like that. Remember I told you, you know, oh. . . You know, you appreciate that stuff.

MR. FINETTI: Sure. Sure. Okay.

SPEAKER 3A: You know what's nice, when you've come down on somebody for a violation or infraction or for breaking the rules and, you know, I also do the supervising of discipline of the school, and then to have that kid wave to you on the street the next time he sees you, he knows that you're doing your job and no hard feelings, it's nothing personal, you know, it's strictly business, but then again -- and then you try to, you know, get into what he's thinking or she's thinking and try to figure out why they did what they did and it's nice.

SPEAKER 6A: I found that developing relationships with not only the students, but the parents and the administrators was so -- was really very easy maybe because when I was a police officer you go into all these different -- you go into calls, you might handle 20 calls a

night or whatever, and you go into a situation and you very quickly have to talk to people, have to find out what's going on, you have to get the information you need, so you become very comfortable getting to know people that you've never met before. You know what I mean? Like you can talk to people right off the bat, you know? And I find that in schools even it was that much easier because I don't have a problem talking to a parent. If a parent wants to call me on the phone and find out -- like I'll have a lot of other teachers that were trained as teachers, for example. Oh, never write an e-mail. Never write anything down. You have to talk to the parent. If you have to talk to a parent, do it over the phone. You know what I mean? All these rules that they want to follow rather than just -- if somebody has a problem, they can come to me, I'll talk to them, just the way -- you know, I'll just lay it on the line. This is the way it is, you know?

SPEAKER 8A: Yeah. Straight talk.

SPEAKER 6A: You know what I'm saying?

SPEAKER 3A: Just let them know, yeah.

SPEAKER 6A: Yeah. You want me to call you on the phone, no problem. Give me your number. I'll call you at home. They e-mail me. I'll e-mail them back. You know what I mean? And, you know, whether it's parents, teachers,

administrators, students, I'll talk to anybody. You have a question? Lay it down there. Let's talk about it, you know?

MR. FINETTI: Sure. Sure.

SPEAKER 5A: I think that cops are very flexible. They'll react to any situation. They're comfortable in any environment. We'll talk now. We'll talk later. You know, you can start. You know, whatever. It's just a very relaxed, comfortable feeling, you know? You're not stressed. You're not worried.

SPEAKER 3A: But you'll find that with the teachers, they are, like you were saying.

SPEAKER 5A: Oh, yeah, please. Let me tell you.

SPEAKER 3A: They don't want to call. They avoid.

SPEAKER 5A: They don't even want to look at you sometimes.

SPEAKER 5A: That's what we bring to that whole school environment, the frankness, the upfront, the caring, like you said.

SPEAKER 3A: Do you find it resented at all from other teachers at times?

SPEAKER 5A: Well, I don't know if it's envy or resentment. You know, I'm like you guys. I mean I'm shaking hands. I'm saying hello. I'm being upfront. And you have

other teachers, they see you, then they'll turn the corner and they don't want to confront, so I don't know -- I'm not getting the resentment yet. And it's probably there, I just don't. . .

SPEAKER 5A: I've had a couple of incidences. Just little things that you see, but you don't say anything about it.

SPEAKER 3A: No, you don't make a big deal about it.

SPEAKER 5A: Just watch that person and. . .

SPEAKER 3A: Yeah.

SPEAKER 8A: Yeah, yeah.

SPEAKER 5A: Well, not only that, but I'll tell you, I'll give you an example, it's one of my old pet peeves, like if you come in the morning and somebody is out sick and they've got a sub coming in and they need somebody to cover the bus duty for the morning.

SPEAKER 3A: There you go.

SPEAKER 6A: You know. So here I go, you know? Sir, can you do the bus duty this morning? Sure. No problem. Can you do it this afternoon? Sure. No problem. Can you do it tomorrow morning? Sure. No problem. Then you run into somebody that's been a teacher for 15 years, and they say, oh, well, I already did my two duties this week, why

should I have to do it again, you know? I mean they want to get into this long drawn out thing about --

SPEAKER 6A: -- why they're getting put on for a third duty for the week, you know, and I'll do it every day.

SPEAKER 3A: God forbid you should have to do something else.

SPEAKER 6A: If you need help, you let me know, and I'll help you.

SPEAKER 3A: Last minute stuff that we're used to.

SPEAKER 8A: Right. I guess because of background.

SPEAKER 5A: We have to fix it.

SPEAKER 6A: And I get things back to me -- like the secretaries, the administrators, they love me because they know if they ever need help, all they have to do is ask Mr. B. and he don't mind doing it, you know?

SPEAKER 5A: Yeah, and I go to them, if I see a situation, like a teacher is not there and the classroom is not attended, and I go in there -- well, she's not here. We don't have a sub. All right. Take it. I got it. I'll be in there until you get somebody. Bus duty, perfect example --

SPEAKER 6A: Right.

SPEAKER 5A: -- I mean I go out there, and I'm not even supposed to go out there with dismissal, but I feel like

I have the free time to go out and do it. I'm not locked in a room. I'm going to make sure, ensure the safety of this bus dismissal. I'm going to go out there if it's 12 degrees or if it's raining and it's not my time because I take ownership for that school and the responsibility that the police law enforcement career brought to us, I bring it into this. But he's perfect with the stip.

SPEAKER 8A: Right. Right.

SPEAKER 3A: God forbid if you miss a prep time or somebody cuts in. Never mind it's an emergency and we had to evacuate for a bomb scare or we had this or that. You know, it's like "I didn't get my prep."

SPEAKER 5A: It's like the whole world is falling apart.

SPEAKER 5A: I don't have a prep. I don't have a specific lunch.

SPEAKER 5A: I don't have lunch.

SPEAKER 5A: If I got a case coming in, I don't get a lunch three out of the five days, but that's --

SPEAKER 5A: I don't have a schedule.

SPEAKER 3A: You run your own?

SPEAKER 5A: Yes.

SPEAKER 5A: Well, you know, I do things for my --

the administrator or the administration, but it's -- they throw it out there, and I just take it, you know, and run with it.

SPEAKER 3A: My principal just two weeks ago, we're in the middle of school and she says I have to talk to you. I say, okay, what's going on, you know. She says I got to ask you a favor. She's a woman. We have at this point a good relationship. "Can you come in 45 minutes early for awhile?"

SPEAKER 3A: Would you leave early at the end of the day? Would you leave early at the end of the day?

SPEAKER 3A: I didn't know this. I said, well, yeah, I've got to rearrange. We have a granddaughter. We have two grand kids at the school. I said let me check with my bride and I'll let you know because I have to rearrange. She's a teacher, too. And I got home, I says, what do you think? She says, well, if you got up -- I says, but the shower time and all this kind of stuff. I says, oh, we can arrange. I have to be at the school at 7:30 instead of getting there by 8:15 or so. So I came in one day and she says, you know, I'm giving you -- you can leave early, eighth period, and I have a professional period that period. I says, yeah, well, usually I do my Xeroxing and get ready for the next day and stuff like that. And I left 15 minutes early,

instead of leaving 45 minutes early. And the next day it was -- because a door was broken and they needed a teacher there to open the door and make sure it keeps opening, so she asked me to do this. I said is she testing me or something? Well, she wasn't. The door was fixed the next day. But I came in early, anyway. She said you can go home early today. I said, gee, thank you very much, you know. But it was like the last minute, can you do this. So about -- this is about three weeks ago. About a week ago I said to her if something comes up like that again I'll do it, just ask me. I have no problem with that, 'cause I know she'll let me go, and, you know, give and take a little bit.

MR. FINETTI: Right. Where that law enforcement basically has that flexibility with the scheduling, how many times have you received a job like the last 30 minutes of your shift? What do you do? You can't say I'm going home. Well, I may have to handle it. And it could be a crazy three car accident that you know it's going to take hours, but you just have to do it.

SPEAKER 6A: You do it.

SPEAKER 5A: The stress, the stress level of that call. You know, we all had plans. We're getting off at three, --

SPEAKER 8A: Right.

SPEAKER 3A: -- we're going to our next job or we got to get the kid off the bus. Three car pile up, whatever, I mean we do it, but that's the years, that's why -- that's another reason why I got out because, you know, that untold stress of going lights and sirens, and all that, it adds up, you know.

MR. FINETTI: Okay. Thank you.

Okay. Next question, number six, in the community relations. In what ways, if any, did you help form or participate in partnerships with your school community and local police agency in meeting the challenge of combating school violence and criminal activity within your school?

