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# An Observational Study Of Pre-Service Teachers' Classroom Management Strategies

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AN OBSERVATIONAL STUDY OF PRE-SERVICE TEACHERS' CLASSROOM

MANAGEMENT STRATEGIES

A Dissertation Submitted to the School of Graduate Studies

and Research in Partial Fulfillment of the Requirements for

the Degree Doctor of Education

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Indiana University of Pennsylvania
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Title: An Observational Study Of Pre-Service Teachers'

      Classroom Management Strategies

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Employee attrition is disproportionately higher in the field of education, especially among novice teachers (Liu & Meyer, 2005). A recent survey of American teachers, conducted by MetLife (2005), found that 20% reported, "maintaining order and discipline in the classroom is the greatest challenge" (p. 5). The focus of this study was the problem of increased teacher attrition rates due to classroom management issues.

The participants in the study attended six classroom management workshops that were implemented for this study. The workshop content consisted of a compilation of strategies developed through textbooks, videos, DVDs, and journal articles by specialists in classroom management.

Data were collected via weekly surveys and pre- and post-surveys, developed by the principal investigator, from data collected in two pilot studies. Pre-student teachers completed the surveys during their three-week field experience. The constant comparative method for coding data

was utilized to look for patterns in the participants'
choices of classroom management strategies and the
rationale for those choices.

The results revealed 81% of the participants had a
strong knowledge of a well-managed classroom. However, 31%
of the participants' responses exposed a lack of self-
confidence in the area of classroom management. Along with
this lack of self-confidence, the participants' responses
also disclosed the lack of instruction in the area of
classroom management. Only 17% reported taking an actual
course in classroom management.

The majority of classroom management issues and
concerns reported reflected the traditional or typical
behavior problems occurring in most classrooms. However,
the data analysis uncovered 16 separate incidents in which
the participants used ineffective classroom management
strategies.

The data revealed that most of the participants were
able to use the classroom management workshop strategies
learned during their three-week field experience. This
application of learned strategies also led to a new found
self-confidence at the end of the classroom management
workshops and three-week field experience.

In conclusion, the data indicates that a paradigm shift is needed in teacher preparation and mentoring programs. In order to reduce teacher attrition, additional instruction may be required to increase the pre-service and novice teachers' self-confidence in handling discipline issues in the classroom.

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encouragement, and support, it "touches the cockles of my
heart."

> Our deepest fear is not that we are inadequate.
> Our deepest fear is that we are powerful beyond
> measure. It is our light, not our darkness, that
> most frightens us. We ask ourselves, "Who am I to
> be brilliant, gorgeous, talented, and fabulous?"
> Actually, who are you not to be? You are a child
> of God. Your playing small does not serve the
> world. There is nothing enlightened about
> shrinking so that other people won't feel
> insecure around you. We were born to manifest the
> glory that is within us. And as we let our light
> shine we unconsciously give other people
> permission to do the same. As we are liberated
> from our own fear, our presence automatically
> liberates others.
> -Marianne Williamson

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Chapter I

THE PROBLEM

In order to reach all learners, a teacher needs to be
able to provide a classroom that is conducive to learning.
In today's society, this may require more than common
sense. Research has shown that classroom management
strategies have an impact on student achievement; however,
teacher education programs often lack the courses and
hands-on experiences needed to prepare future teachers for
the classroom strategies they will need to be effective in
today's world (Barabetta, Leong-Norona, & Bicard, 2005;
Matus, 2001).

Research findings of Marzano (2003) indicate teachers'
actions in their classrooms have twice the impact on
student achievement as do school policies regarding
curriculum, assessment, staff collegiality, and community
involvement.  Moreover, Siebert (2005) asserts that
classroom management issues consistently surface as a
prevailing concern for novice teachers, and when classroom
management is incorporated into university teacher
education courses, it is often perceived as too theoretical
or disconnected from the "real world".

The aim of connecting theory to practice is realized
as being important but also complex.  Deng (2004)

emphasizes that to accomplish this goal "entails changes in the inherent conceptual framework" and "requires contextualized understanding, professional judgements, adapability, and flexibility" (p. 155). Moreover, "it calls for moral reasoning, deliberation, and decision making" (p. 155). Thus, the only way for the pre-service teacher candidates to contextualize classroom management and utilize judgement, adaptability, and flexibility along with reasoning, deliberation, and decision-making is to utilize what they learn theoretically in their coursework simultaneously with practical application in the field setting. Therefore, the critical time frame to introduce and practice classroom management theory is during pre-service teacher candidates first field experience in an elementary classroom.

Research on teacher effectiveness has shown that proactive classroom management reduces disruption and increases student learning (Bear, 1998). However, studies reveal that teacher preparation institutions lack structured courses in classroom management (Landau, 2001). This study aims to investigate the self-reported classroom management strategies selected by pre-service teachers during field experience. The rationale behind their choices will also be investigated, to gain insight into why pre-

service teachers choose certain classroom management strategies over others.

## Problem Statement

The focus of this study is the problem of increased teacher attrition rates due to classroom management issues. In 2003, the National Commission on Teaching and America's Future reported that one-third of new teachers leave the profession within three years and that, overall, more are exiting than are entering the teaching profession. Employee attrition is disproportionately higher in the field of education, especially among novice teachers (Liu & Meyer, 2005). Teacher attrition in poverty-stricken districts is higher than in wealthier ones (Alliance for Excellent Education, 2005). Additionally, urban districts' rates of attrition are some of the highest in the country. For example, in 2003 the Department of Education estimated that the three-year attrition rate in the New York City schools was as high as 40 percent (Klein, 2004).

This evacuation of new teachers from the field within their first three years of employment is coupled with a growing demand for new teachers due to a predicted increase in the student population. The likely resulting shortage of teachers stresses the importance of studying the specific factors that lead to such drastic exit rates. Liu and Meyer

(2005) found that "student discipline problems are a major reason for teachers' dissatisfaction, second only to low compensation" (p.998). A recent survey of American teachers, conducted by MetLife (2005), found 22% of novice teachers reported that their greatest challenges were "getting sufficient resources" and 20% reported, "maintaining order and discipline in the classroom is the greatest challenge" (p. 5).

Even though research on teacher effectiveness has shown that proactive classroom management reduces disruption and increases student learning, many universities still lack courses that offer classroom management instruction (Bear, 1998). Liu and Meyer (2005) posit that teacher education emphasizes competence in subject matter but lacks instruction for managing student behavior. Landau (2001) concurs, noting that teacher preparation institutions lack structured courses in classroom management. Kher, Lacina-Gifford, and Yandell (2000) similarly found that student teachers, as well as beginning teachers, felt less prepared and confident in dealing with issues related to classroom management than with those related to content.

## Purpose of the Study

The purpose of this study was to examine the classroom management strategies selected by pre-service teachers and the rationales behind their decisions. By examining these choices, teacher educators gain insight into the reasons pre-service teachers choose certain classroom management strategies over others. The primary aim was to describe the self-reported strategies selected by pre-service teachers during field experiences.

## Questions to be Researched

The research questions include: (1) Which classroom management strategies do pre-service teachers choose? (2) What rationales do pre-service teachers give for their choice of specific classroom management strategies? and (3) To what do pre-service teachers attribute their choices and decisions concerning classroom management?

In order to answer these questions, this observational qualitative study examined the self-reported classroom management strategies selected by pre-service teachers during early field experiences. The goal was to investigate the rationale behind the pre-service teachers' decision-making process.

Definition of Terms

Teacher attrition- the number of teachers hired within a given period to replace those leaving or dropped from a school district (Heider, 2006, p.40).

Classroom management- Manning and Bucher's (2007) broad definition of classroom management was chosen for this study because it encompasses more than just student or behavior management:

> strategies for assuring physical and
> psychological safety in the classroom; techniques
> for changing student misbehaviors and for
> teaching self-discipline; methods of assuring an
> orderly progression of events during the school
> day; and instructional techniques that contribute
> to students' positive behaviors. (p. 4)

Desist- a teacher's actions to stop a misbehavior (Kounin, 1970).

Significance of the Study

Due to the high rates of teacher attrition, investigating the possible reasons for such extreme turnover can offer teacher preparation programs recommendations on how to restructure their coursework in order to reduce teacher attrition rates. Darling-Hammond (2003) asserts "steep attrition in the first few years of

teaching is a long-standing problem" (p. 7). She also posits that teacher attrition means schools must take funds urgently needed for school improvements and spend them in a manner that produces little long-term payoff (Darling-Hammond, 2003). Student discipline problems have been found to be one of the major reasons for teacher dissatisfaction (Alliance for Excellent Education, 2005; Liu & Meyer, 2005). The novice teacher often reports feeling ill-prepared to handle discipline problems (Croasmun, Hampton, & Herrman, 1999).

Insight into pre-service teacher thoughts, attitudes, and perspectives on classroom management may be valuable for determining future training models for pre-service teacher preparation programs. Indeed, the Collaborative for Academic, Social, and Emotional Learning (CASEL, 2003) supports federal legislation aimed at improving education by emphasizing that "Educators and parents want all children to attend safe, supportive schools that use sound methods to enhance students' academic, social, emotional, and ethical growth" (p. 1). The Collaborative further highlights the importance of having sound research-based practices that maximize student potential and hold schools accountable.

Limitations of the Study

The ability to control the strategies used by the pre-service candidates during field experience may affect the qualitative measurement in this study. While there is no programmatic course in classroom management, the candidates randomly pick up ad hoc strategies from individual faculty during their coursework. Specific strategies not taught within the classroom management workshops, but that may impact pre-service teacher responses, will be identified in the journal entries. The journal entries will inquire about the source of the pre-service teacher candidates' classroom management strategies, in order to address this limitation.

Another possible limitation is the classroom management strategies that the cooperating teacher may impose upon the pre-service candidate. Along with this, the cooperating teacher may also limit the opportunities for the pre-service candidate to apply learned strategies. There is no possible recourse for the principal investigator to alleviate this limitation, since the cooperating teachers are volunteers and candidates are randomly assigned to the classroom teachers. In addition, the cooperating teachers have employed their own classroom management systems from day one of the school year, and the

pre-service candidates will not be involved with the assigned classroom until later in the school year.

Lastly, another limitation could pertain to the time constraints that field placement poses on the implementation of various learned strategies. The candidates will only have three weeks in the assigned classroom to utilize the classroom management strategies. Even though there are hundreds of classroom management decisions made in these three weeks, it is far from enough time to practice and master classroom management strategies needed for the novice teacher. They are designed to be short classroom interactions within the scope of the college coursework. Student teachers would have 16 weeks to implement such strategies, but using student teachers would drastically alter the purpose of the research on classroom management instruction for early field experiences.

<div align="center">Summary</div>

As discussed earlier in the chapter, today's society is changing at incredible rates, and teacher education programs may need to make a paradigm shift in order to prepare teacher candidates. The high rates of teacher attrition are increasing, while the student population is also increasing. The repercussions of this imbalance are noteworthy enough to investigate the factors that lead to

such extreme evacuation from the teaching profession. The rates of teacher attrition are compiled with the cost of the teachers who need replaced yearly. The money being lost due to teacher attrition could be better spent on school improvements and novice teacher training (Darling-Hammond, 2003).

Pre-service and novice teachers repeatedly report feeling less prepared and confident in dealing with issues related to classroom management than those related to content, yet teacher preparation programs offer little if any instruction in the area (Kher, Lacina-Gifford, & Yandell, 2000). Some universities and colleges have begun to restructure their teaching programs to address the aforementioned issues. However, many more will need to take a closer look at how they are preparing future teachers to handle the stress of such a complex and demanding profession.

The literature review that follows will take an in-depth look at classroom management's roots in behaviorism, attrition theory, attrition theory in the classroom, and the history of classroom management, while highlighting the major research completed in the field. Teacher attrition rates and costs will also shed light on the need to

restructure teacher education programs to address the issues at hand.

By taking a closer look at some of the present teacher education programs and alternatives to classroom management coursework, recommendations for change can be offered. Finally, the pre-service and novice teacher perceptions will be investigated so that their experiences can help reshape teacher education programs. Their perceptions can give insight to preparation programs so that they can restructure their coursework and produce teachers who are able to adapt and withstand the stresses of the complex teaching profession in the 21st Century.

CHAPTER II

REVIEW OF THE LITERATURE

The literature reviewed in this chapter will examine topics in the following sequence: history of classroom management, attribution theory, the history of research in classroom management, teacher attrition, classroom management instruction for pre-service teachers, alternatives to classroom management courses, reality and perceptions: difficulties facing pre-service and novice teachers, and pre-service and novice teachers' perceptions of classroom management. Examining the aforementioned areas, the review of literature will shed light on the disconnect of teacher training and teacher attrition. Pre-service and novice teachers have specific methodologies in the areas of reading, language arts, science, and arithmetic, but all of this is useless unless he or she is able to maintain a classroom climate that is conducive to learning (Perry & Taylor, 2001). Moreover, Perry and Taylor (2001) also assert, "Mastery cannot take place where chaos, disrespect, and unhealthy attitudes exist" (p. 417).

Most professions that involve human lives require an internship, apprenticeship, or residency, yet teaching merely requires weeks of hand-on experience before setting

novice teachers out on their own. The Wongs (1991) compare

the practice to "asking a pilot to learn how to fly while

taking a planeload of passengers up for the first time.

That would be ludicrous in the airline industry, and the

public would never tolerate it; yet that is the prevailing

practice in education" (p. 17).

Similar to the redesign of curriculum after Sputnik,

it is now time to look at our new era of social attitudes

and morals. Teacher preparation programs may need to

investigate whether they are preparing their students for

the classroom of the 21st Century. Offering courses in

classroom management has been a debate topic for a half

century and still has not found its place in the curriculum

of most teacher preparation programs. When surveyed,

teachers almost unanimously agree that classroom management

or discipline is the area that they felt the least prepared

(Perry & Taylor, 2001).

<center>History of Classroom Management</center>

The idea of controlling another person's behavior is

not a new one. It has been utilized in many fields, such as

psychology, education, child rearing, and even in the

workplace. Classroom management also stems from such

control issues, similar to the behavioral theory, otherwise

known as behavior modification.

<center>13</center>

*Classroom Management's Roots in Behaviorism*

Classroom management has been deeply rooted in
behaviorism since the early 1900's. "You may find the roots
of behaviorism and its counterpart in education, behavior
modification, to have germinated from some unusual sources—
a salivating dog, a ringing bell, and chocolate covered
candies" (Freiberg, p. 5, 1999).

In 1902, Ivan Pavlov began the behaviorist movement
with his experimentation with dogs. His research led to the
first experimental model of learning, known as classical
conditioning. This theory involves an unconditional
stimulus (US) or event that causes a response to occur.
This response is referred to as the unconditioned response
(UR) (Lautenheiser, 1999).

Inspired by Pavlov's work, John Watson continued to
study the behavior of animals. However, Watson also studied
children, and concluded that humans were merely more
complicated than animals, but operated upon similar
principles (1999). In 1913, at Columbia University, he
delivered a speech in which he proposed the idea of an
objective psychology of behavior, known as "behaviorism"
(Watson, 1999). At this time, Watson's view of behaviorism
was considered radical and somewhat simplistic in the
reliance on conditioned reactions. Watson's most prominent

study was "The Little Albert Experiment" that theorized that children have three basic emotional reactions: fear, rage, and love. He aimed to prove that these three reactions could be artificially conditioned in children. Utilizing Pavlov's classical conditioning, Watson used a boy named Albert and a rat to test his theory. The boy was presented repeatedly with a rat in conjunction with a sudden noise, which in turn created fear of the rat. Watson posited that behaviorism is a scientific method to study human behavior or simply study what people do (Watson, 1999).

Continuing the study of behavior in animals, Edward Thorndike examined learning in animals while experimenting with chicks, cats, and dogs. Utilizing his own design of the "puzzle boxes," he concluded that an experimental approach is needed to understand learning. From his experiments with animals, he concluded that they learn via trial and error as well as reward and punishment (Reinemeyer, 1999). Thorndike later returned to his initial interest in educational psychology, which led him to conclude that intelligence is the ability to form connections (Reinemeyer, 1999).

Burrhus Frederick Skinner, one of the best-known behaviorists, focused his research on the learning process

and the study of the observable behavior of human beings.

Skinner's most significant contribution was his theory that

immediate reinforcement strengthens appropriate behaviors,

which will then be repeated (Manning & Bucher, 2007).

Skinner studied his own children with his "baby box," a

controlled or managed environment chamber that mechanized

the care of the child. Through this box, Skinner studied

operant conditioning, which reinforced behavior and its

relationship to specific consequences (Swenson, 1999). His

studies concentrated on the observation and manipulation of

behavior. Skinner's research, which has become known as

operant conditioning or behavior modification, has had a

definite impact on classroom management. Along with his

research in positive reinforcement, Skinner also delved

into the power of negative reinforcement, or the removal of

a desired stimulus (Manning & Bucher, 2007). He advocated

for a classroom environment that offers; students' specific

behavioral goals, developed behavioral contracts, utilizing

student input for developing classroom rules, arranging the

classroom for optimal learning, and posting general rules

(Manning & Bucher, 2007). Some classroom management

theorists disagree with Skinner's ideas of rewards and

assert that they cause students to be other-directed and

dependent upon extrinsic motivation. Attribution theory is

another theory used to investigate the use of intrinsic and extrinsic motivation in education.

## Attribution Theory

Attribution theory attempts to explain the why of human behaviors. Individuals seek to understand their environment, while trying to understand what causes their own behaviors, as well as those of others (Ahles & Contento, 2006). Our attributions help explain the world around us. They significantly drive our emotions and motivation. Heider (1958) was the first to propose the attribution theory, but Weiner and colleagues created the theoretical framework. The theory tries to explain why people do what they do.

Weiner (1974) focused his attention on the achievement aspect of the attribution theory. His work resulted in the development of a psychological guide to the internal motives of the motivated and unmotivated student (Marron, 2001). Weiner's contributions were important, in that they provided a more thorough look at the process and expanded the theory to include a wider variety of situations (Ahles & Contento, 2006). The theory incorporates behavior modification, while emphasizing the idea that learners are strongly motivated by pleasant outcomes, both of which are commonly used classroom management practices. Weiner (1980)

also posits, "Causal attributions determine affective reactions to success and failure" (p. 362). Attribution is a way of processing or drawing inferences that go beyond mere sensory information. As children, we are constantly reminded not to judge others, but the attribute theory posits that we simply cannot help it.

