New Elementary School Teachers' Perceptions of Classroom Management

---

A Dissertation

Presented to

The College of Graduate and Professional Studies

Department of Special Education

Slippery Rock University

Slippery Rock, Pennsylvania

In Partial Fulfillment

of the Requirements for the Degree

Doctorate of Special Education

---

by

Emily M. Hoffmann

April, 2022

Keywords: New Teachers, Attrition, Classroom Management, Student Mental Health, Positive Behavioral Interventions and Support, Induction, Retention

COMMITTEE MEMBERS

Committee Chair: Dr. Ashlea Rineer-Hershey, Ph.D.

Doctoral Program Coordinator and Associate Professor, Special Education

Slippery Rock University

Committee Member: Dr. Matthew J. Erickson, Ed.D.

Chairman and Associate Professor of Special Education

Slippery Rock University

Committee Member: Dr. Ronald S. Carlisle, Ed.D.

Assistant Professor of General Education

South University

ABSTRACT

New teachers leave their profession at an alarmingly high rate. Though many factors can be contributing to these high attrition rates, new teachers identify classroom management as one of their biggest challenges (Thompson, 2010). Considering this commonly reported challenge, this research study sets forth to understand how disruptive behavior in classrooms can impact job satisfaction for new teachers. Furthermore, this research study identifies the perspectives of new elementary school teachers relative to their classroom management, and gain insight into how professional development or training opportunities may impact new elementary school teachers' perceptions on classroom management. The methodologies used in this study include quantitative and qualitative methods. An online questionnaire with both open-ended and closed-ended questions were completed by participants. Descriptive statistics were used to analyze data from the closed-ended responses in the questionnaire, and qualitative data was gathered and grouped into codes, which were then supported by themes. The three major themes that were supported by the data in this study include (a) behavior disruptions that occur in the classroom have a direct impact on new elementary school teachers job satisfaction, (b) the 7 research-based classroom interventions and supports are not all found to be effective for most new elementary school teachers, and (c) training and professional development opportunities to support classroom management are lacking. Results of the data suggest that new elementary school teachers experience behavior disruptions in the classroom that impact overall job satisfaction, and minimal training opportunities are being reported to help support classroom management. Additionally, the 7 research-based classroom management interventions were not all effective for participants. Recommendations for future research include larger sample size. Implications for

positive change include increased job satisfaction and higher retention rates among new elementary school teachers.

DEDICATION

This research and study are dedicated to my mother, Diane, who believed I could do anything I set my heart and mind on accomplishing. My mother's strong work ethic was evident to me as a young child, as she balanced working on her master's program while being a nurse and raising four young children. I believe my drive to continue learning and challenging myself comes from my admiration of her. I would also like to dedicate my research and study to my fiancé, Pete, who supported me, encouraged me, and never let me forget how proud of me he was throughout this process. Lastly, I would also like to dedicate my research and study to any young dreamer, who at times may second guess themselves, but never gives up on what is possible.

ACKNOWLEDGMENTS

I would like to thank Dr. Ashlea Rineer-Hershey, who accepted the role as my dissertation chair with gratitude. I am grateful for her ability to never leave me feeling as if I were a burden with my text messages, emails, or phone calls, as we shared ideas and critiques of my research and study process. Dr. Rineer-Hershey's guidance was direct, supportive, collaborative, and appreciated. Her ease of demeanor and confidence in me helped me to stay focused, sane, and optimistic in this process.

In addition, I would like to thank my committee members, Dr. Ron Carlisle and Dr. Erickson for their support during my dissertation journey. Dr. Carlisle, thank you for your support, encouragement, and friendship these last few years! Your humor and gentle spirit always were appreciated.

Lastly, I would like to thank my loved ones. The encouraging words, interest in my study, and support you have given me leaves me in awe. I am fortunate to have such remarkable people in my life.

TABLE OF CONTENTS

List of Tables

List of Figures

Chapter 1

Introduction

New teachers face many demands as they acclimate to their new roles, which can include learning and teaching curriculum, fostering student learning outcomes, understanding and following school policies and program procedures, and creating a positive classroom environment to support student engagement. While new teachers face a plethora of demands in their early years, classroom management is reported to be one of the most challenging aspects of teaching (Thompson, 2010). Struggling to manage a classroom with disruptive behavior is a predictor of stress (Boyle et al., 1995, as cited in Dicke et al., 2014) and can be difficult to avoid. This adjustment period can be stressful for new teachers; however, supporting new teachers can help them to find their footing and reduce attrition rates. Induction programs, specifically those that include mentorship, have a positive impact on new teachers and their retention in the field (Smith & Ingersoll, 2004). Considering that roughly 50% of new teachers leave their profession within the first five years (Ingersoll, 2012), reducing attrition rates of new teachers is imperative.