SPEAKER 5A: Speaker 5. I'll go first again here. I coordinate the New Jersey Violence Awareness Week. We have a week in schools and Violence Awareness Week, so I work closely with the officers of the local department. I was a D.A.R.E. officer, I was the Gang officer when I was in the police department. I was known to this other police department where I'm now a counselor, so I've established good relationships with them. Crime right now in elementary/intermediate is minimal, but anything to do with the police department a lot of times I'm called to be the

liaison, the go between, and it's worked out well. I helped spearhead the Committee this year for Make a Difference Day, and we rased over \$13,000 --

SPEAKER 8A: Wow.

SPEAKER 5A: -- and bought the police department seven ADD's because they only had three in the department. Amazing, one school, \$13,000 ,so. . .

SPEAKER 8A: Wow. That's great.

SPEAKER 5A: Yeah. That was pretty cool.

MR. FINETTI: Now, that responsibility that you said you have, were you given that because of your background?

SPEAKER 5A: No, I did it.

MR. FINETTI: You chose that on your own.

SPEAKER 5A: I wasn't told to do that.

MR. FINETTI: Okay. Something that you did.

You volunteered to --

SPEAKER 5A: Just develops.

SPEAKER: It develops. You know what it is, a lot of schools, somebody had mentioned earlier, they don't look fondly upon police officers sometimes. I felt that when I used to go into the schools and teach the drug and gang programs, so I thought that we should strengthen that, so I took it upon myself.

MR. FINETTI: Very good.

SPEAKER 3A: I find I'm not utilized the way I could be, and I have that feeling in the back like I'm being avoided and I do have something to give, maybe not a whole bunch, but it's selected people that are chosen to do this who are -- their prima donna type, and that bothers me. They don't use my, if you will, expertise. And when police officers come in, not that I know all of them, but they'll see me and they'll say "How come you're not doing this?" You'll have to ask somebody in charge, you know?

SPEAKER 5A: Yeah.

SPEAKER 6A: I never really can honestly say that I ever felt any negative feelings from anyone about being a police officer. I have more negative feelings directed at me about being an alternate route candidate as opposed to having an education degree than being a police officer, and, of course, on the elementary level we really don't have a crime rate and there hasn't been any violence in any of the schools that I've been in, so I've never really had the opportunity to, you know, get involved in any kind of school programs or anything.

MR. FINETTI: Anything?

SPEAKER 8A: I'm on a couple of committees, the

School Safety Committee, the School Improvement Committee, which deals with rewriting the handbook wherever necessary, and that involves students, teachers, board members, and then the Safety Committee is board members, local politicians, local administrators, I should say, and police, and then like today we had -- we have a monthly meeting, it's a regional school, with members of the two departments, and we just rehash any problem, kids that we have, and they'll tell us what's going on.

SPEAKER 3A: With the police department?

SPEAKER 8A: Yeah.

SPEAKER 3A: Oh, that's good.

SPEAKER 8A: Yeah. And, you know, it takes maybe 45 minutes, but we get, you know, a lot out in the open and -- like I said, I'm in a regional school, I've been there for 21 years in the community and I know a lot of the cops, so it was kind of natural for me. There is no police officer assigned to the school, so I'm sort of a --

SPEAKER 3A: You're the S.R.O., you're the -- you do it all.

SPEAKER 8A: Yeah. Sort of, yeah.

MR. FINETTI: Great. Thank you.

Okay. The fourth section is conflict

resolution. What specific conflict resolution training and experiences most assisted you in maintaining discipline within the learning environment? Okay. What specific conflict resolution training and experiences most assisted you in maintaining discipline within the learning environment?

SPEAKER 6A: I think having been a police officer and going into a lot of situations that were just out of control, that I found it very simple to resolve conflicts in the classroom because they were nothing compared to some of the conflicts that I had to resolve out on the street. Like if you're going to a bar fight or you go to a domestic violence call or whatever, before you used to have to do all of the paperwork --

SPEAKER 5A: That's right. There's no paperwork.

SPEAKER 6A: You know, I mean some of the conflicts you had to resolve on the street -- you know, in a school, it's nothing compared to that, you know? So I found it very easy to resolve conflicts in the learning environment because you just take the bull by the horn and you get it straightened out right then and there, and if it doesn't get resolved, then you send it up to the principal and let him resolve it, but I found it pretty simple, really.

MR. FINETTI: Sure.

SPEAKER 5A: I think the comment, like Speaker 6 said, the calming -- we have to de-escalate. As the law enforcement officer we try to de-escalate a situation, so I think I bring that to the school that I'm in, also. Specific training, I coach here at a peer mediation, which we help resolve a lot of the conflict before they get to the fight level, so, you know, with law enforcement background that helps a lot.

MR. FINETTI: Okay. Thank you. Anything else?

SPEAKER 8A: My training as an officer, this wasn't necessarily taught in the academy, but some of the senior guys that you worked with will tell you to go after the biggest mouth or the biggest guy in the group and take that out of there and that usually calms things down immediately. In a lot of the situations in the class there's always somebody who's the ring leader, the wise guy, the cut up, and, you know, so you focus in on that one person, and you never embarrass them in front of their friends, you just take them to the side and say, look, this is not going to happen in my room, my class. You know, you may feel comfortable doing it somewhere else, but you can't do it with me. You know, you'll have to deal with me later on if you continue. A lot of times that will resolve the problem. It doesn't always work, but

most of the times it does.

MR. FINETTI: Great.

SPEAKER 3A: Again, I agree with the former speakers here. It's just like a natural inborn thing. You handle the problem the best way, really, that you've been taught or you know how, and for the most part it ends right there. I mean it could continue maybe the next day or something and you just reflect on it and say, "Hey, remember yesterday" or something, but it's -- I don't raise my voice. It's strong enough to when I give that -- I'll sit and I'll go like this, you know, and they get the message, quiet down, let's get started. And it's all in the training, I guess. You have teachers, they'll say, they don't do things like that in front of you. They do it in my class. And I says, yeah, I know. How do you deal with it?

SPEAKER 8A: You don't have to be rough and tough.

SPEAKER 3A: I can hear other teachers screaming in their class. I look out to make sure everything is okay. I usually leave my door open just for that purpose. Now, in one of the high schools, like Elizabeth, when the door is open, the monitors in the hallway know the teacher needs help, and that's the only time they open the doors there. I have friends that teach there. Their teachers, Phys Ed, mostly,

they don't teach. They're hallway monitors. Same teacher's salary and all. But I just got in the habit of keeping my door opened.

MR. FINETTI: Okay. Great. Great.

Okay. The last set -- okay, there's one more I missed. What specific techniques have you utilized to identify a problem and diffuse a crisis situation before it develops?

SPEAKER 8A: I think reading and assessing -- to read and assess a situation from law enforcement background and quickly. Read and assess quickly. Read the players involved. Know what's going in. Know your surroundings. Know where they're coming from. Know the background. Know something about the community and where they're from. Take a look at the family. All that plays in the de-escalation quickly. Never embarrass them in front of their peers and never call them out. You know, all that training that we did, basically, you know, as we learned on the go as police officers.

MR. FINETTI: Great. Thank you.

SPEAKER 3A: I just went through this with a white girl and an Indian girl. The white girl towers over the Indian girl and she had been calling her names and I picked

something up and I mentioned it about I don't want to hear anything, any trash in the class, and it continued, and I took the girl outside the room, closed the door. I told the kids I'll be right back. I talked to her nicely. I said this is a phone call home. No matter what you say, the phone call is going home, your parents are coming up. The next day the phone call went home, the parents were scheduled to come in today. They didn't. But that's how I handled it. I didn't want it -- it could explode, put it that way, so I did have to report that to the principal. The vice principal I told. He says if you need help on it, let me know. I said, no, I want you to bring the girl in and I want you to do something with her because she's not listening. I'm not going to yell. Whatever happened today, I don't know.

MR. FINETTI: So before a situation escalates, you nipped it in the bud immediately.

SPEAKER 3A: Yes. Absolutely. Nasty words were being spoken to, and one of the kids in the class who I'm overly friendly with I guess at times, and he said can I talk to you a minute, Coach, and I said sure. I said don't talk to me now where everybody can see you. And, again, by lunch time he had gotten to me and he said she's really saying some nasty F words and Indian slur words and stuff like this, and I said

we'll handle it. I talked to the girl, myself, and I said I'm handling it. I said if you want to tell your parents, you're certainly welcome to. In they want to talk to me, tell them to come on up and make the appointment. They didn't. So apparently it has been handled as far as I know.

MR. FINETTI: Okay. Good.