*Weiner identified four factors that affect attributions for achievement:*

1. ability
2. effort
3. task difficulty
4. luck

These four attributes have three properties:

1. locus of control
2. stability
3. controllability

According to attribution theory, these three properties explain success or failure in terms of:

- internal or external- we succeed or fail due to the origin within us, or because of the factors that originate in our environment
- stable or unstable- stable is the belief that the outcome is likely to be the same if we perform the same behavior on another occasion, whereas, in the

unstable, the outcome is likely to be different on

another occasion

- controllable or uncontrollable- controllable are the

factors which we believe we can alter if we want to,

whereas, uncontrollable factors can not be easily

altered

*Attribution Theory in the Classroom*

Attribution theory identifies eight different

combinations of these three classifications, making it

difficult for teachers to recognize a specific combination

(Marron, 2001). The appropriate actions of a teacher are

necessary to encourage and motivate students. Inappropriate

actions can have a detrimental effect on students and their

work ethic (Marron, 2001).

Marron (2001) posits pre-service and novice teachers

often misinterpret student behaviors/misbehaviors and give

little thought to the behavior being a result of their own

classroom instruction. When students demonstrate

appropriate behavior, novice teachers often assume they are

managing the classroom effectively. In other words,

students' good behavior can be attributed to external

factors. However, when students misbehave, novice teachers

are quick to believe that the students are to blame, or

that the students' bad behavior can be attributed to

internal factors. Novice teachers often use rewards and punishments to guide student behavior; but in reality, these strategies often prevent students from making internal attributions.

Attribution theory has great potential in the field of education. Teachers and students could benefit greatly from teacher education programs that incorporate attribution theory in their educational psychology courses. In the era of high-stakes testing, teachers need every tool possible to encourage students to be intrinsically motivated to do their best. If teachers are unknowingly hindering student motivation, achievement is sure to diminish.

## History of Classroom Management Research

"It is probably no exaggeration to say that classroom management has been a primary concern of teachers ever since there have been teachers in classrooms" (Marzano, Marzano, & Pickering, 2003, p.4). In 1970, Kounin carried out the first high profile, high-scale study in classroom management. In the study, he analyzed 49 first and second grade classrooms, interviewed 125 high school students, and coded behaviors of both the students and teachers. Kounin's initial question: "How should a teacher handle a child who misbehaves?" was rephrased to look at the group effects of disciplinary actions, called the *ripple effect*. He examined

in what ways a teacher's strategies for dealing with misbehaving students' influence the other students in the class.

Kounin's kindergarten study revealed evidence of the ripple effect and an influence by the clarity, firmness, and anger of the teachers' desists. "Desists with clarity produced more appropriate behavior and less deviancy on the part of the audience children than desists without clarity" (p. 141). Desists with firmness also produced ripple effects, however, desists with anger and or punitiveness produced signs of emotional upset and work disruption, while offering no change in conformity and deviancy. From these findings, Kounin replaced his original questions with ones that sought to investigate preventative classroom management (Kounin, 1970).

Upon analysis he identified several critical dimensions of effective classroom management, among which were: 1) "withitness," 2) smoothness and momentum during lesson presentation, 3) student's knowledge of expected behavior, and 4) variety and challenge in student seatwork. Of the four dimensions, Kounin (1970) found "withitness" or the keen sense of awareness for disruptive and potentially disruptive behavior, to be the key element in excellent classroom managers.

Brophy and Evertson (1976) conducted another major
study on classroom management, which was the basis for
their book *Learning from Teaching: A Developmental
Perspective.* The study involved 30 elementary teachers
whose students continually demonstrated unexpected academic
gains. Classroom management was found once again to be one
of the critical aspects of effective teaching. The findings
from their study supported earlier findings of Kounin
(1970). Brophy and Evertson (1976) summarize their findings
by asserting:

> Probably the most important point to bear in mind
> is that almost all surveys of teacher
> effectiveness report that classroom management
> skills are of primary importance in determining
> teaching success, whether it is measured by
> student learning or by ratings. Thus, management
> skills are crucial and fundamental. A teacher who
> is grossly inadequate in classroom management
> skills is probably not going to accomplish much.
> (p. 27)

Brophy and Evertson (1976) also posit that effective
teaching requires more than "basic" skills, it requires
"the ability to implement a very large number of
diagnostic, instructional, managerial, and therapeutic

skills" (p. 139). In short, the effective teacher must orchestrate a large number of factors, in order to respond effectively to the student's changing needs. Brophy and Evertson assert that teaching, an applied science is in need of a knowledge base that specifies relationships between teacher behavior and pupil outcomes (1976).

A series of studies conducted at the Research and Development Center for Teacher Education in Austin, TX, (Emmer, Evertson, & Anderson, 1980) identified teacher actions associated with on-task and disruptive behaviors. The study involved 27 third-grade teachers that took part in a beginning-of-year observational study. Initial attention to classroom management at the beginning of the school year was found to be a critical component to a well-run classroom (Emmer, Evertson, & Anderson, 1980). The results pointed to the importance of organization, student monitoring, clear consequences, consistency, and management, which support the aforementioned finding of Kounin's "withitness."

The next major study addressing classroom management was conducted by Brophy and McCaslin in 1996. The Classroom Strategy Study was a large interview study, which was initiated as a result of many requests for information about how to cope with difficult students who were

frustrating to teach. The study was designed to evaluate

and describe strategies that elementary teachers could use

within their classrooms. Through the use of 12 vignettes

that depicted problem students, teachers were asked to

explain their strategies for responding to each problem.

The principal investigators interviewed 98 teachers-54 from

small city schools, and 44 from inner-city schools.

Findings from Brophy and McCaslin (1996) revealed that

teacher responses to misbehavior were "based on common

sense and personal experience rather than expert advice or

well-articulated theories of diagnosis and intervention"

(p. 57). These findings were, however, not surprising to

the authors, since most teachers are "working from rules of

thumb developed through experience rather than from well-

articulated knowledge developed through formal education"

(Brophy, 1996, p. 57). However, upon further analysis, the

findings revealed the higher-rated teacher as one who;

showed more willingness to become personally involved,

expressed more confidence to elicit improvement, and

provided long-term prevention and solution strategies

(Brophy, 1996).

    In 1993, the most comprehensive study of classroom

management research was compiled. Wang, Haertel, & Walberg

(1993) used evidence accumulated from 61 research experts,

91 meta-analyses, and 179 handbook chapters "to identify and estimate the influence of educational, psychological, and social factors on learning" (p. 249). The implications for practice from this immense study received the strongest endorsement up to this point. Wang, Haertel, & Walberg (1993) recommended that teacher educators and practitioners who aspire to enhance school learning must attend to proximal variables such as: psychological variables, classroom instruction and management, student and teacher interactions, and the home environment. Wang, Haertel, & Walberg (1993) posit, "Efficient classroom management enables teachers to spend more time on instruction than addressing discipline problems and bureaucratic tasks. The increased quantity of time for instruction is positively related to enhanced student achievement" (p. 278). Positive social interactions between teachers and students are recommended to minimize disruptions and develop an orderly classroom and safe school environment that encourages creativity, tolerance towards divergent points of view, and promotes the value of learning (Wang, Haertel, & Walberg, 1993). Classroom management issues have been a topic of research in education for many years. More recently, the focus has moved to classroom management issues and the impact on teacher attrition.

Teacher Attrition

Teacher attrition has been a great concern for many school districts across the nation. With the student population rising, especially in urban areas, more teachers will be needed. School districts are investing a great deal of money recruiting, hiring, and training teachers who leave within the first three years. This evacuation from the profession has led school districts to take a closer look at why exactly teachers are exiting (The National Commission on Teaching and America's Future, 2003; Texas Center for Educational Research, 2000; Darling-Hammond, 2007).

*Classroom Management Issues and Teacher Attrition*

In 2003, the National Commission on Teaching and America's Future (NCTAF) reported that one-third of new teachers leave the profession within three years and that, overall, more are exiting than are entering the teaching profession (NCTAF, 2003). The novice teacher often reports feeling ill prepared to handle discipline problems, difficult parents, and lack of materials (Croasmun, Hampton, & Herrman, 1999). Croasmun, Hampton, & Herrmann (1999) posit that "teaching as a profession, has been slow to develop a systematic way to induct beginners gradually

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into the complexities of a job that demands hundreds of management decisions every day" (p. 5).

Other professions offer internships that provide a younger professional a stipend to work alongside an expert supervisor for an extended period (Croasmun, Hampton, & Herrman, 1999). The teaching profession falls at the opposite end of the spectrum, where novice teachers are isolated and left to figure it out alone. Likewise, novice teachers are more often hired into districts that have the highest rates of poverty and the lowest student achievement.

Feng (2005) found that lower attrition rates appear in schools with higher student achievement and less discipline problems. When examining the characteristics of classes taught in 2000-2001, the top four characteristics of the classes where teachers left the profession were (1) percent of students receiving free/reduced-price lunch 50%, (2) percent of black students 28.2%, (3) percent of special education students 27.8%, and (4) percent of Hispanic students 20.3% (Feng, 2005). The findings from the Alliance for Excellent Education (2005) concur with Feng's findings that new teachers are more likely to leave when assigned to low-performing students.

When surveyed, the novice teacher cited problematic student behavior 53% of the time, for the reason to leave the profession (Alliance for Excellent Education, 2005). In order to reduce teacher attrition, teacher preparation programs need to look at how they are preparing their students to handle behavior problems in the 21st Century. Along with the high rates of teacher attrition, the cost of replacing the teachers who leave the profession yearly are also high.

*Cost of Teacher Attrition*

In 2003, Texas gave a conservative estimate of $329 million a year, or at least $8,000 per recruit who leaves the profession within the first few years (Texas Center for Educational Research, 2000). Similarly, The National Commission on Teaching and America's Future (NCTAF) estimates that teacher turnover could be costing our nation over $7.3 billion a year (2003). This is significantly higher than other estimates made by the Alliance for Excellent Education in 2005 of $4.9 billion annually.

Teacher attrition costs encompass a plethora of expenses that include hiring costs, training costs, and lost productivity costs. The hiring costs incurred by a district include expenses for recruiting, advertisement, the time and effort of processing applications, performing

background checks, and scheduling and contacting applicants for interviews. Along with hiring costs, training costs, such as orientation, training sessions, and mentor programs are also incurred by school districts. Another cost not frequently considered is lost productivity, which accounts for the trainer's invested time in the leaver and expanded procedure time (Texas Center for Educational Research, 2000). School districts and states departments of education across the country have been studying teacher attrition costs in hopes of finding avenues towards the reduction of such a costly problem.

According to these numbers, the costs of teacher attrition have grown by 50 percent over the past fifteen years. One pilot study by the NCTAF in 2003 set out to investigate the actual cost data of teacher attrition and provided a detailed picture of the real costs of recruitment, hiring, and replacement in various school districts. The districts varied in location and attrition costs, i.e. the small rural district of Jemez Valley, in New Mexico to a very large district such as Chicago (NCTAF, 2003). Attrition costs from the study were as follows:

- Granville County, North Carolina- just under $10,000

- Jemez Valley, New Mexico- $4,366

- Milwaukee- $15,325

- Chicago- $17,872

The National Commission on Teaching and America's Future Policy Brief (2003) asserts that:

> until we recognize that we have a retention problem we will continue to engage in a costly annual recruitment and hiring cycle, pouring more and more teachers into our nation's classrooms only to lose them at a faster and faster rate. This will continue to drain our public tax dollars, it will undermine teaching quality, and it will most certainly hinder our ability to close student achievement gaps. (p. 4)

More recently, Darling-Hammond (2007) asserts that beginning-teacher attrition costs have risen to an average of about $15,000 per candidate, which costs cities millions of dollars in wasted resources. The high attrition costs force schools to make funds urgently needed for school improvements available instead for teacher recruitment and replacement (Darling-Hammond, 2003). With teachers exiting the profession at record numbers and the cost of each one leaving increasing, teacher preparation universities and colleges may need to consider restructuring their programs. Since classroom discipline issues continue to arise as one of the key reasons for teachers leaving the profession,

programs may need to include classroom management

instruction.

 Classroom Management Instruction for Pre-Service Teachers

     Universities and school districts often disagree about

who is responsible for accepting the major responsibility

for training pre-service teachers in research-based

classroom management strategies. Some universities believe

that classroom experience is the only way for pre-service

teachers to learn classroom management strategies. However,

school districts often report that pre-service teachers

lack the strategies needed to manage a classroom. This

issue has led to a lack of consistency among institutions

and classroom management instruction (Bear, 1998; Lacina-

Gifford, Kher, & Besant, 2002; Perry & Taylor, 2001).

*Classroom Management Instruction in Teacher Preparation*

*Programs*

     Even though research on teacher effectiveness has

shown that proactive classroom management reduces

disruption and increases student learning, many

universities still lack courses that offer classroom

management instruction (Bear, 1998). Liu and Meyer (2005)

posit that teacher education emphasizes competence in

subject matter, but lacks instruction for managing student

behavior. This lack of preparation was also noted by Kher,

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Lacina-Gifford, and Yandell (2000) who found that student teachers, as well as beginning teachers, felt less prepared and confident in dealing with issues related to classroom management than with those related to content.

Lake (2004) maintains, "I must stand firm in my belief that a shift in paradigms of classroom management is crucial if children are to be successful in our schools" (p. 566). Comparing schools to casinos, Lake (2004) asserts that we invite "players", our children, and their parents to open houses, carnivals, and special events that perpetuate a positive-image façade. However, when there is a power struggle, as with the casino, the house or teacher always wins, often at the expense of the child. Lake (2004) calls for a pro-social or proactive style of management rather than rewards and punishment. Earlier styles of discipline, such as Canter's Assertive Discipline, do not foster pro-social behavior. The act of putting a student's name on the board to humiliate him/her into compliant behavior is a form of teacher dominance and student compliance, which is a form of oppression (Lake, 2004).

Perry & Taylor (2001) posit the need to better equip teachers with techniques and skills. Teacher preparation programs often cite limited credit hours as the number one reason for not incorporating a course in classroom

management. Perry & Taylor (2001) recommend extending the present four-year degree to five years so that much-needed courses can be added. "Educators must realize that all the methodology that a teacher has in reading, language arts, science, and arithmetic is useless unless he or she is able to maintain a classroom climate that is conducive to learning" (p. 417).

Investigating the idea of extending student teaching has been another alternative suggested in classroom management instruction. However, Chambers (2003) found "length of time in student teaching was not a predictor of any difference in classroom management and self-efficacy scores" (p. 10). Therefore, incorporating specific coursework in classroom management may be needed.

Landau (2001) found that out of 20 teacher preparation programs, only one offered an actual course in classroom management (Stanford University). Most teacher preparation programs report that classroom management is embedded into core methods courses. When offered as a part of another course, the subject is often brushed over due to the lack of expertise in the area of classroom management (Landau, 2001). When courses are available, most often they are found in special education programs. These courses offer quick and dirty practices that embarrass, discourage, and

anger young people, which in today's classroom is nothing short of disastrous for both student and teacher (Landau, 2001). Teacher preparation programs will need to look at how specific coursework can offer a more pro-social style of classroom management.

Data suggest that pre-service teachers may not have developed a well-articulated system to handle problem students (Lacina-Gifford, Kher, & Besant, 2002). Due to these findings, universities are beginning to take a closer look at their teacher preparation programs. Colleges such as the University of Louisiana are redesigning their teacher preparation programs and considering the role of classroom management instruction (Lacina-Gifford, Kher, & Besant, 2002). Research shows there are specific strategies that pre-service teachers need in order to create a pro-social classroom environment.

Former models of classroom management promoted a more authoritarian style of teaching. The present pro-social models promote an authoritative style of teaching. Such models promote proactive discipline, rather than reactive discipline. Bear (1998) posits that research shows the authoritative style of management works best, when combining three types of strategies:

1. Classroom management and proactive climate

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2.  Operant learning strategies for short-term

    management

3.  Decision-making and social problem solving for

    achieving long-term self-discipline

Along with recommending classroom management coursework,

other alternatives are being considered and attempted.

Alternatives to Classroom Management Courses

The Classroom Organization and Management Program

(COMP), developed by Carolyn Evertson at Vanderbilt

University, is one of the most researched programs in the

field of classroom management (Evertson, 1995). The COMP

program aims to aid teachers in improving their overall

instructional and management skills, with research-based

principles (Evertson & Harris, 1999). The program

philosophy is based upon four major principles: 1)

preventative classroom management, 2) management and

instruction are interwoven, 3) students are active

participants, and 4) professional collaboration is the

backbone of change in teaching practices (Evertson &

Harris, 1999). COMP emphasizes rules and procedures as well

as techniques for organization, student accountability,

planning instruction, sustaining momentum, and getting off

to a good start. The program has been found to decrease

disruptive behavior, increase engagement, and increase

student achievement. Designed as a 6 to 18 weeks program for K-12 educators, COMP offers an inquiry-based approach to professional development (Evertson, 1995).

Another alternative to specific classroom management coursework is the Professional Development School. Recently, there has been a trend to use Professional Development Schools (PDS) to prepare pre-service teachers. Teacher education programs that utilize PDS partnerships assert that it offers more firsthand experiences, which closely mirrors the teaching environment. This model offers the pre-service teacher more time in the classroom with actual students rather than spending hours in a college classroom discussing theoretical ideas (Rutledge, Smith, Watson, & Davis, 2003). Supporters of the PDS model posit that it aligns to the National Council for Accreditation of Teacher Education (NCATE) Standard 3 (Field Experiences and Clinical Practice).

Research on Professional Development Schools reveals an improvement in behavior management for pre-service teachers. Wait and Warren (2001) found that pre-service teachers had better student behavior management scores than did teachers trained in traditional programs. One of the practices that influenced the level of performance was the formative, coaching nature of the evaluation process. This

process allowed for daily reflection on the pre-service teachers' classroom practices. The novice teachers were also able to have nonthreatening conversations with their cooperating teachers about their experiences (Wait & Warren, 2001).

Siebert (2005) asserts that embedding classroom management into field-based experiences is optimal, but not always probable. Omega State University is nationally recognized for its Professional Development School program that offers pre-service teachers continual classroom management experiences in the classroom with teachers as their instructors. Courses are taught on-site, where student teachers are offered practical strategies they can use at that very moment (Siebert, 2005). Student teachers in the Omega PDS reported that this style of learning helped them immensely. Not only did the pre-service teachers learn about classroom management strategies, but they saw them being applied and were offered the opportunity to utilize them in their teaching.

Robbins and Skillings (1996) designed a comparable program that offers on-site classroom management with university faculty and classroom teachers. This program offered all coursework to be taught onsite and extended the program to five years. The pre-service teachers worked in

pairs with a resident teacher for an entire school year. This allows the novice teacher to see the beginning/closing and holiday breaks that occur throughout the school year. This type of experience brings to light the culture of school and schooling as a whole. In their third year of the program, the pre-service teachers had the opportunity to substitute in their assigned classroom and earn money while learning. The students in this program felt they were more prepared for the classroom than their traditionally trained classmates (Robbins & Skillings, 1996).