Many school districts have begun implementing an induction program for new teachers to participate in during their first couple of years in the profession. Induction programs are designed to orient new teachers to their school district and profession as an educator. Depending on the district, induction includes various activities to support new teachers, such as mentoring and time to collaborate with colleagues (Smith & Ingersoll, 2004). Conversely, with such high attrition rates among new teachers, a question for concern is whether induction programs or other professional development opportunities for new teachers include trainings on classroom management.

To support the development of all teachers, the Pennsylvania Department of Education put into place Act 48, which requires all new teachers to obtain 180 hours continuing professional development every five years (Pennsylvania Department of Education, 2021a). This requirement is especially important for new teachers as they acclimate to their new roles and develop their own teaching pedagogy. While districts may provide the professional development training opportunities, new teachers can also request to attend trainings that interest them and support their needs in classroom management.

A guide for new teachers to follow as they reflect on their teaching practices is *The Danielson Framework for Teaching.* This framework utilizes an evaluation rubric that can benefit new teachers as they aim to establish classroom management strategies by focusing on Domain 2: Classroom Environment. This domain includes categories of respect and rapport, procedures for management of student behavior expectations, and organizing physical space (Pennsylvania Department of Education, 2021g). New teachers are able to identify which classroom environment procedures align with that of a proficient or distinguished teacher; an appropriate goal for new teacher to aspire.

Understanding how new teachers perceive their ability to manage a classroom and how disruptions in the classroom impact their job satisfaction will be helpful for districts who are looking to improve preparation efforts for new teachers. Chapter 1 introduces the background of the study, the research problem, rationale for the study, existing research, and the significance of the study. An overview of classroom management tactics, mental health of students, and training efforts to support new teachers will be provided.

Background of the Study

Classroom management refers to the actions a teacher takes to "create, support, and facilitate the goals of instruction and learning in the classroom" (Wolff et al., 2017, p. 296). Teachers consider the structure and environment of the classroom's physical space, the instructional choices, and interactions with students in and out of the classroom (Wolff et al., 2015). When considering a classroom management system, educators should consider how to maximize the learning of students while minimizing disruptive behavior (Wolff et al., 2017). In doing this, effective classroom management creates an orderly environment for students, increases academic learning and social and emotional growth, and decreases negative behaviors so students can spend more time engaged in learning (Kratochwill et al., 2021).

When preparing to implement classroom management systems, new elementary school teachers should consider a multi-tiered system of support (MTSS), which may also be referred to as positive behavioral interventions and supports (PBIS). MTSS and PBIS follow a three-tiered framework that is designed to meet the needs of all students. Each of the three levels specifically target either all students, some students, or few students, depending on the severity of their needs (Center on PBIS, 2021a). The interventions put into place to create a positive learning environment while providing appropriate support to students can help to teach students appropriate behavior while engaging in learning. Behavior interventions are valuable to teachers, especially those who are new to the field and struggle with how to enforce behavior expectations.

Disruptive behaviors can have a negative impact on new teachers. McDonald (2019) reported that classroom management is one of the biggest challenges new teachers face. Furthermore, disruptive behavior is actually a predictor of teacher stress (Boyle et al., 1995, as cited in Dicke, et al., 2014). The problematic behaviors of students and poor relationships with

students are known to cause burnout for teachers (Friedman, 2006, as cited in Dicke et al., 2014), which is cause for concern as 10% of teachers leave within their first year in the field (Ingersoll, 2012). Respect, trust, and a healthy environment are all aspects of job satisfaction and ensuring these can promote a lower turnover rate and more productivity among employees (Villanova University, 2021). The disruptive behaviors of students, which may include defiance, destruction, physical aggression, and socially inappropriate behavior (Westling, 2010) could impact how a teacher perceives their level of job satisfaction. b

Mental disorders in children encompasses the way children learn, behave, and handle their emotions, which can cause many problems throughout their day (Centers for Disease Control and Prevention, 2021). Common mental disorders observed in children include attention-deficit/hyperactivity disorder (ADHD), anxiety disorders, depression, and behavior disorders. Of these mental disorders, behavior problems are most commonly diagnosed between the ages of 6-11 years of age. Unfortunately, only about 50% of children with behavior disorders receive treatment between the ages of 3-17 years (Centers for Disease Control and Prevention, 2021). In a classroom setting, behaviors associated with some mental disorders can become troublesome for an inexperienced teacher, especially considering that there is a reported lack of training and professional development on mental health (Powers et al., 2014).

Statement of the Problem

Students with significant learning and behavioral challenges are less likely to adapt and follow classroom management strategies. As a result, interventions to support behavior end up making minimal impact (Sugai et al., 2000). This can be troublesome for new teachers, given that up to 20% of students disrupt the classroom by misbehaving (Forness et al., 2012). Learning and behavioral challenges are often linked to emotional and behavioral disturbances in children

which include displays of inappropriate behavior, unpleasant moods, and struggling to get along with others (Individuals with Disabilities Education Act, 2017b). Additionally, new teachers may experience other mental illness needs of students in their classroom such as attention deficit hyperactivity disorder and anxiety disorder, which can display itself through disruptive behavior. Without appropriate training on supporting the mental health needs through classroom management interventions, new teachers may find themselves struggling to teach, build rapport with certain students, and fostering positive learning outcomes.