SPEAKER 8A: As a -- good listening and observation skills, coupled with quick assessment, like you said, and then dealing with it however you see fit, as quickly as possible. It's almost like being in a bomb squad, I guess.

SPEAKER 6A: I think maintaining control of your emotional like level. Like I've seen a lot of teachers go off, you know?

SPEAKER: Oh, yeah.

SPEAKER 6A: Like they obviously lose it. And I think being able to no matter what, maintain that even keel, is a calming effect on the whole situation, the whole class. You know what I mean?

SPEAKER 5A: Sometimes it's a little tough to do that, but if you do it you'll find you're ahead of the game. I find that, anyway.

SPEAKER 6A: Well, sometimes I think -- sometimes I know I'm torqued up, but I don't let them see that I'm

torqued up, you know what I'm saying?

SPEAKER 5A: It can be frustrating at times.

SPEAKER 6A: It's very frustrating.

SPEAKER: I'll admit I get frustrated. I get
pissed off. I vent.

SPEAKER 6A: Right.

SPEAKER 3A: You know, a lot of it has to do with
teachers --

SPEAKER 6A: Maybe at home, right?

SPEAKER 3A: Well, yeah. I mean I don't scream at
my kids.

SPEAKER 6A: Yeah.

SPEAKER 3A: Like, "Get in the car," you know.
Whatever. You know, it's just like you say, you have to
maintain that persona in the building. Look, they don't want
to see you rattled or scared or --

SPEAKER 6A: Maintaining your composure, I was
talking more in front of the kids really than other peers or--

SPEAKER 3A: Yeah. I mean both. Even the teachers
and the --

SPEAKER 6A: But in front of the classroom, you
know, many times -- especially when I was first in the
teaching field, I could feel the adrenaline start to pump a

little bit. I know I was getting mad, you know, and being able to maintain that composure without boiling over I think was very important, you know?

SPEAKER 5A: I think that's a good point. The control of your emotions. I can remember on so many police calls, when it was over, someone would make fun of you. Of course --

SPEAKER 6A: Yeah.

(All laugh.)

SPEAKER 5A: Well, you know, your voice was all over the place, you know? You know, so as you get better on the job, you try to control your voice. You don't want the guys to say, you know, you're screaming like a little baby out there.

SPEAKER 6A: Yeah. You don't want to waiver or anything.

SPEAKER 5A: So I identify with that. As a counselor now where I am, I definitely have to show the calm. I can't -- I can't -- and you talk about releasing and venting in a car on the way home, you know, I have a nice little drive, so that's where I'll do that, but you definitely have to -- you know we had a situation where a woman fell the other day, and the nurse is this young woman. We actually have a

young, good looking nurse at my school. Very rare. They're usually old women, the nurses, so -- she's panicked. This woman falls, and she's running around the corner with this wheelchair and takes -- slow down. I have to tell her slow down. Slow down. I'm there. It's okay. Calm down. We can't let -- the kids are now watching all this, wheeling a wheel chair around there and. . .

MR. FINETTI: Sure.

SPEAKER 6A: So that's a good point, controlling your emotions.

MR. FINETTI: Sure. Utilizing emotional intelligence. Always maintaining your composure in any situation, no matter how volatile it can be.

SPEAKER 5A: Yes.

SPEAKER 5A: I was sitting with my son yesterday and he was watching Cops, and it was Passaic County and the Sheriff officer there and they were in pursuit and I'm sitting there and I'm like this --

(All laugh.)

SPEAKER 5A: -- and, you know, I'm right back into it again, and then the car crashes and everybody takes off in the car. You know, they all bail out. And I could see myself jumping over the hood, and I'm saying, get that son of a

bitch. My son is like looking at me. And I said, I have to get back to where I am. I never do that when I'm in the school, but it brings you right back. It's just a --

MR. FINETTI: Sure. Sure.

SPEAKER 6A: Does he ask have you ever done that?

SPEAKER 5A: Oh, yeah.

SPEAKER 3A: My grandsons will ask, have you ever done that, Pop, Pop? Yeah, a little bit, and I'll get into it, but I try not to.

MR. FINETTI: Sure. Sure.

SPEAKER 8A: What he had said, what Speaker 3 had said was another good point, I know you want to wrap this up, as far the kid coming up to you later and telling you here's what's going on, I think as officers we all develop our own, you know, informants.

SPEAKER 5A: The confidence that they have in you.

SPEAKER 6A: Yes, the confidence, and, you know, especially like on the job -- Speaker 8, I guess that's invaluable, you get a lot of people coming and telling you. Even on my level I'll have kids that will tell you, and I'll use the same thing you said, not now, to one of the kids, tell me later and --

SPEAKER 8A: And never betray that confidence.

SPEAKER 6A: No.

SPEAKER 5A: No.

SPEAKER 8A: Never. Never.

SPEAKER 5A: You do that once, you're done.

SPEAKER 6A: Oh, yeah.

MR. FINETTI: Okay. Great. Let's look at this last set of questions, cultural diversity training, and the first one is: What specific culture diversity training and experiences most assisted you in maintaining discipline within the learning environment? What specific cultural diversity training and experiences most assisted you in maintaining discipline within the learning environment?

SPEAKER 6A: Never see color or creed.

SPEAKER 5A: Uh-huh. Good point.

SPEAKER 6A: Just a person. That's all I see.

When I was a cop I felt the same way. Let them make the mistake. Let them --

SPEAKER 5A: Well, you know that when you were a cop it was more like good against bad, you know? It wasn't necessarily black against white or latino -- latino against black. You know what I'm saying? The struggle was really the good guys against the bad guys, really.

SPEAKER 6A: Yeah, but I never came upon a

situation and assumed that somebody was the cause of the problem, you know? I never assumed that.

SPEAKER 5A: When I see the kids at school I don't really differentiate between --

SPEAKER 6A: The way some kids dress or something, everybody assumes that this kid is a tough guy or wise guy. Not necessarily.

SPEAKER 3A: I got slandered -- I worked out of the Newark station and then I did investigations 11 years at Essex County and Union County, and I was slandered, and I came from a pretty diverse city, I was born and raised there, and I found myself later on untangling myself. Like they're not always wrong.

SPEAKER 5A: Uh-huh.

SPEAKER 3A: Them, if you will, and I found myself--

SPEAKER 5A: Deprogrammed.

SPEAKER 3A: Yeah. Yeah. Well, I guess, that's how you could view it. Now in the classroom I look at the kids and I say you're students. I don't care what color, what religion you are, you're students, and that's how I look at you. So I don't care what you say or what you think of me or whatever, but I don't look at you -- and I say it upfront, I

don't look at you as black or white or indian or whatever, and I always throw my -- they don't know what I mean by that, but it took me awhile, and I mean it sincerely, it took me awhile to untangle myself. Again, where I got it from was working in those areas. I'd get Heightstown, which is another thing, bad area. . . But it took me awhile, and I don't know when it came about, it just came about. But I find myself in class I don't -- some of the white students, who are not my color, are some of my best students, and I appreciate that.

MR. FINETTI: Great.

SPEAKER 5A: I went from a very -- closest thing to a city in this area, where it was a large minority population where I worked as an officer, to now where I'm a counselor, which is almost like zero diversity, and the big -- what I'm finding is the small diversity that we have, some of the staff is pre-judging some of the -- so I find I have to, you know, correct that as diplomatically as I can.

SPEAKER 6A: That's not easy, the remarks from staff members.

SPEAKER 5A: Yeah. Oh, yeah.

SPEAKER 5A: Like girls. You know, sometimes girls like to hug people, and I tell them to save it for their parents, you know? I know from training and how other people

perceive what's going on. Oh, look at him. He's hugging the girls all the time. I don't hug anybody. And they know that. I says, hug your dad, hug your mother. You have to watch your hands. You're not too overly friendly. You certainly have to watch what you say all the time. You really have to choose your words properly and -- because things are construed wrong, you know? Very wrong. You can't say to a girl, gee, I like your dress. It looks nice. Don't do that. I've seen guys do that. You just don't do it because right away they go home and tell dad. Dad, Mr. So and So told me he liked my dress, you know? All of a sudden the antennas go up.

SPEAKER 8A: Oh, absolutely. Sometimes it's hard not to 'cause like you said, --

SPEAKER 5A: Yeah, you know, you want to say you look nice.

SPEAKER 3A: The Indian kids come in on their -- you know, whatever the God they praise, they dress up so -- I call it ostentatious. They stick out. You want to say you look so nice, you know what I mean?

SPEAKER 3A: Well, I don't mean --

SPEAKER 3A: You know what I mean? You want refrain from it, and sometimes --

SPEAKER 5A: You have to choose your words --

SPEAKER 3A: Right. Nice is different than I like your hair or your dress looks nice.