Another alternative, as Garrahy, Cothran, and Kulinna (2005) recommend, is that of extended practicum for pre-service teachers in various settings. Offering a variety of practicum settings, (e.g., K-12, urban, rural, and suburban), will provide for multiple-management frameworks. Garrahy, Cothran, & Kulinna (2005) posit "strategies are clearly needed with in-service education programs because teachers' most valued knowledge comes from self and other practicing teachers, rather than from theory decontextualized from personal school settings" (p. 61). The combination of observation, early teaching experiences, and coursework offer pre-service teachers a more practical view of classroom management strategies.

Reframing is another alternative that has been found to help diagnose behavior problems in the classroom and aid in developing alternative approaches for diverse students (Achinstein & Barrett, 2004). This alternative strategy addresses the cultural mismatch between students and new teachers. The mentor tries to move the pre-service teacher from frame one (or the managerial frame), into frame two (the human relations frame), and finally to frame three (the political frame). The process of reframing provides problem-solving schema to novice teachers so they may interpret, generate alternatives, and make thoughtful decisions. The process aims to move the novice teacher toward a student-centered classroom and away from teacher control (Achinstein & Barrett, 2004). Student-centered classrooms are often difficult for the novice teacher to acquire. Along with the difficulties of a student-centered classroom, research has pointed to several other areas that pose difficulties for pre-service and novice teachers.

The Northeast Foundation for Children in Greenfield, MA, has also developed their own form of training that promotes proactive classroom management. The program, The Responsive Classroom, promotes a social curriculum along with the academic curriculum. This approach was developed by classroom teachers to foster safe, challenging, and

joyful classrooms and schools. The program is built around seven key principles: 1) social curriculum is as important as academic, 2) how children learn is as important as what they learn, 3) the greatest cognitive growth comes from social interaction, 4) specific social skills are needed for success academically and socially, 5) children are as important as the content, 6) family is as important as the children, and 7) adults working together is as important as individual competence (Bechtel, 2005). These principles are the basis for the six main components of the Responsive Classroom: morning meeting, rules and logical consequences, guided discovery, academic choice, classroom organization, and reaching out to parents and guardians.

Table 1

*Overview of the Six Components of The Responsive Classroom*

| Morning Meeting | A daily routine that builds community, crerates a positive climate for learning, and reinforces social skills as well as academic. |
|---|---|
| Rules and Logical Consequences | A clear , consise, and consistent approach to discipline that fosters student responsibility and self-control. |
| Guided Discovery | Introducing materials  in a manner that encourages inquiry, heightens interest, and teaches care of the |

| | |
|---|---|
| | school environment. |
| Academic Choice | Giving children choices in their learning to promote self-motivated learners, who are invested in their learning. |
| Classroom Organization | Strategies for arranging furniture, materials, and classroom displays, in order to promote student independence and maximize learning. |
| Reaching Out to Parents/Guardians | Shared ideas for involving parents or guardians as partners in their children's education. |

The Northeast Foundation for Children offers week-long training sessions during the summer months throughout the United States.

The Collaborative for Academic, Social, and Emotional Learning (CASEL, 2003) has highlighted The Responsive Classroom as one of the top programs. CASEL assessed, rated, and scored the effectiveness of 80 programs that foster and support positive classroom environments. The Responsive Classroom received the highest rating possible on 10 of the 12 indicators. The only indicator identified as a weakness centered on community partnerships and not classroom practices. Thus, the Responsive Classroom program was identified as a "Casel Select" program, because of its ability to recognize and manage emotions, develop caring

and concern for others, and establish positive relationships, all of which are important to an effective classroom management system.

A study by Rimm-Kaufman (2004) concurs with the CASEL recommendation. Her study found that teachers using the Responsive Classroom approach felt more positive in their attitudes towards teaching, more effective in their approaches to discipline, and more capable of impacting the school climate than teachers who use fewer of these practices.

## Reality and Perceptions: Difficulties Facing Pre-Service and Novice Teachers

High attrition rates reveal the discontent of novice teachers with the teaching profession. Investigating the cause of this discontent can offer school districts and teacher education programs the opportunity to remedy the problem. In order to address the areas of difficulty that have been found, both teacher education programs and school districts will need to modify their present practices (Barbetta, Leong-Norona, and Bicard, 2005; Rockey & Snyder, 2007).

*Areas of Difficulty for Pre-Service and Novice Teachers*

Pre-service and novice teachers experience a multitude of difficulties in their early teaching experiences. Yet,

research findings of Marzano (2003) indicate that teachers'

actions in their classrooms have twice the impact on

student achievement as opposed to other factors concerning

teaching. These difficulties lead to higher attrition rates

and an overall dissatisfaction with the profession. For

this reason, it is critical to address the areas of

difficulty for pre-service and novice teachers. In order to

address such difficulties, they must first be identified.

Barbetta, Leong-Norona, and Bicard (2005) have

identified 12 important areas of classroom management that

teachers commonly address inappropriately. The 12 areas

include: 1) Defining misbehavior by how it looks, whereby

the novice teacher observes the same misbehavior in two

separate students and makes the mistake of treating them

the same. The novice teacher does not take into account the

various reasons for misbehaviors, (e.g. hyperactivity,

organic issues, avoiding schoolwork that is difficult, or

attention-getting) and therefore treat them the same. 2)

Asking, "Why did you do that?" is another common mistake by

novice teachers. Most students do not usually know why they

misbehave and instead the teacher needs to teach an

appropriate replacement behavior. 3) When an approach is

not working try harder. In most cases, try harder leads to

try a more negative form of the same strategy (e.g.

disapproving statements, increasing negative consequences, or removing more privileges). 4) Violating the principles of good classroom rules occurs when rules are posted at the beginning of the year and never referred to or addressed again. The novice teacher does not realize the need to revisit and reinforce the rules throughout the school year. 5) Treating all misbehaviors as *"Won't Dos"*. Students often misbehave due to a lack of appropriate skills, and teachers often think it is due to lack of motivation. 6) Lack of planning for transition time caused by a lack of inconsistent expectations and planning. 7) *"Ignoring all"* or *"nothing at all"* stemming from the lack of knowing what to ignore and what needs attention. 8) Overuse and misuse of time-out often occur due to the teacher needing a reprieve from the problematic students. 9) Inconsistent expectations and consequences cause students to feel confused and frustrated. This inconsistency also leads to constant reminding and threatening. 10) Viewing themselves, as the only classroom manager is often the product of the time and energy needed to collaborate with others, such as our students. 11) Missing the link between instruction and behavior is a common mistake among novice teachers. Often a lesson may be too easy, too difficult, ineffective, or nonstimulating, which leads to student misbehaviors.

12) Taking student behavior too personally causes a teacher to lose objectivity, look for quick management fixes, and get emotionally upset.

Recent studies in 2006 and 2007, have found similar areas of concern for the novice teacher. For instance, recent pilot studies conducted at Slippery Rock University (Rockey & Snyder, 2007) reveal five areas of concern in classroom management for pre-service teachers.

1. Unstructured class time
2. Classroom transitioning periods
3. Proactive discipline and planning
4. Uncontrollable students
5. Hallway transitioning

Furthermore, McIntosh, Herrmann, Sanford, McGraw, and Florence (2004) found that transitions demand a great deal from students. First, they must halt their current routine, perform a long chain of tasks, and initiate a new activity, all without breaking classroom rules.

Lastly, Dinsmore (2003) surveyed students to explain off-task behavior and found that 60% of them said they are more off-task when they felt the teacher was not prepared. When they were questioned as to why, one student answered, "I feel that if he/she is not prepared, FREE TIME" (Dinsmore, 2003, p. 12). Another student responded, "I

won't have anything to do, so I will find something to do"
(p. 12). Pre-service and novice teachers do not often see
the need to plan transition time, and classroom management
issues arise because of it. Therefore, a more effective
approach may need to be taught to pre-service and novice
teachers. Pre-service and novice teachers' perceptions
reveal the need to learn more about classroom management,
such as proactive strategies (i.e. being clear, concise,
and consistent with their expectations of students).

*Pre-Service and Novice Teacher Perceptions of Classroom*
*Management*

Pre-service and novice teachers admit that classroom
behaviors take up a great deal of time throughout the
school day. Britt (1997) asked teachers to reflect on their
beginning year of teaching and found that most felt that
there is never enough time for all of the academics, once
all of the discipline problems were handled. One teacher
commented, "We were taught many different reinforcement
schedules. If behavior modification was my goal, then this
would be reasonable. However, academics cannot be pushed
aside for discipline. More simple plans are needed" (Britt,
1997, p. 6). Another novice teacher offered advice to all
pre-service teachers, "Please take more courses in
classroom management and parent-teacher relationships.

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These are two areas that I still long for extra advice and help with as a teacher" (Britt, 1997, p. 6). Silvestri (2001) found novice teachers, more often than student teachers, cited that inadequate preparation in classroom management proved to be the weakest part of their teacher preparation (Silvestri, 2001).

Similar to Silvestri, Onafowora (2004) found that many novice teachers expressed low self-confidence in classroom management capabilities and that their "*system*" or school in which they worked, should do something about it. Novice teachers in Onafowora's study expressed their frustrations with such comments as, "But some of the behavior is so disruptive, you just take the whole class down, the whole class" or, "They should not have the power to disrupt the whole class… But we're still stuck with the problem" (p. 39). Onafowora (2004) found that teachers in the study articulated their own feelings of ineffectiveness with such statements as:

> My room is always noisy with arguing and
> fussing and people who are unhappy with each
> other. If it were noisier with something
> constructive going on, then that would probably
> be okay with me. I don't need absolute silence in
> my classroom, but many times when I ask for

quiet, I just need the bothering and fighting

with each other to stop. And, so frequently quiet

becomes the only alternative to (them) fussing

with each other. (p. 40)

Other novice teachers in Onafowora's study express their

longing to change their classroom management style but have

not had the training to do so. One such teacher commented

on his need to be more flexible and let go of the control

in order to create a less repressive environment

(Onafowora, 2004). The same teacher admitted his lack of

knowledge in the area and that he would need to keep an

open mind and search for other ways and methods to handle

classroom management issues.

Gibbons & Jones (1994) also asked novice teachers to

reflect on their classroom management and found that most

novice teachers are initially concerned about content. Once

the content was secure, they would focus on discipline and

whether or not students were learning. However, when asked

a question about what they believed to be the biggest

problem facing education today, all responses related to

discipline and at-risk students (Gibbons & Jones, 1994).

Gibbons & Jones (1994) also found student teachers in their

study revealed that they would keep teaching their lessons

as planned, even when they were going unsuccessfully, at

the expense of the student. Therefore, student learning was jeopardized in order for novice teachers to merely cover content.

Interestingly, some pre-service teachers have a much different view of classroom management. In a study conducted by Minor, Onwuegbuzie, Witcher, & James (2002), a questionnaire asking 134 pre-service teachers to identify characteristics of effective teachers was administered. Only 33.6% identified classroom management as an important characteristic. It is also important to note that more male pre-service teachers than females endorsed characteristics associated with being an effective classroom manager. Other inconsistencies are raised by Findlay (2005) who points out that while Ingersoll's research showed that 25% of teachers leaving the profession out of dissatisfaction did so because of student misbehavior (Ingersoll, 2002; as cited in Findlay, 2005), her survey of 250 in-service teachers found that classroom management was not one of the areas of concern when the teachers were asked about factors that impact curriculum. Although data and research can be found on novice teachers' perceptions, pre-service teacher perceptions were not so readily found in this literature review.

Summary

After reviewing the literature, it becomes evident that classroom management is more than behavior modification. It is imperative that in the 21$^{st}$ Century teacher preparation programs consider how they are preparing their pre-service teachers. The diverse and increasing needs of schoolchildren require a critical analysis of the most effective strategies. Appropriate training in classroom management is a crucial aspect of teacher education, not only for student achievement, but for teacher attrition as well.

As teacher preparation schools or programs hire subject area professors to teach methods courses, they may also need to consider hiring professors with an expertise in classroom management. A mathematician, scientist, or English professor may not be the best suited to instruct pre-service teachers in the area of effective classroom management. Cited by novice teachers as the number one area lacking instruction in their teacher preparation programs, classroom management instruction requires a closer look. Of the many roles a classroom teacher takes on, classroom management is arguably the foundation (Marzano, 2003).

CHAPTER III

DESIGN AND METHODOLOGY

As teacher attrition rates increase yearly, education
programs are considering how their institutions can address
this issue. Liu and Meyer (2005) examined teachers'
perceptions of their job and teacher turnover by analyzing
data from the National Center for Education Statistics
Schools & Staffing Survey and Teacher Follow-Up Survey and
found, "discipline problems are a major reason for
teachers' dissatisfaction, second only to low compensation"
(p.998). Liu and Meyer (2005) posit this dissatisfaction
may well reflect a deficiency in their training. Teacher
education programs focus on subject matter and neglect
skills for managing student behavior, which leaves pre-
service and novice teachers feeling ill prepared and less
confident in classroom discipline (Croasmun, Hampton, &
Herrman, 1999; Liu & Meyer, 2005).

In order for the principal investigator to understand
the lack of self-confidence, in the area of classroom
management, she must learn first-hand what classroom
management strategies teachers are using and the rationale
behind their choices. This chapter describes the methods
used to research the pre-service teachers' choices of
classroom management strategies and their rationale behind

these choices. It is divided into nine sections:

qualitative research, the constant comparative method,

subjects, setting, instrumentation, procedures, data

analysis, principal investigator's role, and ethical

considerations.

<div align="center">Qualitative Research</div>

Qualitative research offers the principal investigator

an in-depth look at data that cannot be easily quantified.

Looking at a situation from an anthropological point of

view can shed light on the most intricate details.

Examining research through a qualitative lens allows the

principal investigator to be open-ended and emergent rather

than tightly predetermined to test a hypothesis, as in

quantitative research.

*History of Qualitative Research*

Researchers from both anthropology and sociology have

been using qualitative research methods for over a century;

however, the social sciences were not familiar with it

until the late 1960s (Bogdan & Biklen, 2007). In the past,

research was looked at through a narrow lens, which had to

be deductive and hypothesis-tested, known as quantitative

research. Then in the 1960s, research began to be viewed

with a much broader lens, known as qualitative research.

Bogan and Biklen (2007) describe qualitative research at

this time as being, open-minded on its method and evidence,
but involved rigorous and systematic empirical inquiry,
which was data based. Researchers realized that data alone
was not sufficient to describe certain phenomena.

A group of sociological researchers, known as the
*Chicago School*, contributed enormously to the development
of qualitative research (Hatch, 2002). The group of
sociologists from the University of Chicago shared similar
theoretical and methodological beliefs. Theoretically, they
saw personalities and symbols emerge from social
interactions, while methodologically focusing on a single
case (Bogdan & Biklen, 2007). Another common thread amongst
the *Chicago School* was the gathering of firsthand data. The
group had many influential researchers that made
significant contributions to the method.

Robert Park, for example, utilized his background in
journalism and brought the role of being on site to make
personal observations to the forefront of qualitative
research (Bogdan & Biklen, 2007). The *Chicago Group's*
emphasis on investigating city life, demonstrated their
interest in different aspects of ordinary life and the
study of ethnicity (Hatch, 2002). From this interest, the
roots of contemporary descriptions of qualitative research,
as holistic, emerged. The group believed it was important

to see the world from the perspective of those who were seldom listened to, such as, immigrants, vagrants, and criminals (Bogdan & Biklen, 2007). This anthropologic method was soon brought into the field of educational research.

Introducing anthropology into education, Margaret Mead employed fieldwork to the school setting. She examined how different kinds of schools call for a particular kind of teacher (Bogdan & Biklen, 2007). Mead felt teachers and students needed to be studied through firsthand observations and experiences. She used an anthropologist background to study the field of education. To do so, she would become familiar with the teachers, pupils, parents, citizenry, and school board (Mead, 1951). Her qualitative research included mapping and charting the schoolhouse and its students. Mead's detailed field notes gave specific insight into the interactions between student to student and student to teacher (Mead, 1951). In the early 1930's, she became known as an education reformer and found herself part of the educational protocracy. Mead was among a group of experts trained in psychoanalysis, anthropology, and sociology, who studied the educational problems of adolescents (Cassidy, 1982). Unfortunately, World War II brought an abrupt end to their research, however, the

future brought about more opportunities to apply qualitative methods to the field of education.

In the 1960s, there was a revived interest in qualitative research, when it sought to investigate the problems in education once again. Teacher attrition is the "problem" of the 21st Century, in which this investigator hopes to shed light. The use of qualitative research will allow the principal investigator to examine the choices pre-service teachers make in classroom management techniques and the rationales behind the choices.

Educational researchers began to show interest in qualitative methods and depend more on themselves, rather than sociologists and anthropologists. Their interests were supported by federal agencies that funded the qualitative research projects. As Bogdan and Biklen (2007) posit, studies began to investigate why many children were not "making" it in school. Federal programs recognized the need to study the schooling of different groups of children, which is generically labeled ethnographic methods. The realization that old problems needed to be studied in new ways pushed qualitative methods to the forefront of educational research. Not yet firmly established, qualitative research did however kindle excitement because of its recognition of the views of the powerless and the

excluded. Therefore, the perspectives of those previously unrepresented and unvalued were now being heard (Bogdan & Biklen, 2007). Even though qualitative research began to be recognized, contention within the method still occurred.

The 1970s brought about disagreement within the qualitative methods themselves. Two stylistic approaches that were in opposition were the cooperative and conflictual approaches to qualitative research. The cooperative approach believed that fieldwork should be as truthful as possible, while the conflictual assumed that many subjects would want to cover up what they do (Bogdan & Biklen, 2007).

A change in perspective occurred in the 1970s and 1980s, when feminists began to use a feministic perspective through out their qualitative research. The postmodernists followed the feminism approach in the 1980s and 1990s and sometimes even aligned with it. The postmodernists argued that human progress had been stripped away by the rise of the nuclear age, gap between rich and poor, and the global threat to the environment (Bogdan & Biklen, 2007). The qualitative research of today reflects many of the historical characteristics, while adding some new aspects of its own.

*Qualitative Research of Today*

Thomas (2003) defines qualitative research in a
simplistic manner when he posits, "qualitative methods
involve a researcher describing *kinds* of characteristics of
people and events without comparing events in terms of
measurements or amounts" (p. 1). However simplistic his
definition sounds, the actual method is quite
comprehensive. The qualitative method's procedures include;
open-ended questions, interview data, observation data,
document data, audiovisual data, and text and image
analysis (Creswell, 2003). The qualitative approach uses
strategies of query such as narratives, phenomenologies,
ethnographies, grounded theory studies, or case studies.
Through out these strategies the inquirer or researcher
makes knowledge claims based primarily on constructivist
perspectives (Creswell, 2003).

Creswell (2003) asserts that while there are several
lists of characteristics for qualitative research, he
chooses to build upon Rossman and Rallis (1998) "because
they capture both traditional perspectives and the newer
advocacy, participatory, and self-reflective perspectives
of qualitative inquiry (Creswell, 2003, p. 181). Creswell's
recommended characteristics are:

- Qualitative research takes place in a natural setting.

- Qualitative research uses multiple methods that are interactive and humanistic.

- Qualitative research is emergent rather than tightly prefigured.

- Qualitative research is fundamentally interspective.

- The qualitative researcher views social phenomena holistically.

- The qualitative researcher systematically reflects on who he or she is in the inquiry and is sensitive to his or her personal biography and how it shapes the study.

- The qualitative researcher uses complex reasoning that is multifaceted, interactive, and simultaneous.

- The qualitative researcher adopts and uses one or more strategies of inquiry as a guide for the procedures.

Typically, the qualitative researcher employs nine practices in his or her research. First, the researcher positions himself or herself within the study, collaborating with the participants. Then the researcher collects the participant's meanings focusing on one phenomenon or concept. While doing so, the researcher brings personal values into the study. He then studies the context or setting of the participants and validates the

accuracy of the findings. An interpretation of the data creates an agenda for change or reform (Creswell, 2003).

The utilization of the qualitative method within this study was to take an in-depth look at the classroom management strategies chosen be pre-service teachers and their rationale for their choices. The principal investigator chose one particular qualitative method known as the constant comparative method, due to its combining explicit coding procedures with theoretical ideas.

The Constant Comparative Method

The constant comparative method is designed to "aid analysts in generating a theory which is integrated, consistent, plausible, close to the data, and in a form which is clear enough to be readily, if only partially, operationalized" (Glasser, 1965, pp. 437-438). However, the method cannot be used for provisional testing, since the collected data cannot be coded extensively enough to yield provisional tests. Glasser (1965) posits that the data are coded only enough to generate or suggest a theory.

The constant comparative method may be applied to any kind of qualitative data, including interviews, observations, documents, articles, books, and more. Glasser (1965) asserts that four stages describe the constant comparative method, comparing incidents applicable to each

category, integrating categories and their properties,

delimiting the theory, and writing the theory.

Stage one, comparing incidents, starts with coding the

data with as many categories as possible, while comparing

it with previously coded incidents in the same category.

This procedure generates theoretical properties of the

specific category.

Stage two, integrating categories and their

properties, starts out in a small way with memos and

possible short conferences. The coding at this point moves

from comparing incidents to incidents to incidents to

categories and ends with categories becoming integrated

with other categories. Thus, the theory starts to develop

as the analyst is forced to constantly compare and make

theoretical sense of each comparison.

Stage three, delimiting the theory, is meant to aid

the analyst in curbing what could be an overwhelming task.

As the analyst discovers underlying uniformities in the

original categories, reduction leads to a smaller set of

concepts.

The final stage four, writing theory, occurs after the

analyst has coded data, memos, and a theory. When

validating a suggested point, the analyst, returns to the

coded data for "pinpointing data behind a hypothesis or

gaps in the theory, and providing illustrations" (Glasser, 1965, p. 443).

Overall, the constant comparison method raises the probability of accomplishing a complex theory, which corresponds closely to the data. When the analyst compares one incident to another, he or she is forced to consider diversity in the data. This method leads the analyst to a developmental theory of process, sequences, and change, which pertain to organizations, positions, and social interaction (Glasser, 1965).

<center>Subjects</center>

This study included 70 pre-service elementary teachers from a Western Pennsylvania university. Due to the principal investigator's training in classroom management, she was previously sought out by the elementary department of the university to teach a half-day seminar on classroom management to all field experience pre-service teachers. The principal investigator has been teaching the half-day seminar since fall of 2005.

The university enrollment is 8,325, a 1.2 percent increase compared to a year ago. Undergraduate enrollment stands at 7,585, while graduate enrollment is at 740. During the Fall 2007 semester, 4,749 women and 3,576 men were enrolled. There were 89 international students

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registered in the fall semester of 2007, from such countries as the United Kingdom, Japan, Ireland, Sri Lanka and Kenya. The participants in this study were volunteers from the fall  of 2007-2008 school year, enrolled as field experience students in the elementary education program.

## Setting

The study took place at a Western Pennsylvania university, in a rural setting. The six workshops on classroom management were held in the same university in the student union, in order to accommodate the large number of participants.

## Instrumentation

All of the pre-service teachers in the study were offered the opportunity to attend the six workshops that consisted of a compilation of materials from experts in the area of classroom management, free of charge. The participants who were interested and gave consent to take part in the study were asked to complete  weekly surveys during their three week field experience and pre- and post-surveys.

The weekly surveys and pre- and post-surveys were developed by the principal investigator, from data collected from two pilot studies conducted at the same setting. The pilot studies allowed the principal

investigator to revise and restructure the study and survey questions, in order to provide a more in-depth look at the pre-service teachers' classroom management choices and rationales behind them.

The surveys were completed electronically through the Blackboard secure web interface that all of the participants were familiar with as part of their previous elementary education coursework. The surveys were voluntary and participants chose to complete some, all, or none of the questions, based on their comfort in doing so. There were no penalties for participants that chose not to respond to the questions. These weekly surveys and pre- and post-surveys were collected from the fall semester of 2007-2008 school year.

<center>Procedures</center>

Implementation of the procedures for this study are illustrated in the *Methods and Procedure Flowchart*, which can be found in Appendix A. Because of the principal investigator's training in classroom management, she was previously sought out by the elementary department to teach a half-day seminar on classroom management to all field experience pre-service teachers. The principal investigator has been teaching the half-day seminar since fall of 2005. This professional seminar is a mandatory part of the field

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experience program and includes a variety of professional development topics not related to classroom management. At the conclusion of the half-day seminar, all field experience students were made aware of the additional 6-class workshops on classroom management and the opportunity to participate in the study.

The classroom management workshops that were implemented for this study consisted of a compilation of materials and strategies, developed in textbooks, videos, DVDs, and journal articles by specialists in the area of classroom management. Each class session focused on a different classroom management models and strategies (e.g. Lee Canter, Northeast Foundation for Children, and Harry & Rosemary Wong).

The focus of the first three workshops centered on the Northeast Foundation for Children. The principal investigator utilized articles printed from the Responsive Classroom website: http://www.responsiveclassroom.org/, which covered the following books: *The First Six Weeks*, by Paula Denton & Roxann Kriete (1997); *Rules in School*, by Kathryn Brady, Mary Beth Forton Deborah Porter, & Chip Wood (1997); and *The Morning Meeting Book*, by Roxann Kriete. Each workshop was modeled to resemble a morning meeting, which included a morning meeting news and announcement

chart, greeting, sharing, activity, and reading of the news

and announcement chart. Through each workshop, the

candidates learned new greetings and activities that are

adaptable to multiple grade levels. Articles from the

website were discussed and the instructor/principal

investigator offered specific classroom examples. Teacher

candidates learned about the Responsive Classroom

preparation and routines for the first weeks of school, as

well as, establishing rules with their students. The goals

of each morning meeting component were discussed and the

importance of their order revealed. This block of classes

concluded with a viewing of the video *Doing Morning Meeting*

*K-8/The Essential Components* (Northeast Foundation for

Children, 2004), which illustrates multiple grade levels

modeling several morning meetings.

The fourth workshop followed the same structure as

sessions one, two, and three, however this workshop focused

on classroom arrangement and child development; and how

they affect classroom management strategies. Once again the

instructor/principal investigator used articles from the

Responsive Classroom website:

http://www.responsiveclassroom.org/, that coincided with

the following books: *Classroom Spaces That Work*, by

Marylynn K. Clayton with Mary Beth Forton (2001);

*Yardsticks-Children in the Classroom Ages 4-14*, by Chip
Wood (1997); and *Teaching Children to Care: Classroom
Management for Ethical and Academic Growth, k-8*, by Ruth
Charney (2002). Utilizing the information from the above
materials, the participants were put into groups, where
they were given a copy of the *Yardsticks* book, by Chip Wood
(1997), along with a fictitious class list of birth dates.
They were then instructed to design a classroom arrangement
and list developmental characteristics for the fictitious
class that they would need to consider throughout the
entire school year i.e. social, cognitive, physical, and
academic.

Following the same structure, workshop five focused on
Lee Canter's (1992) book, *Assertive Discipline: Positive
Behavior Management for Today's Classroom*. The principal
investigator incorporated DVD footage of Lee Canter (2001)
speaking to a group of educators. The class was then
divided into groups for a jigsaw activity in which each
group devised an overview of two chapters from Lee Canter's
book and returned as a whole group to share key points.
After the group discussion, Lee Canter's strategies were
compared and contrasted to those of the Responsive
Classroom model.

The focus for the sixth workshop was the book, *The First Days of School: How to Be an Effective Teacher*, by Harry & Rosemary Wong (2005). The instructor began the class session with the video Billy Hawkins (Infinitec Southwest, 2004), which is a true inspirational story. The video demonstrates the need to have high expectations for ALL students. As with the prior classroom strategies, the session looked at the Wong's strategies, compared, and contrasted them to the strategies the participants had previously discussed. Other topics from the Wong book include dressing for respect, credibility, acceptance, authority, the effective vs. the ineffective teacher, and the four levels of invitational education. The class concluded with a DVD of Harry Wong (2005) speaking about his ideas of effective teachers.

Final contact with the participants took the form of a written executive summary. In it, the principal investigator explained that all data, from the weekly surveys, and pre- and post-surveys, will be retained for 3 years, according to federal regulations, and then destroyed. Participants were also informed that it was within their rights to ask questions or make comments about the study even after the documents have been destroyed.

This study was conducted over a 5-month period from September of 2007 through January 2008. Data collection began in October of 2007 and ended in December 2007. Permission to conduct this study was obtained from the Institutional Review Board of Indiana University of Pennsylvania.

## Data Analysis

Data were analyzed after the fall semester in December of 2007. The principal investigator analyzed the data using the constant comparative method. During the qualitative analysis, the principal investigator coded data from the weekly surveys and pre- and post-surveys, continually comparing incidents from previous categories. The coding method was utilized to look for patterns in the students' choices of classroom management strategies and their rationale for those choices.

After coding was completed, the principal investigator desribed the overall meaning of her surveys. She then found and listed responses of meaning from each participant. Finally, she grouped these responses into meaning units which were interpreted by chunking them into the following categories:

- Well managed classroom philosophies
- Perceived strengths in classroom management

- Strategies perceived most helpful during field

- Previous classroom management training

- Pre-service teachers concerns

- Proactive classroom management measures

  o Barriers to utilizing proactive classroom management strategies

  o Non-proactive strategies attempted

- Classroom management issues

- Chosen classroom management strategies and rationale

- Alterations of implemented strategies

- Inadequately addressed issues

- Workshop skills implemented

- Impact of classroom management workshops in the classroom

- Future use of learned classroom management strategies

- Evidence of growth

- Increased self-confidence

### Principal Investigator's Role

In qualitative research, the role of the principal investigator as the sole data collection instrument requires that the principal investigator identify her

personal values, assumptions, and biases at the outset of the study (Creswell, 2003). The principal investigator's background training as a Responsive Classroom trainer, knowledge of classroom management strategies, and experience as a cooperating teacher, enhances her awareness, knowledge, and sensitivity, to the necessity of the topic in the field of education. The principal investigator brings experience from her own classroom practices and the effectiveness or ineffectiveness of various classroom management strategies. Working with pre-service teachers and classroom management for 10 years, the principal investigator is certain to bring biases to this study. However, every effort was made to ensure objectivity and awareness of said biases.

Creswell (2003) asserts that a qualitative researcher/inquirer is typically involved in a sustained and intensive experience with the participants. In this study, the principal investigator taught all 6-workshops on classroom management, which allowed her to be involved in a sustained and intensive manner. For example, 10-20 participants waited to talk with the principal investigator after each workshop, wanting to know specific strategies they could use in their specific classroom management situations.

## Ethical Considerations

First and foremost, the principal investigator has the responsibility to respect the rights, needs, values, and desires of the participants (Creswell, 2003). In order to protect the rights of all participants the following safeguards were instituted: 1) the objectives of the study were articulated verbally and in writing, 2)permission to carry out the study was sought and granted from the Indiana University Institutional Review Board, 3)written permission to proceed with the study was received from all participants, 4) the participants were informed of all data collection devices and activities, 5) the participants' rights, interests, and wishes were considered when choices were made regarding reporting the data, and 6) the participants had the opportunity to withdraw from the study at any time, without penalty.

## Summary

Due to the high rates of teacher attrition and the growing population, designing an in-depth qualitative study that sheds light on the possible factors leading to the high levels of exodus from the profession, is a step towards understanding the problem. In order to ensure reliability and validity, the principal investigator investigated various qualitative methods before deciding on

the constant comparative method. In addition, the principal
investigator obtained proper permission from the study site
and all participants, provided a setting that accommodated
the large number of participants, utilized instruments that
allowed for an in-depth look at participants' choices and
rationales, understood her role, and remained ethical at
all times.

CHAPTER IV

DATA ANALYSIS

Previous to this study, the Western Pennsylvania university in which this study took place carried out two pilot studies. The university had been considering restructuring the teacher education program to incorporate specific instruction in the area of classroom management. Before doing so, the university wanted to investigate pre-service teachers' interest in classroom management coursework and, even more important, their use of classroom management strategies during field experience.

The principal investigator was asked to teach 6-classroom management workshops to pre-student teachers, currently enrolled in early field experience, similar to the ones offered in the present study. The initial pilot study took place in the fall of 2005. The data from the two pilot studies are included in this data analysis section because they were influential in designing the dissertation research.

Pilot Study I

The initial pilot study utilized three-weekly surveys to collect the data. The surveys collected from pre-student teachers, currently enrolled in early field experience, inquired about the participants' classroom management

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strategies and issues they encountered during their three-week field experience. Initially, 40 participants volunteered to attend the six, two and a half hour, evening classroom management workshops taught by the principal investigator. However, after the first workshop 21 participants remained. Due to inclement weather and the conclusion of the semester, the last workshop had to be canceled and was not rescheduled. Even though data could only be collected from the first two weeks, the detailed responses and insights provided rich and comprehensive information.

### Proactive Classroom Management Strategies

After participants had completed the first week of field experience, the first set of survey responses were answered. The first question inquired about the proactive classroom management strategies utilized during the first week of field experience. Strategies learned during the classroom management workshops were reported in 12 different responses. The proactive strategies used included: using verbal and non-verbal cues, improving classroom organization and arrangement, offering specific praise, stating clear expectations, managing materials appropriately, reminding and redirecting, and using proximity to the student.

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Although participants were provided with numerous proactive solutions, many participants opted to use staid techniques such as turning off the classroom lights, the use of rewards, and the use of punishment. Even though the principal investigator had discussed that turning off the lights to gain attention can have a potentially adverse impact on students with disabilities, several participants still reported using the strategy. For example, one participant commented, "I attempted to use the light flicker method when children were getting rowdy." Likewise, several participants reported utilizing strategies that promote extrinsic motivation, also discouraged during the classroom management workshops. For instance, the use of rewards and punishment were cited by several participants when they reported using a "tally" system or a "student bucks" system to earn weekly prizes.

Other reported strategies not encouraged during the classroom management workshops included writing students' names on the chalkboard, correcting students verbally, bribing students with candy, and ignoring the misbehavior all together. All of the aforementioned strategies were discussed and discouraged by the principal investigator during the classroom management workshops. It was explained to the participants that such strategies often create

additional behavior problems and infuriate already disruptive students.

<div align="center">Classroom Management Issues</div>

Both week one and week two survey questions inquired about the classroom management issues the participants faced during field experience. Most of the participants' responses revealed the typical classroom management issues seen in an elementary classroom. The participants mentioned such issues as talking out, students misbehaving during unstructured time, chaotic transition periods, off-task behavior, and uncontrollable talking.

One participant related such excessive talking to the nature of the child, "Incessant chattering. It usually starts with one student who talks loudly, then the rest join in. He's a good kid, just extremely social. He wanted to talk during a test too, but not about the test."

Similarly, another participant describes one or two students who bother one another and pull the rest of the class off-task.

> The students have a difficult time staying on task and not bothering one another. One or two students are always out of their seats and never complete their work. I have noticed my cooperating teacher constantly taking time out of

instruction to tell them to sit down or guide

them to stay on task.

As the participant pointed out, these seemingly small

issues can distract a classroom teacher and diminish time

spent on academics.

## Workshop Strategies Implemented

The participants' survey responses revealed 19

incidents in which specific workshop strategies were

utilized. The strategies used are presented in Table 2,

with examples of the participants' responses.

Table 2

*Workshop Strategies Implemented*

| Strategy Implemented | Participant Examples |
|---|---|
| Using non-verbal cues | "This past week I used the clapping pattern method." This strategy is used to gain the students' attention. The teacher claps a beat or pattern and the students repeat the pattern. |
| Redirecting with verbal cues | "I politely asked the students to put the ball away and sit in their seats." |
| Expressing clear expectations | "Telling students the exact steps they needed to do a project. Then before they started the project, having the students repeat what the steps were in their own words." |
| Implementing specific praise | "You made a good choice." Instead of telling a student "good job" this strategy explains to the student what they did a good job with (i.e. following directions, moving quietly in the hallway, or using more adjectives in their story). |
| Utilizing proximity | "I walked over to the group that was clearly off task to get them back to doing |

| | |
|---|---|
| | their assignment." |
| Preparing materials | "Before I taught my lesson on Egyptian hieroglyphics I prepared all of the necessary materials prior to class." |
| Reminding | "Just reminding the students of their manners and not talking while others are." |

Inadequately Addressed Classroom Management Issues

The data revealed that the participants still felt inadequately prepared to handle a multitude of issues, some of which had been addressed during the classroom management workshops. Participants admitted feeling ill-prepared to deal with issues such as responding to students who cry when they encounter academic difficulties, grouping different ability levels, coping with the attention getters or needy students, dealing with students who refuse to do work, and coping with students who are physically aggressive.

In addition to issues not covered in the workshops, several participants cited feeling inadequately prepared to handle issues that had been covered during the classroom management workshops. One participant cited an issue that was repeatedly addressed, talking. "How do you stop the talking? The students I'm with are very social." Similarly, another participant admitted, "I do not know of a different strategy that I could use on them to improve their listening skills and to help keep them on task."

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After analyzing the data from the initial pilot study, the principal investigator decided to restructure the classroom management workshops. First, the time frame in which the workshops were offered was extended over a longer period of time in order to increase attendance, lessen student workload and stress level, and allow more time to apply the strategies learned. Second, the data suggested that the surveys needed modification in order to find out the participants' rationale behind the chosen classroom management strategies. Third, the addition of pre- and post surveys would be a better strategy for comparing participants' prior knowledge and experience of classroom management strategies and the perceived effects of the strategy. The post-survey would also identify, through self-report data, what knowledge, skills, and strategies the participants found to be most useful from the six sessions of classroom management training.