SPEAKER 3A: Yeah, or that dress looks good on you.

SPEAKER 5A: Yeah. I think you're okay there. But you made a great point, Speaker 8, as far as watching your words. Speaker five. And I learned this last year. I really thought I was going to be jammed up here, and it was with another co-worker who in the middle of what I felt was a conversation of I think I'm like you, I'm going -- my -- I should say, I'm putting it out there how I feel and I think that you were wrong in this situation, well, this co-worker took this -- a female, she felt I was using a threatening tone of voice, and I'm telling you, she tried to do something. I got nervous. So I learned something big there. My door is never closed. And whenever I'm around this person, there's someone always with me because I felt --

SPEAKER 3A: You have to be careful.

SPEAKER 5A: Oh, yeah. Absolutely. And she went right to the police to threaten me, and I could feel that maybe she had some kind of -- you mentioned resentment earlier from staff members, I think that there was a problem there with her between myself. Big lesson learned there.

SPEAKER 6A: I'll tell you, on the elementary level

I have yet to -- kids are just kids on an elementary level. They really don't -- I have yet to detect that they differentiate between black and white and Indian and Mexican or whatever their nationality or their cultural difference is. On the elementary level, if it's there, I don't see it yet. Yet on a high school level, --

SPEAKER 5A: Sure.

SPEAKER 6A: -- my wife works in the high school, on a high school level they are definitely aware of the differences because they have their own sub cultures and their own clicks and their own groups, you know. But I'll tell you, on the elementary level I don't see it. I don't see it. Kids don't realize it yet.

SPEAKER 5A: No. I agree.

SPEAKER 6A: You know, I don't know what grade or what age all of a sudden the light goes on, but elementary level it doesn't --

MR. FINETTI: Oh, okay.

SPEAKER 5A: Yeah, so when he said they don't see color, it's so -- it's true. I see my son, I say, oh, he's so damn --Naive.

SPEAKER 5A: -- naive. Thank you. I say, oh, no, when he comes to middle school, you know, he's going to get

crushed.

(All laugh.)

SPEAKER 6A: My twins are Freshmen in high school, a boy and a girl and, you know, I'm starting to hear from them little things that they're coming out with that, you know, I have to sometimes step in and correct them and say you can't say those things, because they don't realize. The big word is "gay." Not in a sexual way. It's just like, "That's so gay." You know, that's -- and I guess they're saying -- and I know they're saying "I don't like that. I'd rather do without that." Not homosexual terms.

SPEAKER 5A: Right.

SPEAKER 6A: It's a big term.

SPEAKER 6A: But we asked them not to use it. We said don't use that word.

SPEAKER 5A: A boy came up to me the other day and says -- a boy comes up to me and says so and so called me a lesbian, and it was obvious that this kid didn't even know what a lesbian was.

SPEAKER 5A: He didn't even know what you were talking about.

SPEAKER 6A: Yeah.

(All laugh.)

SPEAKER 5A: I says let's not even go there, okay?

Let's just forget that.

SPEAKER 5A: You know what would happen to me, the teacher would send him down with a note and she would write it there that he was called a lesbian, and that's when I'd have to sit down and explain the whole thing.

SPEAKER 5A: Yeah. Well, I wasn't about to explain anything. I said let's let that sleeping dog lie.

SPEAKER 6A: You know, the come backs with the kids are "he's gay." They don't mean it.

SPEAKER 5A: Yeah, they don't really know what they're saying.

SPEAKER 6A: Yeah. Yeah. They mean he's off his rocker or something.

SPEAKER 5A: They hear it.

SPEAKER 6A: Even at the elementary level that's a big word.

SPEAKER 5A: It's different, though.

MR. FINETTI: What's sad about what you were saying, Speaker 6, that children aren't prejudiced at that age, but yet when they get to high school they are, so right in between they're learning it from someone, which is sad, and if we could actually work on that particular area.

SPEAKER 6A: True.

SPEAKER 6A: How about the home? They're learning a lot of it at home, unfortunately.

SPEAKER 5A: Sure. Sure.

MR. FINETTI: Okay. Let's go onto this last question before the closing questions.

In what ways, if any, have you differentiated instruction to meet individual differences and needs of students? Let me repeat that. In what ways, if any, have you differentiated instruction to meet individual differences and needs of students?

SPEAKER 6A: I'll tell you as an Art teacher I see quite a range of talent from kids -- you know, a lot of people say, oh, I could never draw or I can't draw or whatever. When I give a lesson there are going to be kids in that class that are going to do picture perfect work, excellent work, and there are going to be kids that if they -- you know, that can't do as well as the kids that do really good, you know? And I just try to encourage the ones that can't. I tell them, look, you just do the best you can. I'm not comparing you against this person. I'm just looking at you as you. And I says just because your work is different than their work, doesn't mean that yours isn't just as good as

theirs, you know what I mean? So I get into this whole positive thing about building up a student that may not be as talented in the eyes of what people would say, oh, they can really go on, they can really do this or that, you know what I'm saying, as opposed to the good ones, you don't even have to say anything to them because they're going to do good work consistently all year long, you know? So you give them the lesson, you tell them what you want them to do, they do it outstanding every time, and then there are these other kids that are in the nitch, between that, may do something that is good, but they don't realize it's good because they're comparing themselves to the other people that are -- that they consider to be the best, and they're not looking at themselves as being the best.

MR. FINETTI: Sure. So you continually use what you said earlier, positive reinforcement --

SPEAKER 6A: Absolutely.

MR. FINETTI: -- throughout your instruction?

SPEAKER 6A: So that they can do their artwork.

Just because their artwork is different and it may not look as nice as let's say a student that everybody would agree is great, you know what I mean? Sometimes their own style. I try to tell them that. Everybody has their own style.

Everybody has their own way of doing things. And just because yours is different than theirs doesn't mean that yours is worse than theirs. You know, you're just as good as they are, but just in a different way, you know what I mean?

MR. FINETTI: Excellent point.

SPEAKER 3A: I get around this, and the school helps me, I have in-class support. I have three big classes where I have a teacher in that takes care of two. It's 20 in that class. And I have another class with 30. And I have one teacher she's allowed 10 kids in-class support, which I think is too much, and I made it known that I think it's too much, and both of them are outstanding. They take that off my shoulders. Special instruction. Tests are modified. Study homework assignments are modified. That's up to them. And we work hand in hand, and I thank the floor that we get along tremendously, and I made that fact known to the principal, and I says -- I always use the word "if" I'm back next year I'd love to have them back in my class again. They just do a super job with the kids. But one is a younger girl. She has the 10. And the older one that's been there works very well, in fact the police chief is her husband where I work, and whatever that has to do with it I don't know, but it's just terrific. They put their grades in my record book and they

say very few teachers let us do that. I said you're with me and I'm with you and this is how we're going to do it.

MR. FINETTI: Great. Anything else?

SPEAKER 3A: I think as far as modifying a lesson plan or the way you teach in the classroom, you know the Board-- the school with the IEP's and 504 plans, they've already taken care of kids' pace in the classroom, you know, and the big thing is not exposing them in the class. Just they know who they are and you know exactly what they're doing and how they're supposed to be doing it and you just make believe that it's -- you know, they're just like everybody else in the class, and they really are, it's just they may have some kind of disability.

SPEAKER 5A: The kid exposes it sometimes.

SPEAKER 3A: But there are some kids who will use it as a crutch very openly and others who are terribly embarrassed by it, so you have to --

SPEAKER 8A: I had four kids who were passing and failing in one class. They took the Special Ed teacher out of there because she wasn't doing the job. And the kids would say why are they allowed to use the textbook? I said it's none of your business why. I said you want to find out, go ask the principal. I had four kids in there, and I don't say

anything to them. And I have to be very careful. Their homework, they know what they're supposed to do. Whatever they turn in, I grade. On a test I modify it some way. One of the teachers gives me modifications, one of those other special education teachers, and they're just allowed to use the textbook, and what can I say to the class when they're taking the test? I don't sit them in the back of the room or anything like that. They're spread all over the classroom.

SPEAKER 5A: I just find it a little disturbing that the Special Ed is like the fastest growing department among schools.

SPEAKER 8A: Yeah. It is, yeah.

SPEAKER 5A: And I don't know whether they're enabling these kids or it starts in grammar school and they almost get locked in.

SPEAKER 8A: You know I want to disagree with you and I can't 'cause I know what you're saying. I see it each year. I have more and more Special Ed kids.