## Pilot Study II

The second pilot study took place over both the fall and spring semesters of the 2006-2007 school year. Each workshop series began prior to the pre-student teachers' three-week field experience and extended into the last week of field experience placement. A total of 54 participants attended the fall classroom management workshops, while the

spring enrollment rose to 74 participants. Due to issues

with the data collection site, Blackboard, data could only

be collected and analyzed from the first semester. Since

the participants attended the workshops voluntarily in the

evenings, this increase in attendance led the principal

investigator to believe that word of mouth from the initial

workshop series had spread.

Effective Classroom Management Philosophies

As part of the restructuring of the second pilot

study, the participants were asked to complete a pre-

survey. The first question on the survey investigated their

beliefs concerning effective classroom management. When

analyzing the data it was apparent that there were two

separate views of effective classroom management, one that

was teacher-centered and one that was student-centered. The

participants' responses that were obviously one or the

other were very close in number, 14 teacher-centered and 15

student-centered. The remainder of the responses remained

neutral or offered a combination of both styles. Table 3

illustrates some of the responses that depict teacher-

centered and student-centered dispositions.

Table 3

*Effective Classroom Management Philosophies*

| Teacher-Centered | Student-centered |
|---|---|
| "Effective classroom management means that students in the classroom know and obey the rules. If they do not obey the rules, then they will be punished." | "As a teacher I feel that effective classroom management does not only involve the teacher but the class as well." |
| "It is essential for the teacher to have <u>control</u> over her/his class at all times." | "Physical arrangement of students, encouraging good behavior, and maintaining a positive atmosphere." |
| "Effective classroom management is when the teacher has <u>control</u> of the class and is able to teach effectively to the students without interruptions." | "Both teachers and students should have a mutual respect for one another and respect each other's decisions and reasoning." |
| "It means that I would have the attention of the students. Even if the students don't care what I would have to say, if I possessed good classroom management, then I would have gained enough respect in order to have their silent attention, even when they are not interested." | "By using effective classroom management, the teacher is attempting to limit classroom distractions and facilitate the <u>active learning</u> of his/her students." |
| "It is keeping them away from distractions and keeping you in charge." | "The students should be engaged and involved in the classroom experience." |
| "Classroom management means having the class under <u>control</u> and attentive to what needs to be learned." | "I think one of the best things to do in the classroom is to allow students to create their own classroom, rather than providing a list of 'not to do's'." |

The words "control" versus "active learning" shed light on

the extreme opposites of these two philosophies.

Perceptions of Essential Classroom Management Strategies

When questioned about what skills or strategies would help most in day to day teaching, the participant responses revealed more student-centered techniques. This suggests that the participants who had stated a more neutral classroom management philosophy, do in fact have a student-centered philosophy.

Many of the strategies or skills cited by the participants had been discussed during the half-day classroom management seminar taught by the principal investigator (i.e. non-verbal and verbal cues, proximity, student created rules, and positive time-out). Several strategies were reported more frequently than others. The use of non-verbal cues as an attention getting device was cited 15 times throughout the responses. Involving the students in the rule making process was cited five times in the college students'responses.

Teacher-centered strategies such as the use of rewards and punishment systems were cited by eight participants as being the most important skill needed on a regular basis. One participant response explains the rationale behind the strategy, "Keeping a points system or some sort of system to manage their behavior and disciplinary actions the first

day will be a key strategy to show consistency to my class."

Other responses revealed a need to learn the strategies that they felt would help them most in their daily teaching. Several participants admitted needing instruction in strategies that would aid with transition times, controlling student outbursts, and quieting the constant talking.

The pre-survey ended with four multiple choice questions aimed at gaining insight into the participants' beliefs on the importance of classroom management and their confidence level in their present ability in the area. First, the importance of classroom management was investigated when the participants were asked if classroom management was the most important aspect of teaching. The results revealed that 75% of all participants surveyed either strongly agreed or agreed. The second question investigated if the participants felt that classroom management was easy to implement. The results revealed that 77.5% of all participants felt classroom management was not easily implemented. Next, the participants were asked if he/she agreed with the statement, "Classroom management is not needed in the primary grades." Of the participants, 90% thought that the statement was false and that classroom

management was essential to the primary grades. Finally,
participants were surveyed concerning their comfort level
with their own classroom management skills. The data
revealed that 65% of all participants did not feel
comfortable with his/her present level of classroom
management skills, these data concur with previous research
on the lack of self-confidence in the area of classroom
management (Britt, 1997; Onafowora, 2004; Silvestri, 2001).

Rationale for Selected Classroom Management Strategies

At the conclusion of each week during field
experience, the participants were asked to complete weekly
surveys about their experiences. Mostly, the survey items
focused on specific classroom management strategies
selected by the college students and the rationale for
these choices. Out of the 43 responses, 12 participants did
not give a rationale for their choice of classroom
management strategies.

Table 4

*Classroom Management Strategies Chosen and the Rationales*

| Chosen Classroom Management Strategy | Rationale |
|---|---|
| Using verbal cues | "To refocus students." |
| Incorporating non-verbal cues | "Used rather than yelling over them." |
| Implementing transitioning strategies | "To help with management in the hallways." |
| Talking softly to | "When they were getting too noisy." |

| student | |
|---|---|
| Utilizing proximity | "If they did not follow suit, I would kindly continue teaching and walk over to their desk." |
| Requiring self-reflection | "I caught two students poking each other with pencils during my lesson, and one of them got hurt. So I had them write apology letters to each other." |
| Adding specific praise | "This was used to deal with students who got frustrated easily." |
| Reminding/Redirecting | "I told them that I cannot hear you if you do not raise your hands, and if it got out of control I would ask the class to remind the student of our rule about talking out." |
| Offering silent wait time | "Used when they began talking over the teacher during an activity. Many of students just talk out in class, which is the problem that bothers me most. My cooperating teacher did not handle this problem the way that I did though, she would yell at the student and just give them more attention than they got for talking out." |
| Having clear expectations | "To keep the students focused on the task." |
| Employing extension activities | "I made sure I had activities that kept each student busy, once they were done." |
| Developing rules, consistency, and routine | "Rules were not even posted in the room. And there was no behavior management strategy utilized by the instructor. For this age group, consistency is critical, but the students were not always exposed to that." |
| Referring to a child development book | "To see if his behavior was appropriate for his age." |

Several participants stated rationales did not offer an

actual reason for using the strategy, which suggests that

self-reflection on specific teaching practices is not

something with which the participants are familiar. The

absence of a rationale from the other 12 participants

further supports this hypothesis.

Inadequately Addressed Classroom Management Issues

The post-survey revealed that, even after attending

the 6-classroom management workshops, there were still

issues that the participants felt ill-prepared to handle.

These issues included how to deal with: using consequences,

managing bullying, dealing with fights where there is

physical contact between students, motivating students to

complete homework, handling emotional outbursts, and

communicating with parents. One participant addressed two

of the issues in his/her response:

> The only thing that I feel I need more
>
> preparation with is students who become
>
> emotional. Depending on the situation, I'm not
>
> always completely sure of how to handle it. Also,
>
> I feel that some more skills for dealing with
>
> parents would be a great help. It seems that my
>
> teacher talks to at least 2 parents each day due
>
> to the amount of students with special needs in
>
> her classroom.

Another participant cited a more severe issue of students becoming physical with one another. "Some students became very physical with their classmates. One child bit another child, and another pulled the child's hair. I made them move their bus to red, but I didn't know the standard protocol for these actions."

Despite the additional classroom management instruction, some participants still felt inadequately prepared to handle various classroom management issues. These findings may point to the need for alternatives in classroom management instruction, such as a longer series of workshops in the area of classroom management, on-site seminars during field experience, closer supervision in the field, or a more in-depth classroom management course.

A longer series of workshops would extend the time that pre-service teachers have to learn the many strategies needed to be an effective classroom manager. Similarly, a more in-depth classroom management course would allow extended time to be spent reviewing a multitude of research-based strategies. Likewise, on-site seminars would offer the pre-service teachers the opportunity to instantaneously apply the classroom management strategies learned, in a real classroom setting. Finally, utilizing closer supervision during field experience would allow for

more individualized instruction in the area of classroom management. The short duration, of the 6-classroom management workshops may have been inadequate to address the complexities of classroom management.

## Increased Self-Confidence

When analyzing the data on what the participants felt about the classroom management workshops and the impact such workshops had on the strategies the college students actually used, many responses revealed a new level of self-confidence. The following responses revealed that the participants felt "better prepared" or "a better teacher" after attending the classroom management workshops.

"I feel that the strategies helped me with my challenging class this semester and helped me feel better prepared for any situation that could come my way."

"I feel I learned how to be a better teacher and ways to direct praise along with great morning meeting ideas."

"By taking this workshop, I feel I am ready to handle a classroom on my own, and it will be successful because of these [*sic*] many strategies I have learned."

"I know I have so many ideas now from this workshop. Many of the papers and notes she gave us will be great references."

"This class has made me feel so much more confident about student teaching and what great things I can do for the students."

One enthusiastic participant posited that the workshops needed to be turned into a class, which would better prepare the students of the university for student teaching and their future careers.

> This will help in our own personal understanding of the classroom and will enhance our experiences in field. (….) needs this as a class, pre-service teachers need to take this class, and I do not know why it is not offered. This will put us above many other universities, and with the teacher I had during these workshops I know our pre-service teachers will be successful and the future of education will be forever changed for the better!

Data Analysis from Current Study

The data analysis for this study included the use of pre- and post-surveys and three different weekly surveys. The surveys were once again restructured in order to take the data collection one step further and have the participants reflect on how their chosen strategies could be altered in future situations. The principal investigator

was able to gather and analyze five different types of data. Data were then examined by taking a closer look at the classroom management strategies chosen by pre-service teachers and the rationales behind their choices. While much of the data confirmed previous research in the area of classroom management, new epistemological themes and issues were observed offering interesting insights for teacher educators, teacher education programs, and elementary school administration.

<div align="center">Well-Managed Classroom Philosophies</div>

Once again the number of participants rose and the present study included 84 pre-student teachers in the six workshops, while 70 pre-student teachers completed the surveys. This dramatic increase from the initial 21 participants in the first pilot study, reveals the perceieved need pre-service teachers have for knowledge in the area of classroom management.

Prior to the pre-student teachers' three-week field experience, all 70 participants completed a pre-survey in which they were asked what a well-managed classroom looks like. Fifty-seven of the participants painted a picture of an active classroom that was well-organized and student-centered. Their responses revealed similar characteristics including: displaying student work, keeping students on

task, students working cooperatively, set routines in place, student-created rules posted on the wall, and a community-like atmosphere. Thirty-nine participants referenced predictable routines and organization throughout their responses. One typical pre-survey response was:

> A well managed classroom has things in neatly [*sic]* order around the whole room. It has kids following directions and has a daily schedule that their [*sic]* use to. The students are involved in their work and not running all around. A well managed classroom is work oriented but is relaxed and pleasant.

The participant responses revealed several characteristics that the principal investigator had discussed during the half-day classroom management seminar, prior to completion of the pre-survey. Clear pathways, lack of clutter, a view of all students, and organized materials were all previously discussed during the seminar. These characteristics were evident in the participant responses, such as the following.

> A well-managed classroom should be set up in a way that the classroom will not become cluttered easily. You should be able to move around the classroom with ease, it is important to be able

to see all your students while you are teaching.

A well-managed classroom will not be messy, it

will be set up in an organized fashion.

Another participant depicted an active classroom where students are engaged and learning. "A well managed classroom may not always be quiet, but students are actively engaged in the present lesson, or activity related to the lesson. The students are on task throughout the lesson."

A community or family atmosphere was a recurring theme throughout the responses, as this response suggested:

A well-managed classroom is one that is family

oriented. The classroom should be friendly and

open to all students. A well-managed classroom is

one that allows students to be open in their

opinions. The classroom should not be scary it

should be inviting to all. The classroom should

be designed in a way that helps with cooperative

learning.

Three participants' responses depicted a different view of a well-managed classroom. Their responses represented a more teacher-centered classroom, whereas the other 57 participant responses represented a more student-centered classroom that promoted active learning. The first

participant's response viewed a well-managed classroom as one that is quiet and authoritarian. "Quiet, in control, the students behave and listen to what the teacher asks them."

The second participant's response views the students as obedient followers as opposed to active participants. "All the students are calm, and the teacher has complete control over the classroom. Students are staying on task with the lesson that has been prepared."

Lastly, the third response depicted the students working cooperatively, while still remaining very calm and quiet, as opposed to a lively and productive classroom full of fun and excitement. "A well-managed classroom is very calm and everyone working together. If they are in small groups then there is quiet talking and everyone working together. There is no chaos."

Perceived Strengths in Classroom Management

Twenty-two pre-survey responses pertaining to the participants' strengths in classroom management painted a picture of inexperience, lack of specific instruction, and longing for more knowledge in the field of classroom management. These responses supported previous research on pre-service and novice teachers' perceptions of their classroom management skills (Britt, 1997; Onafowora, 2004;

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Silvestri, 2001). One particular participant disclosed

uncertainty in the area of classroom management:

"I am not really sure what strengths I have in

classroom management I would have to say that I lack

classroom management skills."

Another participant admitted that classroom management

was his/her greatest weakness by stating:

"Since I believe classroom management is my greatest

weakness, strengths are hard to come up with."

Furthermore, a lack of specific instruction in

classroom management was noted by one participant as the

reason for his/her insufficient skills or strategies in the

area. "I have never taken a classroom management class,

therefore I do not have a lot of skills or strategies."

Another response painted a vivid picture of a lack of

self-confidence in the area of classroom management.

> I work at a daycare and I feel that the children
> do not listen to me at all. I can yell as much as
> possible but they don't take me seriously. I feel
> that they look at me like I am a joke. I am too
> nice and do not follow through with what I say I
> am going to do if they act up. I always give them
> more chances than they deserve.

Nineteen participants who did respond with strengths in classroom management skills or strategies did so by reporting strategies that had been discussed in the half-day classroom management seminar given by the principal investigator. Strategies such as the use of non-verbal cues (i.e. a bell, chime, or rain stick to focus attention) were cited frequently as strengths. Two typical responses were:

"A variety of noise to gain the students' attention. Such as bells, chimes, etc…" and "The few I know include: using a whistle (or other noise maker) to gather the students' attention, using a hand signal and clap once clap twice."

Eight participants reported strengths that had been learned through life or work experiences. One such life and work experience was that of learning through trial and error.

> I have experienced more educational settings than just field experiences that correspond with the education blocks. Therefore, I have seen a variety of methods in how teachers handle classroom management. I have been the head teacher of a summer program for two years, so I have done some trial and error with what works and doesn't work in classrooms.

Moreover, one participant's work experience utilized a structured environment as a strength in classroom management.

> I worked in a facility for troubled youth for a while and the structured environment taught me many things. I learned that children strive in a structured environment because they know what is expected of them. Clear concise instruction is very important, wording is everything.

Similarly, another participant reported a work experience strength that shared similar characteristics of being clear, concise, and consistent.

> After working at the daycare for a year, I think I have gained experience and skills in not letting things go-if I say they will have to sit in the chair during circle time then they will have to sit in the chair.

*Inappropriate Strategies Viewed as Strengths*

Responses also revealed the use of ineffective strategies acquired through other experiences, possibly during the college students' experiences as young children in schools. For example, "I will turn the lights off and say 'One, two, three, eyes on me.' Then, when they are all looking, turn the lights back on." Even though the

principal investigator discussed the fact that flicking the lights off and on had been found to have adverse effects on students with certain disabilities, the strategy was still cited as a strength or successful strategy.

Another strategy not recommended by the principal investigator during the classroom management half-day seminar was negative reinforcement, such as extended time out. The principal investigator specifically discussed the pitfalls with such a strategy, yet this participant cited it as a strength.

> I am an organized person so I would probably have the rules posted along with some type of discipline chart, depending on the grade level. For example, in kindergarten or 1st grade, I might have a paper person for each child and if they break a rule they will have to move their person to 5 minutes of time out, then 10 minutes, etc…until they miss their whole playtime.

In summary, strategies such as these are evidence of a teacher-centered classroom that does not promote a positive atmosphere for children. This style of classroom management is similar to that of Lee Canter's Assertive Discipline, used previously by many educators.

Strategies Perceived Most Helpful During Field Experience

In regards to strategies perceived as most helpful, the survey responses are similar to the responses the participants gave for their strengths in classroom management (i.e. using non-verbal cues to focus attention technique, improving classroom organization, and restating expectations for students). However, a new theme emerged in 26 of the participants' responses. These participants admitted they had not yet learned what they think will help them most in their future teaching experiences. Central to this theme was the concern of how to maintain students' interest when the class represents a wide range of ability levels. One participant reported feeling ill-prepared to deal with discipline problems and the diverse learners found in every classroom.

> I feel I need to learn skills about how to keep students from "acting out" in class and how to deal with it. I also need strategies on how to involve all students in the classroom in each lesson I do. How do you keep everyone's interest when everyone is on [*sic*] a different learning styles and levels?

Moreover, dealing with disobedient students and keeping the students' attention while teaching, without yelling, was a major concern of several participants as evidenced here:

"I would like to learn how to keep students' attention to a lesson without yelling and screaming. I would also like to learn what to do when you are disobeyed by a student."

Another concern cited by one participant was how to deal with the class clown, without losing his/her own temper. "Learning to deal with a class clown, and how to keep calm even when students are pushing your buttons. No one likes to loose [*sic*] their temper, and when they do they loose [*sic*] even more control."

Furthermore, several participant responses depicted the naïve expectation that there was a clearly defined course of action that would expertly address each and every discipline issue that may arise. "How to deal with discipline. What is the best way to handle a situation?"

Previous Classroom Management Training

This lack of confidence in handling difficult situations may be related to lack of training. Out of the 70 participants, 58 reported that they had no previous training in classroom management, while 12 indicated that being dual majors in special education allowed them to take

a course only offered to students in that department. From these 12, 11 reported learning many strategies in this course that could be transferred to the elementary classroom.

> I took the classroom management class for special education majors, since that is such a key fact to know when in a classroom. I learned a ton of useful tips, but I feel the workshops/classes will help me even more.

One of the 12 participants disagreed with the rest and felt the course did not offer many strategies that would help during field experience. This student wrote, "I only took the classroom management class in the special education department. However, I don't feel that I learned much from it."

Since only 12 of the 70 participants had any type of classroom management instruction previously, the principal investigator is reasonably confident that the majority of comments resulted from direct exposure to the classroom management workshops detailed in this study.

### Pre-Service Teacher Concerns

The data on pre-service teacher concerns once again supported the lack of self-confidence, lack of known specific classroom management strategies, and the concern

of meeting the needs of the students in reference to student behavior. However, several new themes surfaced pertaining to transition times, time management, and going against the cooperating teacher's methods.

Transitioning students from one area to another or through the hallways was one such theme. "My main concerns are keeping the students focused, but transitioning them from one thing to another." The second theme, time management, is one that many pre-service and novice teachers struggle with frequently.