SPEAKER 5A: And more teachers. More aids.

SPEAKER 3A: There is a word I use, laziness, and I don't know if that fits everybody, but --

SPEAKER 6A: Well, that's what it was when I was in school. As a kid, you know, either you cut the mustard or you

didn't. I went to a Catholic School --

SPEAKER 6A: So did I.- with all nuns, and I'd get asked by the devil if you couldn't do your work.

SPEAKER 8A: Oh, I think the reason why a lot of Special Ed classes keep getting bigger is because they fail to discipline these kids. They're getting dumped into Special Ed because they're really a discipline problem. Not because they're not smart enough.

SPEAKER 3A: They're not doing their homework. They're falling behind.

SPEAKER 8A: You know, whether it comes from their home life or whatever, they end up in Special Ed because -- what they really need is more discipline in their life, which they're never going to get at home because it doesn't exist there.

SPEAKER 5A: I agree. And if you discipline too much in the school you're a --

SPEAKER 5A: Well, it's a one parent -- one family. One parent. And, you know, what's my answer? Oh, okay. I just say, I understand. Everyone I have just about either the mother is gone or the father is gone. Then I have one kid being raised by grandparents. Like I said, we're raising two grandsons.

MR. FINETTI: Okay. Closing questions, and they can be short responses.

Did you achieve your primary goal now that you're working in Public Ed?

SPEAKER 3A: Yes.

MR. FINETTI: Did you achieve your primary goal?

SPEAKER 6A: Speaker 6. Yes.

SPEAKER 5A: Speaker 5. Yes.

SPEAKER 8A: Speaker 8. I altered my goal. Where I am now is fine by me. I'm very happy with it.

SPEAKER 3A: My mistake -- I'm there, I think, but my mistake is my Masters was in Education. I should have taken it in Administration. And that was my big mistake.

MR. FINETTI: Okay. Good. All right. Second question: If a police veteran asked you whether or not he or she should enter into the teaching profession, what would you say to him or her?

SPEAKER 5A: After they retired?

MR. FINETTI: Well, either if they retired, if they had to leave honorably due to any type of injury or they just --

SPEAKER 5A: Oh, I would be a hundred percent in favor of becoming an educator.

SPEAKER 6A: I would advise -- I would definitely go through everything what they should expect, similar to what we've done here for the last hour and a half, you know, bouncing off of them a lot of different scenarios, but I think it's a good -- I think a police officer retired or whatever as a second career brings a lot to the school district, to the kids, to the parents, to the overall safe and well running of the school. Yeah, I think it's a good choice.

SPEAKER 8A: I think it's good for the police officer, too, because after years of handling negativity, it certainly is nice to be in a positive place. I mean let's face it being in law enforcement was negative, negative, negative. You were either scraping somebody off the sidewalk or dragging somebody out of a car or beating somebody up, you know, or whatever you had to do to get through, you know? Negative, negative, negative. And education is positive, positive, positive. So I think it balances you out as a person, you know? After years of negativity, to be able to get into an environment that's so positive, I think it's great.

SPEAKER 3A: I would say, too -- I would also add, make sure he has the backing of the Administration.

MR. FINETTI: Sure. Sure. So you would say

yes, anyway, but a supportive Administration would be even more enticing?

SPEAKER 3A: Yes. Yes.

SPEAKER 8A: I think being a cop doesn't necessarily make you a good school teacher or administrator.

SPEAKER 3A: No.

SPEAKER 8A: There are a lot of cops that are not cut out to work in a school.

SPEAKER 5A: Oh, definitely not.

SPEAKER 8A: But if that's what you want to do and you want to apply yourself and make a second career out of it, you have the best tools in the world.

SPEAKER 5A: Right.

SPEAKER 8A: You men feel like you're giving something -- you're doing something you want to do?

SPEAKER 8A: I feel -- I love my kids. I love the school. I feel like they're my whole family. I look at these kids and I say these are my kids.

SPEAKER 5A: Well, he had a great point there, we have the best tools to do this job, but he also had a good point, he loves his kids. You better love the youth. You better love the kids. Whether it's an elementary level, a middle school level, a high school level, you got to love --

you're going to want to develop and get close and help these kids. Don't get in it because you're off on weekends and in the summers and all that. You've got to have the whole package.

MR. FINETTI: Excellent point.

SPEAKER 5A: You've got to have that.

SPEAKER 8A: Well, you know, they say there is a lot of people that go into education and then quit after two years and three years because they can't stand -- they realize they can't stand the kids. So I think it kind of takes care of itself. If you're not really cut out to be with kids, you're going to take yourself out of the ballgame because you're not going to be able to take it.

MR. FINETTI: Sure.

SPEAKER 8A: You're not going to be able to stand it for long.

SPEAKER 5A: I started out, I wanted to teach, you know, and I got a good taste for it and something clicked in my head and I said this isn't what you should be doing here, and it just didn't work for me, so I changed my direction.

SPEAKER 6A: That's what I did. I didn't want to be locked into the room. I didn't want to have -- I felt I had more to offer. 'Cause I was certified K to 8 before I was

a police officer. So now everybody was like, oh, you're going to retire, you're going to be a classroom teacher? I didn't want to do that. So then I went back to Masters and Counseling because I wanted to do -- I wanted to have my hand in so many other things, not to be just locked into that.

MR. FINETTI: Sure. Sure. Excellent.

Excellent.

Okay. Last question. We have completed all the questions for this interview process, is there anything you want to add to this discussion as a closing?

SPEAKER 3A: I learned among a parity -- this is Number 3 -- a parity with fellow former police officers, and I got a good feeling about it.

MR. FINETTI: Great.

SPEAKER 5A: Yeah, this was a good idea, Mike, to -- can I say your name?

MR. FINETTI: That's fine.

SPEAKER 5A: This was a good idea to do something like this. I don't know how you got my name for this or how you did it, but it was pretty interesting, like you said, the parity, bounced stuff off of guys that did the same thing that we did and to get to this goal now was good.

SPEAKER 6A: I don't feel I'm alone.

SPEAKER 8A: No. Yeah. It's kind of like --

SPEAKER 8A: I never sat around with cops who went out in education and spoke to them like this for a long time.

SPEAKER 5A: Yeah.

SPEAKER 6A: How many do you know?

SPEAKER 8A: Maybe half a dozen guys that I work with who actually started teaching before they left the job.

SPEAKER 5A: I did that, too.

SPEAKER 8A: Which was the -- you know, now you're in the pension, which is great.

SPEAKER 6A: I'm not in the pension.

SPEAKER 6A: Started teaching, then became a cop?

SPEAKER 8A: No, no, no. They were cops, and they were working steady shifts, say midnights or whatever, and they were able to start --

SPEAKER 6A: That's the only way you can get in.

SPEAKER 8A: Yes. You have to start before you leave.

SPEAKER 8A: It's a wild -- it's some kind of a -- It's a crazy Catch 22 thing. I was able to do that only because I had so much time built up. Now when I retired, I had enough time to take me to the end and start a school year in September, so I was actually --

MR. FINETTI: I'm just going to stop this. And then we can -- I just want to stop this real quick. I want to thank you for all being here, taking part in this process, and you provided me with outstanding information to use in my dissertation. I really appreciate it.

(Session concluded.)

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Written Responses

Seven police veterans were unable to attend the focus group sessions. Therefore, these individuals provided the researcher with written responses addressing the focus group questions. Each respondent was provided a number and his or her written responses were grouped according to each question. This information is presented in the following transcript.

Introductory Questions

Please think back to when you first began to consider a career in public education. When did you give that thought serious consideration?

Respondent 1: I never really considered a change of careers, especially from law enforcement to an educational setting. The change was gradual and the result of a series of events. In 1993, I was injured while responding to a juvenile warrant.

When we showed up at the scene we came upon a domestic dispute between a mother and daughter. During the arrest process I was head butted in the face causing severe enough injuries that required thirteen surgeries to repair. I remained on the job during the three years and the surgeries and honestly, leaving wasn't a consideration.

Respondent 2: My first serious thought about a career in public education was prior to my entry into law enforcement. I attended a college to be a Health and Physical Education teacher. My goal at the time was to teach and coach in secondary education. I wanted to emulate a former teacher/coach. He obviously had a big influence on my decision.

Respondent 3: After retirement, I became interested in a position in public education when I felt I could best use my skills learned during my police career.

Respondent 4: Consideration as given three times: (1) as a high school student applying for college (2) as a policeman when I began my Master's Degree (3) after retirement from my police agency.

Respondent 5: I thought of public education as a profession in 7th grade.