> I notice that the hardest thing to do is time management. Time management is a big part, in my point of view, of classroom management because a teacher always needs to have something for students to do if they finish early or a way to get the necessary information into the lesson for the students.

The third new theme to emerge was the issue of going against the cooperating teacher's classroom management practices that were already in place.

> My only concern (fear) is that my co-op will not be happy with my managing of the classroom. So, I am going in with the attitude that I will learn from my co-op first and then try to put his or

her same practices in effect without losing my

identity in it all. We need to gel together and

then I am sure that the children will pick up on

that unity; however, they may test it at first,

but they soon will see I will follow their main

teacher's same pattern of classroom management

techniques to make it better for them in the long

run.

Proactive Classroom Management Strategies

Once the participants began their three-week field

experience, they were asked to respond to weekly surveys

about their classroom management experiences. Upon

analyzing the data on the participants' chosen proactive

classroom management strategies, the principal investigator

found that many of the pre-service teachers cited the use

of strategies learned through the classroom management

workshops offered by the principal investigator. The

proactive strategies, ranked from most to least frequently

implemented, are represented in Table 5.

Table 5

*Self-Reported Proactive Classroom Management Strategies*

| Proactive Strategy | Number of Participants Reported | Examples of implementation of strategies |
|---|---|---|
| Employing clear expectations | 16 | "I tried to tell the students what we were doing before I started the lesson. I also tried to tell the kids what was expected of them such as raising their hands and not speaking out of turn." |
| Using non-verbal cues | 13 | Hand clapping patterns repeated by students, noise makers (bells, clickers, chimes, & whistles) |
| Transitioning in small groups | 10 | "Dismissing students back to their seats by groups." Or "I didn't call all kids to the carpet. I either did boys than [*sic*] girls, or everyone with red shirts, black shirts." |
| Offering verbal cues | 9 | Pack and stack or 1,2,3, eyes on me |
| Reviewing rules | 5 | "Before teaching my first lesson, I had the students go over their everyday class rules. I had the students tell me what some of their rules were and then informed the students that even though their usual teacher wasn't teaching them the same rules would be implied." |
| Utilizing proximity | 4 | "I walked closer to the student who was whispering." |
| Planning material procedures | 3 | "I presented directions before the materials so that the students could focus on what was being said before beginning." |
| Offering specific | 2 | The student made sentences and drawings for an example |

| praise | | of cause-and-effect. As I walked around the classroom, I said "Wow, that is original!" or "Great illustrations Addy!" and "I like how Brittany used lots of descriptive words." |
|---|---|---|

*Barriers to Utilizing Proactive Strategies*

Several participants commented that they felt uncomfortable utilizing their own proactive classroom management strategies, since their cooperating teacher had already established his/her own. One participant noted that the cooperating teacher expressed distain for classroom management strategies learned outside the public school classroom. "The co-op I am with is not into this 'classroom management junk,' a comment she made when I first began with her."

Next, another participant revealed that the entire school he/she is placed in had their own management technique that every teacher was expected to use. "The school I am at uses a management technique that I have never heard of (…) my co-op uses this technique a lot, so I tried it, and for my class it actually works (…) most of the time."

Additionally, one of the participants cited not being given the opportunity by the cooperating teacher to even

address classroom management issues. "In my classroom it seems like at this stage in the game my co-op steps in when there is a management issue rather than letting me try to handle it."

The responses reveal the limitations pre-service teachers face when attempting to implement learned classroom management strategies. This is an important consideration for instructors of classroom management strategies and supervisors of pre-service teachers.

*Non-proactive Strategies Attempted*

Six participants reported using strategies that were depicted as ineffective during the principal investigator's classroom management workshops. The strategies chosen promote extrinsic short-term behavior that is teacher-directed rather than student-centered. Several participants cited the use of rewards, even after the principal investigator repeatedly discussed this strategy's negative consequences on students during the classroom management workshops. Two examples of extrinsic reward reported by the college students were:

"I gave stickers to students who raised their hand and participated throughout the day." and "I also told them, when I was passing out treat, that I was not going to give

anything to them if they were not sitting quietly in their seats."

One participant used an elaborate debit/credit system utilized by his/her cooperating teacher, which relied upon extrinsic motivation via monthly rewards. This style of classroom management was also addressed during the classroom management workshops as one that leads to a poor or over inflated student ego, since the students who repeatedly lose their credits are punished monthly for their actions, while other students are continually rewarded and praised for their behavior.

> Each student receives 45 credits at the beginning of each month. From there, the students are debited as consequences of their actions. The amount debited is predetermined by a list of actions. For instance, if a student needed to take a trip to their locker, they are debited five dollars. Following the close of the month, students can purchase rewards with their remaining credits.

Most intriguing to the investigator is that this style of management is directly rooted in behaviorism theory as mentioned in Chapter Two. The students are coerced into compliance via rewards and punishment. Extrinsic

motivation, while temporarily effective, does not promote long-term results and is usually a quick fix to a greater underlying problem (Manning & Bucher, 2007).

<div align="center">Classroom Management Issues</div>

The majority of responses revealed that the traditional issues of classroom behavior still exist in the 21st Century. The participants cited repeatedly such behaviors as talking during instruction, tattling on one another, and off-task behavior. Some examples of these concerns are:

"The class will get off task and want to talk. When they start to talk they get loud and won't listen to the teacher." and "The students tattle on each other for everything."

Seven of the participants reported more severe behaviors occurring in the classroom. One such incident would be categorized as psychologically unsettling by the principal investigator. The infractions ranged from children flicking rubber bands at each other to spitting in each other's faces. Two participants reported that students were physically harming one another.

"Students wanting to hit each other."

"We had one issue with a student hitting another student on the leg with a pencil."

Equally troubling, two other participants revealed that students used objects and their own bodily fluids to rouse one another during class time.

"One student was trying to flick a rubber band at another."

"I had two kids spit in each other's faces."

However, the most disturbing incident occurred during the most unstructured part of the day, recess.

> At recess, a female student was upset because two other female students would not play with her. So, she drew a picture of the other girls with blood coming from them and said she wanted them to bleed. She also drew herself with a sad face, the other girls with happy faces and wrote, "My life sucks."

In addition, eight of the participants reported students who were disrespectful, disobedient, and refused to do their work as one participant explained:

"A student talked back to a teacher and refused to do work and when he gave in he would work very slowly and not accomplish much at all."

Another participant reported a lack of participation and refusal to follow teacher commands or directions as another disrespectful and disobedient behavior seen in the

classroom. "One student misbehaved by not wanting to participate. She told him to go back to his seat and instead he ran out of the room."

Furthermore, an account of incompliance with classroom procedures was revealed by one participant's response, who wrote:

"Some students never even get out their book for the subject they are in while others have books, coats, and everything else all over the floor."

With respect to transitions, which are common opportunities for students to drift off task, six of the participants' responses revealed that transition times posed difficulties. Routines such as walking through the hallway and bathroom breaks became surprisingly difficult. Two responses recapitulated the difficulties in these areas. One wrote, "She lets the students go to the bathroom by themselves if they have to go, which is fine, but they never come back. Then when they come back they have to go again in a half hour."
Another stated,

> One of the biggest issues that I notice in our
> room is that my first graders find great
> difficulty in walking quietly down the halls.

They have to be reminded constantly to use quiet

voices, stand up, and stand in line.

Rationale for Selected Classroom Management Strategies

Upon analyzing the participants' chosen strategies, it

was discovered that many had stated strategies they had

previously mentioned as proactive classroom management

strategies. There were 35 participants who listed a chosen

strategy, but gave no rationale for their choices. This

demonstrates a lack of self-reflection or the inability to

communicate their rationale in writing. An overview of the

participants who did offer a rationale for their chosen

classroom management strategy are presented in Table 6.

Table 6

*Self-Reported Classroom Management Strategies Rationales*

| Chosen Classroom Management Strategy | Rationale |
|---|---|
| Talking softly to student | "I chose this strategy because I didn't want to interrupt the teacher while she was teaching and I also did not want to distract the other students." |
| Using non-verbal cues | "I watched the cooperating teacher do the one where she held her fingers up and that seemed to work as well, so I used that when I taught my lesson." |
| Utilizing proximity | "I have learned that standing in close proximity to a student who is not doing what he/she is supposed to be doing will often times cause the students to self correct their behavior." |
| Incorporating student | "Violence. Again, we discussed the |

| conferences & self-reflection | situation, I participated minimally, just standing near the students and providing ideas if they were needed. I chose the skill mentioned earlier because I do not want to call, or single out a student. My co-op does that, but I feel there is a more effective way to do so." |
|---|---|
| Offering verbal praise of positive behavior | "The verbal cue could serve as a reminder to a student who is shouting out, instead of addressing the issue by directing a comment to a student who is not following directions." |
| Raising voice/direct intervention | "I don't think that is a part of any strategy. Sadly, I think that I was overwhelmed and did not think of a strategy to use, but mine worked for a little while." |
| Enacting rewards | "This was the only way the teacher thought that she could get everyone to do their work because she did not feel that taking recess or losing points was working." |
| Including extension activities | "Often times students finish early and they seem to be ones that cause problems and/or disruptions in class, getting everyone else off task." |
| Flicking off light | "I use the strategy because my cooperating teacher used this and it works really well. |
| Reminding/Redirecting | I would ask the student what he or she is supposed to be doing. I would also say the student's name and remind him or her to keep to his/her own work and do not worry about what someone else is doing. |

In summation, many of the strategies reported had been

learned in the classroom management workshops, while others

reveal a variety of ineffective strategies learned ad hoc from various experiences.

<p style="text-align:center">Alterations of Implemented Strategies</p>

In order to examine how participants tried to adjust or implement known strategies, the participants were asked to reflect on how they would alter or change a chosen classroom management strategy they had used thus far in their field experience placement. The responses varied and revealed several participants would change nothing at all.

Several did not give a specific strategy used, while some did not give a rationale for their change. Once more, the data suggested a lack of self-reflection on behalf of the participants. The strategies chosen by the participants to be changed along with the rationale for doing so are presented in Table 7.

Table 7

*Alterations of Implemented Classroom Management Strategies and the Rationales Behind the Change*

| Strategies Altered | Rationale for Change |
|---|---|
| Using several phrases that the students repeat such as "1,2,3, ready as a worker bee" | To avoid boredom with one phrase |
| Purchasing a non-verbal gadget | "Talking over them just isn't effective." |
| Making students responsible for helping to prepare things for class | They feel included and will pay attention more and actively participate. |

| Having a morning meeting | "Causes tension between students to lessen" |
|---|---|
| Incorporating morning meeting or a time for class to talk as a whole | "I feel this is vital in a students' life because as they learn to grow up they need to be able to communicate with others and work as a team." |
| Rephrasing my questions | I ask questions that require a verbal response when I really am looking for a non-verbal response, like raising their hands. |
| Getting some sort of noise maker | I presently use the lights off or talk loudly and say, "Sit down and be quiet." I am really getting sick of this. |
| Changing the way I get the students' attention | I usually call out students who are talking when I am teaching or pause, and this does not always work. |
| Using wait time | I have found that sometimes it is best to be quiet and wait until the students notice and focus on you. |
| Changing strategies to be appropriate for older grades | What I did with second graders is not effective with the fourth graders. |
| Distributing awards and bribes | Move away from this in order to get the students to monitor their own behaviors. |
| Using a traffic light system and moving color cards from green to yellow or red as a punishment | I will have the students write me a letter explaining misbehavior and future action. The reason I will try this is that they do not seem to care much if their cards are moved. |

The rationales given for the participants' change in classroom management strategies demonstrated their growth since their initial half-day classroom management seminar and first classroom experience. The participants had begun to see first-hand that some strategies are more effective

than others. The strategies learned in the classroom management workshops offered the participants alternatives to ineffective strategies they may have witnessed their cooperating teacher or former teachers use, or a strategy they may have used themselves.

Yet again, three participants commented on the difficulty of trying to implement classroom management strategies under the cooperating teacher's supervision. Some even reported that they followed the cooperating teacher's style, rather than their own. One college student wrote, "As the classroom is not my own it is difficult to implement all measures I would wish to."

One participant admitted to modeling the cooperating teacher's classroom management style a little too often.

"My teacher either talks really loud over the students to get their attention, so [*sic*] she stands and waits for them to get quiet (…) Unfortunately, I find myself following her example, sometimes a little too much."

The third participant explains that initially he/she felt capable of dealing with classroom management issues; however, eventually he/she reverted to the strategies utilized by the cooperating teacher.

> I was able to manage the classroom behavior for a
> few days, until the students started to realize

that I didn't want to give them "white slips" for

misbehavior, because I felt bad. After that I

realized I needed to become more strict and

enforce the white slips. And after I did the

students started to listen to me again.

Unfortunately, pre-service teachers are often placed

in classrooms where cooperating teachers believe they are

to be the only model for the pre-service teacher. Rather

than prompting the pre-service teacher to try various

classroom management strategies, cooperating teachers often

expect them to copy their classroom management techniques.

Some cooperating teachers might not want to be cast in the

role of disciplinarian while pre-student teachers are cast

in the role of being more lenient, "nicer," and more well

liked by the children. However, this could also occur due

to the pre-service teachers' lack of confidence in asking

the cooperating teacher to try out new strategies he/she

had learned.

Inadequately Addressed Classroom Management Issues

There were still many issues that the participants

felt inadequately prepared to handle, despite attending the

classroom management workshops. Some of the issues that had

been previously mentioned were once again cited as areas of

further concern (i.e. tattling, bathroom issues, students

refusing to do work, and walking quietly in the halls).

However, there were a few more severe incidents that the

participants did not feel prepared to handle. The responses

included child abuse, explosive behavior, bullying, and the

inclusion of a student with Aspergers Syndrome who

possessed violent tendencies.

Dealing with child abuse was an issue with which the

participant felt inadequately prepared to cope:

"A student stated that her mother punched her in the

arm and it was discovered that she did have bruises on

her."

Three other participants reported feeling inadequately

prepared to handle students who displayed anger and violent

behavior.

"Many of the faculty believe that the student may have

Aspergers. I've been witness to three episodes or

'meltdowns' as my co-op calls them and I'm never really

sure what I should be doing in this situation."

Another college student wrote, "There's a student in the

classroom that can be 'set off' very easily. He is an

exceptionally bright student, but not the most

cooperative," while a third student explained,

"Understanding how to communicate in a positive way with

students that have uncontrollable behaviors is something I would like to know more about."

One participant cited preventing or intervening in bullying situations as a very challenging area of classroom management:

> Kids who are verbally mean on purpose to one another and then not held accountable for their actions. One boy purposely knocked over another student's recycle monster today and then when I asked him why he did it he said "I don't know. I felt like it." He was disrespectful to me on one occasion and I told him that I did not appreciate his attitude towards me. He had no reply, and I ended it there, because he has a history of throwing tantrums and I was not sure of how far to go with him.

There were several less significant issues that had not been previously cited as classroom management issues, however, later the participants reported feeling ill-prepared to handle such issues. Dealing with students that constantly make bizarre comments that distract the teacher and other students, meeting the needs of varying ability levels at one time, and coping with conflict in the

lunchroom were areas of further concern as indicated by the three statements below:

"One student will always raise his hand and say completely off the wall things like, 'I dreamt of a unicorn last night.' I do not know what to say or do about this student."

"The class I am in has a very broad range of abilities. It's hard to keep them all on task when some of them are bored out of their minds and some of them still don't get it."

"My students have trouble in lunch no matter what we do. I tried talking to the students about their problems but I did not know what to say or how to deal with the child's problems."

Workshop Strategies Implemented

Many of the classroom management strategies taught in the classroom management workshops were applied in the classroom; however, some participants still reported they had not been given the opportunity to do so by the cooperating teachers. Many of the strategies utilized stemmed from the Responsive Classroom components taught by the principal investigator during the workshops (i.e. using morning meetings, applying logical consequences, implementing all-play recess, establishing parent

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communication, and requiring student self-reflection of

their behavior).

Table 8

*Workshop Strategies Implemented*

| Strategy Implemented | Participant Examples |
|---|---|
| Requiring student self-reflection | "When something bad happens, have the student write down their story repeatedly until the true story comes out. We had Santa workshop this week and one of the students had two checks that were both supposedly from the child's mother though they looked different. In the end it turns out the child stole the check, but it took several times for the correct story to come out." |
| Implementing all-play recess | "At recess there is always a few students who just wonder around. This past week I started playing soccer with whoever wanted to. I started with just my classroom and then the next day we had second graders, the kids really enjoyed playing." |
| Using morning meetings | "This past week I did morning meeting that we learned in the workshop! I was honestly amazed at the difference in the kids afterwards. It could have just been my imagination, but the kids just seemed calm and less talkative. I was truly amazed and will definitely use this in my own classroom-it was awesome!" |
| Applying logical consequences | "I have been trying to make the punishment fit the behavior." |
| Establishing parent communication | "We learned how to deal with parents. This really helped me out because I had to write a letter home to parents." |

The Impact of Classroom Management Workshops in the

Classroom

Participants, who were able to apply the classroom
management strategies, reported that the strategies learned
had a positive impact on their students and the classroom
environment. However, the recurring issue of several
participants not having the opportunity to apply learned
strategies still existed.

One participant revealed the impact of logical
consequences on the overall management of the classroom.

> Yes I do. I feel this week I have been more able
> to manage the students. I used logical
> consequences in the room this week. First with
> the child who stole the check. Secondly, with a
> child who broke one of the decorations hanging up
> in the classroom.

Another participant reported the use of silent written
reminders, via the use of a written note card taped to the
student's desk, as reducing the undesired behavior.

> Yes! Simple ideas like taping a note card to the
> child's desk that says "talking out" and just
> walking over to the desk and pointing to the note
> card when the child is talking out. This simple

idea has made a great impact on the management of the classroom.

The workshop strategy of knowing your students is as important as knowing your curriculum, was revealed by one participant as having an impact in the classroom.

Yes. I am more aware of my students. After you telling us to try and remember each child's first and last name, and then write down an interest of theirs, I have been trying to get to know them a little more.

The issue of the cooperating teachers not offering pre-service teachers the opportunities to try out learned classroom management strategies was a recurring theme through out the study. One participant's continued frustrations come to a head in his/her vivid response.

My co-op does not believe in any of this classroom management business and has basically made sure I know it is not wanted nor will be tolerated within her (stress HER) classroom. Her rules and regulations are what the kids follow, and I am to abide by that while I am in her classroom. I can see where improvements could benefit her and the great kids she has, but if it

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is not wanted nor invited - I haven't a hope nor

a prayer of practicing it right now.

Classroom Management Skills Used in the Future

The participants were asked what classroom management skills learned from the workshops would they utilize in the future, both in student teaching and in their own classrooms.