Respondent 6: Back in 1979-1980 when I was substitute teaching.

Respondent 7: I was forced into an early retirement due to an injury. I started to work as a substitute teacher while I still received medical attention and treatment for my injuries. As I came to know the teachers and students, and their needs, the thought of working full-time began to appeal to me. I especially enjoyed working with special education students.

What was it about public education that appealed to you?

Respondent 1: In 1996, I ran into a former co-worker who had left to work for the Board of Education. She began to discuss the time off, how the pensions rolled and the comparable salaries. Several weeks later she called with news of a job opening. She asked me to interview for the position and had recommended me to her boss. The job entailed crisis intervention, training workshops, liaison work between the

schools and community based organization and school violence prevention. The pay was the same and the work year was shorter with more holidays off and as promised, my pension and retirement plans rolled over. The job did not entail teaching at the time, more like policing and community service within the school setting.

Respondent 2: I had an opportunity to utilize my Master's degree in Education.

Additionally, my friend was on the local Board of Education and inquired if I was interested in being an Assistant Principal at the high school level. Being eligible for retirement, I accepted a position and pursued my Principal's certificate from the NJ Department of Education.

Respondent 3: I felt that I could enhance the safety and security within my local school district and apply my skills in order to provide a safe atmosphere for school-aged children.

Respondent 4: Public education gave me an opportunity to use my education, certification, prior public education and law enforcement experience to influence today's public school students. It also gave me an opportunity to work with people with a mindset different from law enforcement. The enhanced income, flexible hours and time off was a plus.

Respondent 5: Being a positive role model as a teacher / coach.

Respondent 6: I enjoy working with young people.

Respondent 7: I want to make a difference in the lives of children.

What was your primary goal when entering public education?

Respondent 1: I had experience already with teenagers from working in juvenile units and felt that this may be a safer alternative in the long run. I feel I never made a

conscious decision to change careers but once there, I really wanted to see that my kids didn't wind up like so many other lost kids and adults for that matter.

Respondent 2: My primary goal was to accept a new challenge in a school system. I wanted to work with high school aged students and complete the circle from my original educational intentions. I also realized that I would receive my pension, in addition to a school salary that was very reasonable.

Respondent 3: My primary goal upon entering public education was to enhance the security within my local school district.

Respondent 4: My goal was to challenge myself to succeed in a totally different environment, to experience the diversity of tasks, to increase my knowledge of public education since my pre-law enforcement teaching experience.

Respondent 5: My primary goal was to perform well as a professional educator.

Respondent 6: I wanted just to work with young inner-city children.

Respondent 7: My primary goal was to educate to the best of my ability. I was very concerned with the reading and writing ability of students. I care greatly about my students and want them all to succeed. I have a desire to have all students improve their ability to read and effectively write. I hope my students leave my classroom better prepared for life after high school.

Career Development Training Questions

1. *What specific career development training and experiences most assisted you in maintaining discipline within the learning environment?*

Respondent 1: I had a student come and tell me another student had tried to cut her wrists in the school bathroom. I went to the scene to respond to the needs of the

student and called an ambulance, while sending the other student for the principal and security. In the classroom the transition was not as severe but a challenge. I had enough training to know that every personality is different and you need to learn to deal with students individually. One of the most helpful things my training taught me was that you should not take situations personally. When you do you respond with emotion and lose control of the issue. This is so useful with an angry or disruptive student. I remain calm and will not engage in arguing. The law was straightforward and so are my classroom rules. They are clearly explained up front and consistently followed.

I also learned from working in law enforcement that people need the opportunity to be heard and explain themselves. They want to feel that what they have to say matters and listening can deescalate a situation. Students are not different and this may be even more important when we want to get them to learn. They want to share ideas, they want to feel they are being treated fairly and I want them to learn that giving respect gets respect.

Respondent 2: The overall motto of my police department was “Honor, Duty, and Fidelity.” This is the cornerstone of a trooper’s character. Respect, self-discipline, promptness, courtesy, and integrity were constantly being taught or trained. The overall command structure was obviously supportive of the discipline structure, especially with all the Rules and Regulations, SOP’s and General Orders in place.

Respondent 3: I learned over the years as a police officer how much of an asset it was to keep my composure. I feel that as a police officer, we learn how to defuse situations more rapidly than some others may be able to. I also believe that police officers tend

to exhibit a sense of confidence about themselves towards students, knowing that they have had to deal with very serious incidents in the past.

Respondent 4: The pre-service training of my police agency, working at road stations and dealing with the public in confrontational situations, attending and teaching Supervision and Methods of Instruction courses at various police academies.

Respondent 5: Personal Time Management courses and the ability to plan to succeed.

Respondent 6: The training on how to deal with people fairly really assisted me.

Respondent 7: The overall on-the-job work experience of being a police assisted in maintaining discipline in the learning environment.

2. *What organizational skills have you utilized to establish and enforce classroom or school rules and regulations to maintain a safe and orderly school environment?*

Respondent 1: One of the biggest things that I think officers bring to the table is their training to observe. It helps to pick up on the things that others miss because they are not used to looking. For example, gang graffiti, lingering students, changes in attitude or demeanor or simple unrest amongst the students. The school I'm in now has no security. We are the security and if we miss things it can be costly or dangerous.

Respondent 2: Organizational skills are probable the most important training I received to assist in the educational field. As an Assistant Principal and Athletic Director, I am constantly multi-tasking from one assignment to another. Being organized allows me to perform several tasks during the same day, or at least return to a task without skipping a beat. I am responsible for students' discipline, faculty observations, and evaluations, Section 504 Individual Accommodation Plans, District Safety Officers, Intervention and Referral Services Coordinator, and all athletic

events from freshman to varsity level activities. This include scheduling, transportation, officials, and coordination of maintenance workers for events. As long as I am fair and consistent, there are no appeals or overturns of my decisions.

Handling incidents “swift and certain” usually made the incidents decline because the students knew before they entered my officer of what discipline they would probable receive. I always allow my students to tell their side of the story. I believe this gave them the idea they were being respected, even though they eventually received discipline. Upon departure from my office, they would say “thank you for listening to me.”

Respondent 3: I make sure the students are well aware of the routines and procedures within the classroom and school. I make sure the students are well aware of our school code of conduct and discipline plan. Any violations in the rules will result in consequences. The students just accept the consequences because they have been informed throughout the year of our rules. This makes discipline much easier.

Respondent 4: The organizational skills I learned have been passed on to my students. I always make my students aware of the rules and regulations. This technique reduces discipline problems and helps to keep order I our school.

Respondent 5: Communication is the key to success. I utilize announcements, posters, e-mails and person-to-person conferences to enforce our school rules and regulations.

Respondent 6: As a police officer, anyone who I can into contact with I treated with respect. Treating students with respect no matter who they are helped me enforce classroom rules and maintain an orderly environment. In turn, they respected my rules of an orderly environment.

Respondent 7: The organizational skills that I have developed over the past six years have generally been consistency, fairness and impartiality. I believe in treating all students the same until their behavior dictates otherwise. I raise my voice only when necessary, but sometimes, will not say a word if the majority of the class is out of hand. The silent treatment might take a minute or two, but usually works.

Communication Skills Training Questions

3. *What specific communication skills training and experiences most assisted you in maintaining discipline within the learning environment?*

Respondent 1: I had to learn to document incidents, articulate in court what I had observed or learned through investigations, get peoples attention and get them to be willing to speak with me. On many occasions you had to prevent a tense situation from becoming a violent one and had to learn to control emotion and handle the job at hand. In teaching all of these skills apply. We need to keep records. We have to be able to explain material to get our students to understand. You have to be able to command their attention while performing to keep them interested. I have to read the body language in my room to see who is with me, who is lost, who wants to say something. And sometimes it needs to be kept light. I don't send students from my room. They are allowed three bathroom passes every three months. If they misbehave I'm not giving them an out, they stay and we deal with it there. Sometimes we use humor, sometimes we will stop and talk and sometimes we just stop altogether and take a break. At first my students tell me that they were afraid of me because I seemed really mean. After the first few weeks they are hanging around and seem to respond well to the way we do things.

Respondent 2: Communication skills are probably the most important as a school administrator in not only maintaining discipline in the learning environment but also maintaining everyday progress. Students obviously need the most supervision, but faculty members need supervision as well to ensure they are conducting themselves properly, and teaching the students what they need to learn.

Respondent 3: As a former police officer, I never had a problem getting my point across to others. This would apply to both students and fellow staff members. I also do not have difficulty cutting through the window dressing of a person's story and getting to the facts. I believe that once people become aware of the fact that I can tell there are holes in their story and I observe their body language or lack of eye contact, they come to realize that it is time to be truthful when communicating with me.