Based on the responses given by the pre-student teachers, 30 of them want to implement the morning meeting strategies in their student teaching, in addition to the five pre-student teachers who were already able to implement the strategy during their field experience. The difference between the strategy being implemented in field as opposed to student teaching suggests that this strategy may require total autonomy of the pre-service teachers to manage the classroom. This autonomy does not usually occur until the pre-service teacher has multiple weeks within the same classroom and has taken over the responsibility of teaching all day, as opposed to only teaching several lessons or subjects in field experience.

The participants also reported wanting to implement many of the other skills learned from the classroom management workshops into their future classrooms (i.e. implementing all-play recess, using non-verbal and verbal

cues, remaining calm, incorporating logical consequences and student self-reflection, utilizing reminder note cards on student's desk, transitioning students in small groups, using positive time out, creating student-created rules and traveling rules, modeling expected behavior, and trying specific praise). The participants commented repeatedly that they felt it would be more realistic for them to attempt implementation of the learned classroom management strategies in their own future classrooms rather than in student teaching. In their responses, the participants also addressed the idea of trying out all learned strategies and figuring out what works for the participant and his/her specific classroom management issue.

<div align="center">Evidence of Growth in the Post-Survey</div>

Participant responses in the post-survey reflect their overall learning and understanding of a well-managed classroom and the characteristics that are essential for a classroom teacher to have effective classroom management. Compared to the pre-survey responses, the post-survey responses were more specific, offering a clear picture of the strategies and characteristics of a well-managed classroom.

Table 9

*Concepts of a Well-Managed Classroom: Comparison of Pre-*

*and Post-Survey*

| Pre-survey Responses | Post-survey Responses |
|---|---|
| "A comfortable, learning environment with little behaviors erupting but a firm teacher when it does occur." | "There is no specific guidelines for what a well-managed classroom looks like-at a glance a class where the kids are running around the room could look unmanaged but as an outsider who knows what is actually going on-maybe they are acting out a battle scene or doing a morning meeting activity—a well managed classroom could look like anything at any moment; however, well-managed students know what needs to be done and when –they know when to be quiet and they know when they can be loud." |
| "The students and teacher demonstrate respect for one another. The students are attentive and listening to the teacher. The teacher has the class under control and does not have to constantly badger students to be on task." | "A classroom that students and teachers all have respect for one another. Students can work in groups and in singles productively with little or no fighting. Students know the class routine and can adapt to change in the routine with guidance from the teacher. Also if students do not follow the rules they know they are responsible for their behavior." |
| "The classroom is organized and the teacher is in control. Students are behaving and are completing their tasks." | "Is very structured with students knowing what is expected of them and doing it with little or no fulling [*sic*] around. Self-directed and independent monitoring." |
| "Students engaged in learning either in groups | "The rules are posted, the students take traveling rules |

| or singles. No running around or screaming." | with them wherever they go, and they follow the rules. All problems are handled effectively and not ignored. The teacher notes any problems and dates them for evidence. The time between subjects/specials is short and not wasted. The students have practiced over and over how to do things so they are quick at it. The students all participate and everyone feels respected." |
|---|---|
| "A well managed classroom is very organized with the children under control." | "Depending on the grade level of the class, students' desks are grouped in a [*sic*] order that they will be able to collaboratively [*sic*] work together and share ideas. Students are united in a classroom community where there is no bullying and where students partake in morning meetings. Students help decorate the classroom by posting bulletin boards. Students make sure they clean up after themselves and participate in class activities and jobs." |

It is evident from the examples given in Table 9 that the participants have taken a great deal of what they learned from the classroom management workshops. The responses reflect specific student-centered strategies taught within the classroom management workshops (i.e. student-created bulletin boards, expected routines, morning meetings, active learning, cooperative learning, self-

monitoring, traveling rules, quick transitions, and class community). All but two participants stated specific student-centered strategies taught within the classroom management workshops. However, two participants remained teacher-centered, which was revealed by their responses below:

"A well-managed classroom looks like one where the students pay attention to the teacher, they do not act out."

"The students are either working silently by themselves or quietly with partners."

### Increased Self-Confidence

The pre-survey vividly portrayed a lack of self-confidence in the area of classroom management. The participants admitted to knowing little about classroom management and were eager to learn from the workshops they were about to attend. Responses such as, "I am not really sure what strengths I have in classroom management. I would have to say that I lack classroom management skills," reflect the twenty-two participants who initially reported, in the pre-survey, feeling inadequately prepared in the area of classroom management. However, in the post-survey, all participants who responded reported feeling more

comfortable and reported multiple strengths that they now

acquired through the classroom management workshops.

Along with crediting the strategies learned during the

classroom management workshops, such as the use of student

cheers (i.e. making the motion of grating cheese and

cheering, grate, grate, grate) to motivate and excite

students, one participant also mentioned the opportunity

he/she had to implement the strategies during his/her field

experience.

> I believe I have a lot of classroom management
>
> skills and strategies now that I have taken the
>
> classroom management workshop. I feel that I can
>
> control a classroom. I think this because I have
>
> had the fortunate experience to take over the
>
> classroom while my co-op was not at school. I
>
> have used some of the techniques that I learned
>
> in the class in the [*sic*] classroom. They worked
>
> very well. I have used "kiss the brain," "round
>
> of applause" and some others. They are fun and
>
> the kids enjoyed them as well.

Several participants overtly reported an increased

self-confidence in classroom management as well. One

participant specifically cited the Responsive Classroom

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components as strategies that allowed for an increased

confidence in the area of classroom management.

> Before being introduced to the idea of responsive
>
> classroom [*sic*] through the workshops, classroom
>
> management was a major concern in my mind.
>
> Following these workshops, I feel more
>
> comfortable in handling situations as well as
>
> further researching methods of classroom
>
> management.

Even though one participant admits to still needing to

learn more in the area of classroom management, he/she

revealed feeling better equipped to handle a classroom.

> I am still learning, but I feel that I am now
>
> better equipped to handle a classroom. I know how
>
> to effectively set up a classroom to promote
>
> learning and behavior, I know what to do when
>
> there is an incident involving the students, I
>
> understand what behaviors are appropriate for
>
> certain aged students and how to alter that
>
> behavior.

Recurring Themes Across All Three Studies

The data from the three studies revealed similar

themes from the participant responses. First was the

perceived need for specific instruction in the area of

classroom management. Evidence of such need is seen from the increased attendance from the initial pilot study. The participants took their own free time in the evenings to voluntarily attend the workshops that were not offered for course credits and the participants did not receive a grade. Undergraduates are often heard asking, "What do I need to do for an A?" which leads instructors to think that the grade is the most important aspect of the course; however, the participants' eagerness to learn more about managing the classroom effectively as evidenced by their attendance at the six workshops, would refute this theory.

Second, the lack of self-confidence in the area of classroom management was evident in each of the studies' responses. However, by the completion of the 6-classroom management workshops, the participants reported a new found confidence in their classroom management abilities. Since classroom management instruction is not a part of this teacher education program, it is no surprise that this study supports previous research findings on the lack of self-confidence in classroom management (Britt, 1997; Onafowora, 2004; Silvestri, 2001).

In order to find out if classrooom management instruction is part of other teacher education programs in Pennsylvania, the principal investigator searched all

course descriptions in both elementary and special

education departments of all 14 universities in the

Pennsylvania State System of Higher Education. The findings

from the search are represented in the Table 10.

Table 10

*Pennsylvania State System of Higher Education Search for*

*Classroom Management Instruction*

| School | Elementary Education-specific classroom management course | Special Education-specific classroom management/behavior modification course | Classroom management instruction-embedded into other courses where multiple topics are addressed |
|--------|------------|------------|------------|
| 1 | | X | |
| 2 | | X | |
| 3 | X | | |
| 4 | | X | X |
| 5 | | X | X |
| 6 | | X | |
| 7 | | X | X |
| 8 | | X | X |
| 9 | X | | |
| 10 | | X | X |
| 11 | X | X | |
| 12 | | X | |
| 13 | | X | |
| 14 | X | X | |

Of the 14 PASSHE teacher education programs, only four had

specific courses dedicated to instruction in effective

classroom management for pre-service teachers. Although

they did not have specific courses in classroom management,

five programs had classroom management embedded within

other courses that offered instruction on multiple topics (i.e. teaching technology in the classroom, planning lessons, integrating computers, discussing issues in education, dealing with gender issues, and using evaluation and assessment). Course titles such as Principles and Practices of Teaching, Instructional Strategies and Management, Integrating Principles of Learning and Teaching: Classroom Applications and Pedagogy, reflect the compilation of topics offered within the courses.

Twelve teacher preparation programs offered courses in their special education departments that focused more on behavior modification, rather than classroom management. Course titles and descriptions such as Behavior Management with Individuals with Exceptionalities, Behavior Intervention and Support, and Behavior Principles, reveal the content to be centered on controlling the behavior of children with exceptionalities.

Third, the implementation of learned classroom management strategies across all three studies reveals the participants ability to apply the strategies within a classroom setting.

Fourth, the repeated use of ineffective classroom management strategies, despite repeated emphasis during the classroom management workshops regarding their use, reveals

a need to extend the timeframe in which specific classroom management instruction would occur. The extended period would allow participants/pre-service teachers the opportunity to learn and practice stratgies so that he/she can learn first-hand why the strategies are ineffective. The instructor would be a part of this trial and error process to offer research-based strategies that have been proven effective.

Finally, the common theme of classroom management issues in which participants still felt inadequately prepared, also suggests the need for a longer period of specific instruction in the area of classroom management. The short 6-classroom management workshops only offer a brief overview of the current research-based practices and can no way cover the vast issues and strategies needed in the 21$^{st}$ Century classroom. As cited by one participant in pilot study two, "It seems that my teacher talks to at least 2 parents each day due to the amount of students with special needs in her classroom". This statement is a realistic picture of today's classroom. Teacher preparation programs that do not offer specific classroom management instruction to all education majors may need to reconsider the full inclusion classroom of today. The regular education classroom of today serves students with many

different learning styles, disabilities, exceptionalities, and behavior problems. Teacher education programs and faculty posit that classroom management is interspersed throughout and across the methods courses and program; however, that may not be the most compelling or effective way. Specific instruction in the area of classroom management may be needed to alleviate novice teacher frustration and reduce teacher attrition.

## Summary

In conclusion, insight into the classroom management strategies chosen by pre-service teachers and their rationale for their choices offers teacher educators, teacher education programs, and school districts the opportunity to design programs that can educate, support, and mentor pre-service and novice teachers. The data collected from these three studies revealed five recurring themes that expose the need to investigate alternatives to classroom management instruction.

CHAPTER V

SUMMARY OF FINDINGS, IMPLICATIONS,

RECOMMENDATIONS FOR FUTURE RESEARCH AND CONCLUSIONS

Teacher attrition rates are rising, as are the costs to replace the teachers who leave the profession within the first three years. A long-standing problem, teacher attrition also means schools must take funds needed for school improvements and spend them in a manner that produces little long-term payoff (Darling-Hammond, 2003). School districts are losing a great deal of money recruiting, hiring, and training teachers who leave within the first three years. In 2005, The Alliance for Excellent Education estimated that teacher turnover costs were over $4.9 billion annually. In 2003, The National Commission on Teaching and America's Future (NCTAF) estimated that teacher turnover costs were over $7.3 billion a year, a significantly higher estimate.

Student discipline problems have been found to be one of the major reasons for teacher dissatisfaction and exiting the profession (Liu & Meyer, 2005). It is hoped that insight into pre-service teachers' thoughts, attitudes, and perspectives on classroom management from this exploratory survey will illuminate some of the underlying issues that make classroom management a leading

cause of teacher dissatisfaction. The findings from this study can offer teacher preparation programs, teacher educators, and school districts recommendations on how to prepare pre-service teachers for the challenge of teaching in the 21st Century.

## Summary of Findings

Findings in this study are consistent with the two previous pilot studies conducted by the principal investigator at the same setting. Likewise, some of the findings concur with earlier research done in the area of classroom management. However, since this study focused on early field experience pre-service teachers, the findings may not be generalizeable to more extensive field experiences, such as student teaching for a semester or a fifth year teaching internship. In order to find out if these findings are transferrable to other types of field experience of longer duration, future research would need to be conducted. The data collected by the principal investigator centers on seven findings.

First, fifty-seven out of seventy participants revealed a strong knowledge of what a well-managed student-centered classroom should look like. The participant responses offered specific characteristics that need to be in place to have a well-managed classroom, while

maintaining a student-centered atmosphere. The responses

revealed similar characteristics (i.e. student-created

rules, student work displayed, students on task, students

working cooperatively, set routines in place, and a

community-like atmosphere).

Second, twenty-two of the participant responses

revealed a lack of self-confidence in the area of classroom

management. Likewise, these findings concur with those of

Onafowora (2004) who found that many novice teachers

expressed low self-confidence in their classroom management

capabilities. Participant comments such as "I believe

classroom management is my greatest weakness," or "I am not

sure what strengths I have" expose the lack of confidence

in respondents' abilities to manage diverse groups of

students in a classroom setting. In order to reduce teacher

attrition within the first three years, pre-service

teachers need to be equipped with a multitude of strategies

that can be used in various situations. This lack of

confidence in classroom management and lack of specific

skills or strategies leads to higher teacher frustration

that exacerbates the teacher attrition problem.

Third, along with this lack of self-confidence, the

participant responses also revealed the lack of instruction

in the area of classroom management. Out of 70

participants, only 12 reported taking an actual course in classroom management. The 12 participants reported taking the course because they were dual majors and the university only offers the course to special education majors. This supports the findings of the principal investigators' search of the 14 PASSHE teacher education programs, in which 10 of the 14 only offered specific instruction in classroom management/behavior modification within their special education programs. Inclusion has become a prevalent practice in today's classroom, yet at these universities, specific classroom management instruction is not offered to regular elementary education majors. One participant felt this was a mistake, since classroom management is a key factor.

> Yes, I took the classroom management class for special education. I feel that class should be open to all the education majors, since that is such a key fact to know when in a classroom. I just wish I would have taken the class all semester instead of pre-session. I learned a ton of useful tips.

The findings from this single teacher preparation program may not be unique. However, Landau (2001) reviewed 20 universities that were large and small, public and private,

well known and not well known, across the United States.

Finding courses in classroom management proved more difficult than Landau (2001) anticipated. Landau (2001) asserts the vague language under course descriptions danced around the issue of classroom management. Among the programs reviewed, only one (Stanford University) had a specific class dedicated to classroom management (Landau, 2001). Likewise, this principal investigator's search of the PASSHE teacher education programs found only four universities that offered specific courses dedicated to classroom management. Liu and Meyer (2005) concur with the aforementioned findings and posit that teacher education tends to emphasize competence in subject matter, rather than managing student behavior.

Fourth, the data revealed 16 separate incidents in which the participants used ineffective classroom management strategies. During the classroom management workshops, the principal investigator stressed the importance of avoiding specific strategies that have been found to be ineffective and can even create future discipline issues. Nevertheless, strategies such as raising one's voice or yelling were used with the explanation that the pre-service teachers felt overwhelmed or was not able to think of a more effective strategy. One participant

confessed that the strategy only "worked for a little while."

In addition, the principal investigator had discussed how the use of rewards relies on extrinsic motivation and can actually decrease intrinsic motivation as well as create tension between and among students. Even though the workshop content frequently covered the pitfalls of the strategy, participants still reported utilizing it because their cooperating teacher did so. One participant's rationale behind the choice to use the strategy was the fact that it was a better alternative than the loss of recess or losing points academically. When tangible rewards were discussed during the classroom management workshops, the principal investigator taught the participants alternatives such as using a working lunch table, logical consequences, social conferencing, and class meetings.

The repeated use of ineffective classroom management strategies, even after effective strategies had been taught, reveals the importance of exploring alternatives in classroom management instruction. One alternative would be to extend the timeframe or format of classroom management instruction. However, the resistance to change may be linked to ingrained attitudes and behaviors or development,

and therefore may not be easily altered by extended

classroom management instruction.

Bransford, Derry, Berliner, Hammerness, and Beckett

(2005) assert, "Most people tend to teach in ways that

mirror how they were taught" (p. 76). Therefore, learning

in the ways that they are expected to teach, may be

advantageous for pre-service teachers. Teacher preparation

programs may benefit by first exploring the degree to which

their courses and programs remain consistent with how

people learn (Bransford et al., 2005).

A theory that may explain why pre-service and novice

teachers ineffectively use learned classroom management

strategies is that of teacher development phases.

Hammerness, Darling-Hammond, Bransford, Berliner, Cochran-

Smith, McDonald, and Zeichner (2005) assert that teachers

develop through stages of professional development.

Novice teachers are at what is known as stage one, the

survival stage, where he/she is striving to define

themselves as professionals while feeling overwhelmed by

the daily demands and complexities of teaching (Jalongo &

Isenberg, 2008). However, with the right kind of support,

novice teachers have the potential to make "fruitful"

strides in their development (Hammerness et al., 2005). At

stage two, the advanced beginner can now identify possible

courses of action, make rational decisions, and predict consequences of their actions (VanderVen, 1991). Becoming proficient occurs during stage three, when the teacher is able to "draw connections to students' prior knowledge and experiences, choose appropriate starting places and sequences of activities, develop assignments to inform learning and guide future teaching, and construct scaffolding for different students depending on their needs" (Darling-Hammond & Bransford, 2005, p. 176). Finally, stage four, expert, the teacher has attained maturity and has reached a personal and professional teaching style. At this stage, the long-term consequences of the learner become the primary focus of the teacher (Jalongo & Isenberg, 2007). Pre-service and novice teachers travel through these stages at various rates, which may explain the inability to apply learned strategies.

Fifth, for the most part the classroom management issues and concerns reported reflect the traditional or typical behavior problems occurring in most classrooms (i.e. tattling, talking out during instruction, and off-task behavior). However, the data suggests that the 21st century brings about more serious issues that the participants felt inadequately prepared to handle. The full inclusion classroom of the 21st century brings about new

challenges in the area of classroom management, not
traditionally seen in the regular education classroom. If
an institution offers a classroom management course only to
their special education majors, this reflects the classroom
of the past, where special education students were isolated
and segregated from the rest of the student population.
Findings from Landau (2001) further support classroom
management courses typically being offered in special
education programs. Likewise, the search by the principal
investigator of the PASSHE teacher education programs found
that 10 of the universities offered specific classroom
management/behavior modification courses in the special
education departments.

Presently, students with violent tendencies, explosive
episodes, erratic behavior, and special needs are placed in
the regular education classroom. Experienced teachers much
less novice teachers may not have been properly trained to
address such behaviors. The data in this study cited the
concerns of being unprepared to deal with student behavior
issues that fall outside the range of "ordinary" classroom
management problems. Participant responses exposed
incidents of violent tendencies, explosive behavior,
uncontrollable students, and episodes of 'meltdowns' on a
regular basis. Responses such as "I'm never really sure

what I should be doing in this situation," and "I was not sure of how far to go with him," revealed the participants' feelings of being inadequately prepared to deal with these types of situations.

Sixth, the data suggests that most of the participants were able to use the classroom management workshop strategies learned during their three-week field experience. Overall, the use of 15 different strategies was cited and 62 of those strategies could be categorized as proactive strategies. An essential component of a well-managed classroom, Bear (1998) asserts that proactive classroom management reduces disruption and increases student learning. Previous literature in the area of classroom management often neglects to offer specific strategies that promote proactive classroom management. However, there are a wide variety of articles, books, and DVDs that recommend reactive, and sometimes punitive classroom management techniques. Authors such as Lee Canter, Harry and Rosemary Wong, and Fred Jones, offer teachers reactive management strategies that often degrade students and anger them further. A strategy such as putting a student's name on the chalkboard to humiliate him/her into compliant behavior is a form of reactive classroom

management and teacher dominance, which Lake (2004) posits is a form of oppression.

Lastly, the data revealed a new found self-confidence at the end of the classroom management workshops and three-week field experience. The participants' post-survey responses painted a picture of growth and strength in classroom management. One response reveals this new found strength:

> The strengths that I have, have been learned through the classroom management workshop classes. One of my strengths is to remain focused on engaging my students and creating many ways for them to be interactive with each other, while learning. My classroom will be a positive environment, eliminating as much negativity as possible.

Responses such as this indicate the need for specific classroom management instruction. When comparing the participants' pre-survey responses to their post-survey responses the principal investigator found many examples of increased self-confidence in the area of classroom management. Without instruction in classroom management, pre-service teachers are not equipped with the various tools or strategies needed to handle the challenges he/she

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will face daily. Perry & Taylor (2001) concur with the need to better equip teachers with techniques and skills, but cite limited credit hours as the number one reason for not offering specific instruction in classroom management. In summation, Perry & Taylor (2001) assert "Educators must realize that all the methodology that a teacher has in reading, language arts, science, and arithmetic is useless unless he or she is able to maintain a classroom climate that is conducive to learning" (p. 417).

## Implications

Recommendations for future instruction in classroom management such as on-site seminars, extended workshop series, individualized mentoring during field experiences, or specific coursework, all have the potential to reduce the high rates of teacher attrition across our country. Since discipline problems have been cited as one of the main reasons for teachers leaving the profession within the first three years, this study has implications for teacher educators, teacher preparation programs and school districts (Klein, 2004; Liu & Meyer, 2005; MetLife, 2005). This section of Chapter Five will look at each aforementioned area and offer recommendations on how to better prepare pre-service teachers in the area of classroom management.

*Teacher Educators*

Since teacher educators directly affect pre-service teachers, at present they are the primary source of classroom management instruction. Even though most institutions lack specific course work in classroom management, teacher educators have the opportunity to model and practice effective classroom management strategies within their own courses. There is an assumption by many institutions that this is exactly how pre-service teachers should learn classroom management; however, the data from this study revealed that this is not occurring. Possibly, the instructors may be modeling classroom management strategies but, in the absence of explicit instruction and guided practice, pre-service teachers may not recognize or internalize them.

Moreover, teacher educators themselves may not have had specific classroom management instruction and may utilize and model ineffective strategies for the pre-service teachers. In order to model effective classroom management strategies, teacher educators need to keep abreast of the most effective research-based strategies so that he/she can model them for the pre-service teachers. As mentioned in Chapter Two under the Alternatives to Classroom Management Courses section, foundations, such as

The Northeast Foundation for Children, offer week-long

seminars across the country that teach programs such as the

Responsive Classroom. Teacher educators could enhance their

own knowledge in the area of classroom management through

such alternatives.

Teacher educators also play the role of pre-service

teachers' supervisors during field experiences. Often times

the supervisor role is one of criticism, rather than

educator. The supervisor evaluations reiterate what occurs

during a lesson taught by the pre-service teacher, but may

lack concrete recommendations on how to improve classroom

management. When debriefing and conferencing with pre-

service teachers, teacher educators need to take this

opportunity to offer the novice teacher ideas and

strategies that can promote proactive classroom management.

Similarly, teacher educators can suggest pre-service

teachers consider proactive classroom management in their

lesson planning. When writing lesson plans pre-service

teachers are required to list step-by-step procedures of

how they will teach the lesson, however, little thought is

given to the management of the students. Furthermore, pre-

service teachers' evaluation forms usually have a section

in which they are rated on classroom management skills,

even though classroom management may have been modeled

across methods classes, specific strategies may never have been taught. This unfair practice often reveals a lack of classroom management skills on behalf of the pre-service teachers. Such practices are not fair evaluations and need to be restructured to reflect the learned skills of the pre-service teachers.

*Teacher Preparation Programs*

The high rates of teacher attrition suggest that pre-service teachers may not have developed a well-articulated system to handle problem students (Lacina-Gifford, Kher, & Besant, 2002). These findings and others reveal the need for teacher education institutions to reevaluate their programs and consider redesigning the coursework to include specific instruction in the area of classroom management.

Along with specific instruction in the area of classroom management, teacher education programs need to consider other alternatives that offer pre-service teachers needed strategies. As mentioned in Chapter Two, under the Alternatives to Classroom Management Courses section, the use of Professional Development Schools offer the pre-service teacher more time in the classroom with actual students rather than spending hours in a college classroom discussing theoretical ideas (Rutledge, Smith, Watson, & Davis, 2003). The close partnership between universities

and school districts allows the pre-service teachers
continual classroom management experiences, while methods
courses taught on-site offer practical strategies that can
be used at that moment. The resident teachers from the
school district serve as coaches and offer on-going
feedback and suggestions to pre-service teachers. Pre-
service teachers that have participated in the PDS model
reported feeling more prepared to manage a classroom
compared to their traditionally trained classmates (Robbins
& Skillings, 1996).

*School Districts*

School districts play a key role in the development of
the novice teachers they hire and train. Even though many
districts offer a one-year mentor program to first year
teachers, there may be little if any follow up there after.
Teacher attrition rates reveal that the novice teachers are
leaving after three years, which suggests the need for a
longer mentoring period. Wong (1991) asserts that there are
four stages of teaching: 1) fantasy, 2) survival, 3)
mastery, and 4) impact. Many novice teachers never make it
past the survival stage, which may be one of the reasons
they decide to exit the profession (Wong, 1991). Extending
mentor programs to three years would allow the novice
teacher more time to gain experience under the guidance of

a mentor, which in turn may get them out of the survival stage sooner. The additional two years would offer time for fine-tuning and revision of the novice teachers' methodology and classroom management strategies.

Another possible alternative that school districts should consider is offering classroom management training to second year teachers. The first year of teaching is overwhelming and would not be the opportune time to add to the novice teacher's workload, however, the second year is optimal for fine-tuning teaching practices. Incorporating programs such as *Discipline with Dignity* (Curwin & Mendler, 1999), *Teaching with Love and Logic* (Fay & Funk, 1995), *Judicious Discipline (Gathercoal, 2001)*, or *The Responsive Classroom (Bechtel, 2003)*, would be advantageous to the novice teacher if offered at this time. Then, in the third year, the novice teacher will be able to apply learned strategies and move towards the mastery stage of teaching. Furthermore, the collaboration between teacher educators, teacher preparation programs, and school districts, would strengthen the practices of pre-service and novice teachers.

Recommendations for Future Research

The current research on classroom management has not followed a specific group of pre-service teachers from

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early field experiences into the first years of teaching. A longitudinal study that follows early field experience teachers through to their first years of teaching could shed light on the reasons that so many leave the profession within the first three years. Documenting the process that occurs throughout this time period would offer teacher educators, teacher preparation programs, and school districts insight into what changes need to be made in order to reduce teacher attrition.

Research on classroom management has not investigated the impact of specific instruction in the area, since specific instruction is not usually offered to pre-service teachers. Comparing a group of pre-service teachers who had classroom management instruction to a second group that had not had classroom management, could offer institutions the evidence needed to either add specific coursework in the area of classroom management or find other alternatives for pre-service teachers to learn needed strategies in the area. To further validate the findings the two groups could be followed into the first years of teaching in order to determine the impact of classroom management instruction.

Finally, high attrition rates and high cost of teacher attrition are two valid reasons for future researchers to investigate the attrition rates of the aforementioned

groups. In order to find out if classroom management instruction impacts attrition rates, one would need to follow the same two groups into their fourth year of teaching. Teacher interviews and surveys would shed light on the specific reasons for teacher attrition, of the two groups. This research would add to the present data or refute the data that suggests discipline issues are the major source of teacher dissatisfaction (Liu & Meyer, 2005; MetLife, 2005).

## Conclusion

Teacher educators work side by side with pre-service teachers and must serve as models and change agents in the area of classroom management. Through lifelong learning, teacher educators can keep current on the most up-to-date, research-based classroom management strategies, which can be shared with the pre-service teachers.

To begin with, redesigning current evaluation procedures of pre-service teachers can offer the teacher educators the opportunity to coach the pre-service teacher while in the field, rather than merely analyze their performance. An important element in preparing pre-service teachers to manage a classroom is having guidance from expert practitioners while learning classroom management techniques (LePage, Darling-Hammond, Akar, Gutierrez,

Jenkins-Gunn, & Rosebrock, 2005). Johnson (2006) found that teacher interns who spent an entire year teaching cooperatively with an expert teacher felt more confident about their teaching. The year-long internship allowed the novice teacher to observe an expert at work and receive instant feedback about his or her own teaching (Johnson, 2006).

Likewise, to support the efforts of teacher educators, teacher preparation programs also need to consider redesigning their present practices of evaluation to incorporate reflective thinking on behalf of the pre-service teachers. The use of reflective thinking is not merely bringing something to mind; it is deliberating on actions with open-mindedness, wholeheartedness, and intellectual responsibility (Cruickshank, 1987). Likewise, The National Council for Accreditation of Teacher Education (2006) has a target for teacher candidates' knowledge, skills, and dispositions, that supports the need to redesign the way pre-service teachers are evaluated:

> Teacher candidates reflect a thorough
> understanding of professional and pedagogical
> knowledge and skills delineated in professional,
> state, and institutional standards. They develop
> meaningful learning experiences to facilitate

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learning for all students. They reflect on their

practice and make necessary adjustments to

enhance student learning. They know how students

learn and how to make ideas accessible to them.

They consider school, family, and community

contexts in connecting concepts to students'

prior experience and applying the ideas to real-

world problems. (p. 15)

Harle and Trudeau (2006) concur with the National Council

for Accreditation of Teacher Education on the significance

of self-reflection and assert, "Revisiting their

experiences and considering alternative actions allows

educators to assess the benefits of specific teaching

strategies. One of the most powerful is reflection itself"

(p. 101). Pre-service teachers often do not realize the

power of reflection and view it as a waste of time. The

impatience of the pre-service teacher is described by

Jalongo and Isenberg (2007) as:

But they are like the impatient gardener who

neglects to prepare the soil and hastily scatters

seeds upon the hard ground-they may proclaim

"Finished!" sooner than the patient gardener who

took the time to till the soil but, at harvest

time, it will become apparent which person really

invested time in planning and preparation and

which one took the shortcuts. (p. 15)

In summation, pre-service teachers need the proper tools
and program guidelines to become "reflective decision
makers who can carefully observe, inquire, diagnose,
design, and evaluate learning and teaching so that it is
continually revised to become more effective" (Darling-
Hammond, 2006, pp. 82-83).

Institutions such as the University of Louisiana have
already begun to redesign their teacher preparation
programs and consider the role of classroom management
instruction (Lacina-Gifford, Kher, & Besant, 2002).
Likewise, Carolyn Evertson of Vanderbilt University
developed the Classroom Organization and Management Program
(COMP), which aims to improve instruction and management
skills in pre-service teachers, by utilizing research-based
principles (Evertson & Harris, 1999).

Along with teacher education institutions, school
districts also need to consider their role in training
novice teachers. Restructuring their present mentor
programs and building professional development partnerships
with local institutions can lead to a more cohesive and
beneficial experience for pre-service and novice teachers.

In order to decrease present rates of teacher attrition a paradigm shift must occur. Instead of teacher educators, teacher education programs, and school districts working in isolation, a united front is needed to combat this difficult problem. The principal investigator hopes that this study will shed light on the importance of specific instruction in the area of classroom management.

In order for students to learn, a classroom must be a place that is conducive to learning. Learning to manage a classroom is as important as learning to teach math, science, reading, and writing. Ruth Charney (2002) asserts, "The most important thing I have ever learned is that discipline is a subject to be taught, just as reading or arithmetic is taught. It is taught, year after year, without apology" (p. 12).

Students in the 21st Century are quite different from those of the past. Family structure, inclusion practices, and migrant family patterns have created a new classroom environment that also changes traditional student social patterns, and therefore the way teachers must view social curriculum. Students often come to school lacking structure, self-discipline, and self-control. Teaching discipline therefore is an essential aspect of school curriculum in the present age. We can no longer assume all

children come to school ready and prepared to learn. In order to increase student achievement and reduce teacher attrition rates, a paradigm shift is needed. The present curriculum needs to incorporate a social curriculum as well as an academic curriculum. Likewise, teacher education programs need to reflect such changes in their course work, so that pre-service teachers are better prepared to educate and manage students in today's classroom.

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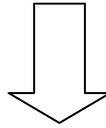    *4-14.* Greenfield, MA: Northeast Foundation for Children.

APPENDICES

Appendix A

**Methods and Procedures Flowchart**

| **Participants** |
| --- |
| • This study included 70 pre-service elementary teachers from a Western Pennsylvania university |
| • Any pre-student teacher enrolled in field experience was able to participate in this study. |

⬇

| **Surveys** |
| --- |
| • Pre- and post-surveys |
| • Three weekly surveys |
| • All surveys were designed by the principal investigator and revised based on data collected from the two pilot studies |

⬇
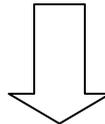
| **Data Analysis** |
| --- |
| • Analyzed the data using the constant comparative method |
| • Coded data from the weekly surveys and pre- and post-surveys, continually comparing incidents from previous categories |
| • Looked for patterns in the students' choices of classroom management strategies and their rationale for those choices. |
| • Desribed the overall meaning of the surveys |

## Pre- Survey

1. What does a well-managed classroom look like?

_____
_____
_____
_____

2. What strengths do you have in classroom management skills or strategies?

_____
_____
_____
_____

3. Which skills or strategies do you feel will help you most in your pre-service teaching experiences and why?

_____
_____
_____
_____

4.  Have you had any other classroom management training prior to this series of classes, and if so what and where?

_____
_____
_____
_____

5. What concerns do you have about managing the classroom effectively?

_____
_____
_____
_____

**Week I Survey Questions**:

- ❖ What proactive classroom management measures did you use this week that may have prevented classroom management problems?
- ❖ What classroom management issues occurred in your classroom this past week?
- ❖ What skills or strategies did you use to handle each situation identified in the previous question and why did you choose those specific strategies?

**Week II Survey Questions**:

- ❖ Based on your classroom management experiences thus far, how will you alter or change the strategies you chose and why?
- ❖ What other classroom management issues occurred that you feel could not adequately be addressed with your current skills or strategies?
- ❖ What classroom management skills or strategies learned this week in class, were possible to apply in your field experience?
- ❖ Do you feel the information learned in the classes has impacted your management of students this week? If so, in what way?

**Week III Survey Questions**:

- ❖ What classroom management skills or strategies learned in class could possibly be utilized in your future student teaching placement?
- ❖ What classroom management skills or strategies learned in class could possibly be utilized in your own future classroom?

## Post- Survey

1. What does a well-managed classroom look like?

_____
_____
_____
_____

2. What strengths do you have in classroom management skills or strategies?

_____
_____
_____
_____

3. Which skills or strategies do you feel will help you most in your pre-service teaching experiences?

_____
_____
_____
_____

4. Have you had any other classroom management training prior to this series of classes, and if so what and where?

_____
_____
_____
_____

5. What concerns do you have about managing the classroom effectively?

_____
_____
_____
_____

```
Appendix E
```

**Informed Consent Form**

Working Title: "An Observational Study of Pre-Service Teachers' Classroom Management Strategies

Dear Pre-Service Teacher,

You are invited to participate in a study that examines the classroom management strategies that pre-service teachers find useful during field experience. This research will examine the classroom management strategies you prefer to use and your reasons for choosing them. The following information is provided so that you may make an informed decision about whether or not to participate. You are eligible to participate in this study because you are a pre-service teacher enrolled at Slippery Rock University. There are no known risks associated with this research. Your participation is strictly voluntary. You are free to withdraw from the study at any time by simply contacting me via e-mail, telephone, or postal mail. Participation or non-participation in this study will not adversely affect you in anyway. Furthermore, you have the option to not participate in the study, but you may still attend the 6-class workshops for your own professional growth. You will receive the same certificate of completion as students who choose to participate.

Initial participation in this study will require your attendance at 6-class workshops on classroom management held at the Slippery Rock University Union, throughout the fall 2007 semester. You will then be asked to respond to weekly surveys during your field experience assignment. Along with the surveys, there will also be a pre and post survey for the study. No one, except the principal investigator will have access to the data. All anecdotal records and surveys will be secured in a locked file cabinet for at least three years in compliance with federal regulations. When presenting and analyzing the data from your anecdotal records and surveys the principal investigator will identify participants with a pseudonym in order to protect your anonymity. In addition, any publication or presentation of the findings from this research will exclude information that would identify you.

If you are willing to participate in this study, please sign the statement on the next page and return it to me. Take the extra-unsigned copy with you. Your return of this letter implies consent. An executive summary of the findings from this study will be made available to you upon request. Thank you for your time and consideration.

**Principal Investigator:**
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*This project has been approved by the Indiana University of Pennsylvania Institutional Review Board for the Protection of Human Subjects (phone: 724-357-7730)*

Informed Consent Form Continued

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Cell: (412) 523-5350
E-mail: **Beckarock@aol.com**


**This project has been approved by the Indiana University of Pennsylvania Institutional Review Board for the Protection of Human Subjects (Phone: 724/357-7730).**


VOLUNTARY CONSENT FORM:

I have read and understand the information on the form and I consent to volunteer to be a subject in this study. I understand that my responses are completely confidential and that I have the right to withdraw at any time. I realize that I have the right to stop attending the 6-class workshops without penalty. I also understand that I have the right to withdraw from the study, but that I may still voluntarily attend the 6-class workshops in order to receive the same certificate of workshop completion as others participating in the study. I have received an unsigned copy of this informed consent form to keep in my possession.


Name (PLEASE PRINT):_____


Signature:_____


Phone number or location where you can be reached:_____


Best days and times to reach you:_____


I certify that I have explained to the above individual the nature and purpose, the potential benefits, and possible risks associated with participating in this research study, have answered any questions that have been raised, and have witnessed the above signature.


_____        _____
Date                                            Investigator's Signature