Respondent 4: Basic training as a recruit taught me how to communicate as a section and platoon leader. The Instructor Training Course taught me classroom techniques. Experience as a road trooper in providing directions to people and experiences as an instructor in the Academy were helpful to my position.

Respondent 5: Persuasive speaking coursework most assisted with maintaining discipline within the learning environment.

Respondent 6: After dealing with so many people and situations that were life threatening, you can speak to anyone.

Respondent 7: Many communication skills have been developed over almost twenty years as a police officer. This was derived from many sources. Among them were: Instructor training Course at the NJSP Academy; Supervision Training conducted by

the FBI; Tactical Training courses conducted by various agencies (I was a tactical team leader for eight years); and teaching at the county academy.

4. *What techniques have you utilized to elicit thought provoking responses from your students?*

Respondent 1: In teaching history I have so many opportunities to connect the past to things that are real to them. When teaching the government and justice systems they are interested in my real life experiences and I have the skills to run them through mock trials and discuss social issues. They get excited when it is real to them or they can get involved hands on. Once there is a relationship they want to know more about my life and I hear more about theirs. One class asks for “the story of the day” before they leave.

Respondent 2: I was fortunate to attend many training seminars while employed as a trooper. Some of these included “Interview and Interrogation Techniques” that covered verbal and non-verbal responses. Basically, being a trooper and dealing with numerous contacts throughout the day improved your personal communication skills. One thing I learned early and applied to the school environment was don’t get emotional and don’t take it personally.

Respondent 3: I can relate to students and inform them that I have been through many experiences on-the-job as a police officer and nothing will surprise me. They realize that I am not going to be offended or surprised by what they may have to say. Therefore, they can be truthful and express themselves to me without feeling embarrassed.

Respondent 4: Listening is the best technique I have learned. Also, I use different tones of voice and volume levels relative to the situation at hand to gain the attention of the students. This seems to be an effective technique that works.

Respondent 5: I use higher level questioning skills when speaking to my students, specifically the Socratic Method.

Respondent 6: I listen intently and always ask questions. Students are young and they always have something to say. You can find a lot about what they are thinking just by being there for them.

Respondent 7: I usually provide real-life situations, in the form of a question. "What would you do in this situation?" I encourage the students to think about the question before of blurting out an answer.

Community Relations Training Questions

5. *What specific community relations training and experiences most assisted you in maintaining discipline within the learning environment?*

Respondent 1: The biggest community relation skill that I utilize is to be involved and talk to the kids. You find out a lot and they don't even realize they are telling you anything useful. Just being a presence is a deterrent to trouble and when they know they can trust you they will come to you for help. I like to believe I am fair. I give respect and I demand it from my students back. Some lack this at home but are more than capable of adjusting to it.

Respondent 2: On-the-job training was the most important experience in dealing with the people. Transferring this experience over to the learning environment was simple. Treat people with respect. If a situation called for a more direct approach, then the

situation dictated that form of approach. Basically, my employment as a trooper furnished the experience in dealing with a multitude of different people and how to handle various situations in the community.

Respondent 3: You learn quickly in police work that you cannot treat everyone the same way. You have to be able to read a person and respond to them. You cannot always come off as a hard nose. This simply does not work in all situations. Also, as police officers, we were often the first person who comes into contact with someone when they have a problem. How we react tends to set the mood of how this person will respond to our commands. We need to be sensitive to all situations.

Respondent 4: I have been an instructor and coordinator during Trooper Youth Week, which were worthwhile experiences. Additionally, the role of an assistant commander provided many community service opportunities.

Respondent 5: The ability to reach out to parents via phone and in meetings.

Respondent 6: Being exposed to people from all walks of life and backgrounds.

Respondent 7: I have spoke with local civic and political organizations on drunk driving, traffic enforcement, and traffic and safety in general and try to work cooperatively with them in providing safety.

6. In what ways, if any, did you help form or participate in partnerships with your school community and local police agency in meeting the challenge of combating school violence and criminal activity within your school?

Respondent 1: I am involved with the school safety committee and have organized assemblies with local police and the Middlesex Counties Prosecutors Office. I have recently received a grant from the Martin Luther King, Jr. Commission to further our

efforts to combat school violence and promote tolerance. I am very uncomfortable when our school performs safety drills. It is scary to think in the event of a real emergency that we do not have a foolproof safety plan. I want our students on board to help protect them. It is hard when you have seen some of the aftermaths or violence and imagine them happening in your school. The big difference between this job and the last was most of the victims were strangers. We have these kids 5 days and week, 7 hours a day and get to know them on a personal level. It is hard to remove emotion from what we are doing here. You have to care to handle this job every day.

Respondent 2: I worked with a school resource officer from the local police agency. We developed an "Emergency Handbook" in cooperation with the school administrator and our law enforcement agency. In addition, the Department of Education and the Attorney General's Office developed a Memorandum of Understanding between the County Prosecutor's Office and the individual school districts within our county.

Respondent 3: In my community, I have exchanged ideas with our School Resource Officer and the local police department as well. I have tried to bring about a large town solution to a smaller town environment in terms of school violence and safety. They have been most receptive to my ideas and I have been able to implement programs that serve us both well.

Respondent 4: I have acted as the liaison with the local police department in matters of emergencies (bomb scares) and severe student behaviors involving the police. I

have reached out to the local and State Police to provide assemblies to students and parents in Gang Awareness and Computer Crimes.

Respondent 5: I assisted in developing a Safety and Security Committee, which includes community members, police officers, students and staff.

Respondent 6: I have directed students to seek assistance regarding gang problems from fellow police officers from my former police department.

Respondent 7: It appears that my administration does not want me to get involved with these partnerships.

Conflict Resolution Training Questions

7. *What specific conflict resolution training and experiences most assisted you in maintaining discipline within the learning environment?*

Respondent 1: Conflict resolution comes from recognizing a problem is brewing and handling it before it is a big problem. I have had students in the same room who are sworn enemies and it is clear that within my room and presence it is unacceptable. I do not take sides and I do not want to hear what I refer to as drama. The problem itself will be addressed after staff with the help of administration, guidance and parental support if necessary. I make use of the resources within the school community as I would to deal with problems within a local community.

Respondent 2: The overall training provided by my police agency, specifically in communication techniques, assisted the most in dealing with conflict resolution.

Being able to talk calmly and rationally with the involved parties usually resolved the incident. Being able to have students confront each other and explain why the

incident occurred helped the students understand their actions and resolve their differences.

I successfully handled a hostage situation on my very first day as an assistant principal. A student was holding his class hostage with a knife. My experience as a law enforcement officer helped me to handle this incident expeditiously and smoothly.

Respondent 3: I find that my past experiences as a police officer has helped me defuse situations to a degree. There are times that a person becomes irate or combative and I am able and willing to calm them down by the way I react. I approach with a calm attitude and demeanor. We are trained not to escalate a situation but to de-escalate the encounter.

Respondent 4: I received on-the-job experience in conflict resolution from handling domestic disputes. Also, I taught conflict resolution training as an instructor in the Academy.

Respondent 5: Maintenance of structure assist with conflicts.

Respondent 6: My police background has taught me to identify the cycle of violence. It has also taught me the five stages of a crisis: triggering, arousal, blow-up, recovery, and depression.

Respondent 7: Experience was always developing in this matter especially at accident scenes, fight calls, and domestic violence calls. Each one of these situations was different from the others and required quick thinking and assessment of each situation. Quick talking and action was needed and the situation might be resolved, but could just as quickly escalate to a more serious condition if the wrong words or

actions were used by the police officer. In some situations, it was more beneficial just to let the parties talk. This also works well with students and other teachers. In any of these situations, for the safety of all involved, it is advantageous to defuse the violent, or potentially violent situation before it can get worse. As a police officer, and as a teacher, that might mean removing one of the parties quickly as their continued presence might be the cause of agitation.

8. *What specific techniques have you utilized to identify a problem and defuse a crisis situation before it develops?*

Respondent 1: Observation and listening to hallway conversation usually tells us most of what is brewing. I have walked in on situations that are ready to explode and will try to negotiate the situation or call on other staff to help. Old habits die-hard I guess because I have gotten my share of bumps and bruises breaking up a hallway fights. Students need to know we will respond. Three years ago I had a student arrested for intentionally punching me when I would not move so he could go after another student. The message was clear to the student body. This behavior is not tolerated and teachers have recourse. It has not happened again since in our building. Rules need to be clear, they need to be followed and consequences have to be consistent.

Respondent 2: We developed a Peer Leadership Program in our school to reduce the after school discipline problems our students were facing. After review of pervious discipline data, we identified problem areas and developed strategic plans to diminish or eliminate the problem areas. Confidential student informants were cultivated and provided me with information regarding incidents that occurred or were being planned. Our school was recently built and equipped with a camera system

throughout the entire building to help identify offenders. As a school administrator, I would call a class assembly and have two-way discussions about on-going student problems or concerns. In addition, our school would call upon special guest lecturers to talk to our students about Peer Leadership, Respect, Individuality and Student Maturation.

Respondent 3: I have befriended students who I consider to be on the cusp, not the problem children, but far from being angels. Once I have been able to gain their trust, the students tend to confide in my security officers and myself about school issues. There have been times that we have become aware of a potential problem and been able to defuse it from happening due to the information we were provided from these so-called informants.

Respondent 4: Conflicts occur daily in a school environment. I have learned to separate parties when an incident occurs and resolve the issues through peer mediation before it develops into something serious. I have learned that it is important to be proactive and be aware of situations before they become explosive.

Respondent 5: Data Mining (The process of searching large volumes of data for patterns.)

Respondent 6: I first call for assistance and separate the parties involved in a crisis. Once the parties are calm, I attempt to find out what happened and how we can prevent this from happening again.

Respondent 7: While working as a police officer, one develops the ability to detect what the average person might not notice. Keeping ones eyes and ears open and alert in time comes naturally. This has surfaced numerous times when a student is under

the influence of drugs and or alcohol. There have been times when a student was under the influence and I pointed him or her out to another teacher. Sometimes the regular teacher did not notice anything even after I pointed the student out.

I am also cognizant of pending fights or altercations just by the prevailing mood within the student population, which helped in avoiding potentially dangerous situations for other students and staff. It is also helpful to talk with the students and gain their trust. Some of them, certainly not all, will feel safe in warning me of an impending fight.

Cultural Diversity Training Questions

9. *What specific cultural diversity training and experiences most assisted you in maintaining discipline within the learning environment?*

Respondent 1: The school that I am working in is an English as a Second Language School and we have a diverse population of students from all over the world. Respect for culture and an understanding of customs and taboos comes from meeting and working with diversity in the field. One of the most useful trainings I attended on the subject was hosted by the Administration for Children's Services. They took the time to explain the problem with child abuse and family dynamics in other parts of the world. While the goal is to educate and address the issue of child abuse, it helped me recognize that disrespect for someone's culture is only going to increase barriers in remedying the problem. By showing respect for where others are coming from the hope was to form an alliance with families willing to adapt to our laws regarding the subject.

Respondent 2: My law enforcement experience dealing with a variety of people helped me understand and relate to the various student populations in the learning environment. My agency provided specific culture diversity training that also addressed the problems, needs, and concerns of the diverse cultures in our society.

Respondent 3: In my school district there are three separate social classes of students, which are divided along financial lines. They are the “haves”, almost haves”, and “have-nots”. I do not give special privileges because they are related to someone from a specific social class. I make sure my students know that regardless of their social-economic status, they will be treated fairly by me.

Respondent 4: I have attended many courses and in-services related to sensitivity training throughout my career. Also, I have been a coordinator and instructor statewide on this topic.

Respondent 5: Special education diversity training.

Respondent 6: I worked 25 years in an inner-city police department. Many job assignments required me to help people from different ethnic groups and cultural backgrounds. This community service has become part of my life.

Respondent 7: Work experience has taught me over the years to treat everyone the same, regardless of sex, ethnic backgrounds, religion or political views. The academy assisted with sensitivity training.

10. In what ways, if any, have you differentiated instruction to meet individual differences and needs of students?

Respondent 1: I have to say that I am impressed at how well our diverse student body gets along with one another. The students will occasionally use discriminatory

language, which is not tolerated, and our affirmative action officers are very present in our school reminding students of the consequences. It does arise in a history class and almost cannot be avoided when discussing issues of religion or world cultures or even social issues. Students are warned about respecting others and we spend a lot of time working on understanding others points of view before we make a judgment. Not always easy for them or us as adults, but a life skill they need. We have also worked on learning to express views in non-offensive manners. You can express an opinion while respecting the beliefs of others. Some advisors have suggested avoiding discussing issues of diversity and stick to the facts. I strongly disagree. In the real world it is an understanding and willingness to learn objectively that keeps the peace.

Respondent 2: I differentiated my instruction to the students by providing them with piece-meal data to accomplish certain topics. As an administrator, I always treat the students as young adults with respect, but cautioned them that they must act appropriate to be treated as young adults. My students were not treated differently because of their diversity, but were all treated the same, as equal students.

Respondent 3: Police officers must be able to adapt to various situations in the performance of their jobs duties. I have been able to tell the difference between the discipline problem students from those suffering from emotional problems. Each of these groups must be treated differently. I provide directions and instruction in various ways for both groups. For the discipline problem students, I may provide them with a story that relates to the point I am stressing. For a student with special

needs, I may have to repeat the directions or allow him to complete the work in a different way.

Respondent 4: As a guidance counselor, I have used many strategies with students and staff. These range from individual, small group and large group instruction to build tolerance toward one another.

Respondent 5: I utilize small group instruction and build upon these groups to form larger groups.

Respondent 6: I have tried to connect role-playing scenarios and textbook materials to their personal lives.

Respondent 7: As a special education teacher working with disabled students who are mainstreamed into regular education classes, I am constantly modifying the materials to meet the needs of these classified students. Some may need extra time to complete an assignment, while others may need their assignment modified or simplified. This definitely varies according to a student's Individual Educational Plan. Work experience as a police officer has helped me to possess patients with these students.

Closing Questions

Did you achieve your primary goal now that you are working in public education?

Respondent 1: Yes. I have had students come back and thank me and have seen others go on to successful careers. I have tried my best to help students in crisis and work through some real tough situations. One of the problems with teachings is many move on and we will never really know which kids we truly saved or influenced in a

positive way. It is not one teacher, but an entire educational system working together for the future of our children.

Respondent 2: Yes, I believe I am making a difference in the lives of my students.

Respondent 3: Yes. However, I hope to continue as time goes on and be able to make our local school district a model by which others will follow.

Respondent 4: Absolutely. It has been a better experience than I thought it would be and I have continued my education in pursuit of another education certification.

Respondent 5: Yes. I achieved my primary goal.

Respondent 6: Yes. I am working with inner-city children.

Respondent 7: Yes. I believe I am achieving my primary goal.

If a police veteran asked you whether or not he/she should enter the teaching profession, what would you say to him/her?

Respondent 1: This is a great career change for police officers or other law enforcement. In order to do that kind of work you have to care for people, you have to think on your feet and you have to do a lot more than spit knowledge at them. Police officers can teach boundaries, rules, respect and have a real understanding of the life issues these kids drag to school with them every day.

Respondent 2: I am often asked from fellow police officers if they should pursue the educational field. I immediately reply, "Yes!"

Respondent 3: Yes. However, you must be drawn to it. You should not take it for the sake of doing something. You should enter public education if you really want to make a difference.

Respondent 4: Public education is an outstanding second career opportunity. But you must really enjoy being with and serving children and their parents.

Respondent 5: Yes. We possess a great background for the transition to public education.

Respondent 6: Yes.

Respondent 7: Yes.

We have completed my questions. Is there anything you wish to add to this discussion?

Respondent 1: In addition, you go from a job where you see some real tough stuff and can become hardened in your thinking. Kids will cure you of that. They will teach you how to be a kid and see the world from a whole different perspective.

Respondent 2: The many years of law enforcement experience I have received throughout the years has prepared me for the “real world” and for dealing with a multitude of people. I believe there isn’t anything a police officer couldn’t handle in a school system. The amount of activity from an active policeman far exceeds the responsibility in a school system. However, the rewards are both worthwhile.

Respondent 4: The transition from law enforcement directly to public education can be risky if one uses only the police vs. public mindset, which will definitely cause problems in teaching.

Respondent 6: The government is so concerned with GPA’s and test scores than they are about life skills and people skills.

Respondent 7: Many police officers do not have the educational background necessary to enter the educational field. I had to return to college in order to pick up

the twenty-seven additional credits that I needed to obtain my certification as a special education teacher, even though I already had 178 undergraduate credits and 12 graduate credits in criminal justice. Several police officers that I have spoken to voiced a negative remark when told about the educational requirements. In order to get more police veterans into this profession, the requirements need to be modified.

(End of Responses)