New teachers who lack training on mental health and classroom management tools tend to focus on the off-task behaviors and discipline problems of students without interpreting how these problems are associated with classroom management and learning (Wolff et al., 2015). Contrary, effective teachers focus more on the learning processes of students, how learning can be improved, and how their classroom management efforts are connected to learning of students (Wolff et al., 2015). Effective teachers also focus on intrinsic motivation and building relationships with students during all times of the day (Pressley et al., 2020).

The difference in abilities of new teachers and effective teachers may be due to the time spent participating in appropriate teacher preparation and professional development opportunities that are designed to build the skills needed to create an effective classroom management system (Oliver & Reschly, 2007, as cited in Pressley et al., 2020). Without these opportunities, the lack of proper training on classroom management and the stress resulting from a lack of classroom management could impact job satisfaction for new teachers. However, minimal discussion on classroom management in induction programs and professional development opportunities provided by school districts exists in research. Freeman et al. (2014) reported that a gap existed between classroom management research and teacher trainings. In 2010, a report on the

preparation and credentialing of new teachers was released. In this report, the focus on student achievement was through academic subject standards and testing procedures, but there were no standards or expectations placed on classroom management to support student learning, even for at-risk schools (Office of Postsecondary Education, 2011).

The problem addressed in this study was the high numbers of attrition rates of new teachers (Ingersoll, 2012). As many new teachers face stressors acclimating to their new role, classroom management is one of the most commonly reported challenges (Thompson, 2010). The lack of training opportunities provided for new teachers on classroom management is of concern (Podolsky et al., 2016, as cited in Hirsch et al., 2019) as this could help to support teachers, potentially improve job satisfaction, and prevent them from leaving their field.

Purpose of the Study

The purpose of this study aims to investigate the views new elementary school teachers have on classroom management. This study will 1. identify the views of new elementary school teachers relative to their classroom management; 2. examine and explain how professional development or training opportunities provided to new elementary school teachers may have an impact on their perceptions on classroom management; 3. examine and explain how the perceptions of new elementary school teachers on classroom management may impact job satisfaction.

The methodologies used for this study involved quantitative and qualitative research. The population included new elementary school teachers (K-5) currently holding a teaching certificate and employed as a full-time elementary school teacher. The final population sample comprised of 10 new elementary school teachers in the district where the study was facilitated. An online questionnaire via Google Forms was used as the sole instrument of this study. All

participants completed the survey. Once completed, the participants received a copy of their results to review as part of member checking.

Research Questions

The research questions sought out to understand if perceptions of classroom management have any impact on new elementary school teachers 'job satisfaction include:

1. How does disruptive behavior in classrooms impact job satisfaction for new elementary teachers?
2. What behavior management strategies are most commonly being implemented in the classroom by new elementary school teachers?
3. What are the perceptions of new elementary school teachers on professional development and training opportunities designed to support classroom management?

Rationale for Study

The results of this study will add to existing literature and research on the topic of new teachers' perceptions of classroom management, and how preparation efforts put in place by the district impacted these perceptions. Also included will be findings on new teachers 'perceptions of classroom management, and how experiences with classroom management impacted overall job satisfaction. It has been reported that only 45% of teaching professionals recall participating in an induction preparation program that included a focus on classroom management (Podolsky et al., 2016, as cited in Hirsch et al., 2019). Given the results of a recent study indicating 50% of public-school teachers have considered leaving their profession (PDK Poll, 2019), the focus at the federal and state levels on improving teacher trainings is reassuring (Goldhaber & Cowan, 2014).

Understanding why new teachers leave their profession is important for school districts as losing teachers becomes a financial burden on the district (Goldhaber & Cowen, 2014). Furthermore, teachers leaving their profession has a negative impact on student achievement, specifically in Math and ELA (Ronfeldt et al., 2013). Aspects of the teaching profession that have been reported as causes for new teacher attrition included low pay and lack of promotional opportunities within their profession. Research suggests that teachers have a lower salary than occupations that require similar training, and unless teachers continue with their own education, they have limited opportunity to be promoted to another position in the district (Kelly & Northrop, 2015). Lastly, the most common reported challenge new teachers face is their ability to manage a classroom (Evertson & Weinstein, 2006; Jones, 2006, as cited in Dicke et al., 2014).

Although student achievement and learning challenges can cause stress on new teachers, problematic behaviors and challenges with managing a classroom can cause burnout (Friedman, 2006, as cited in Dicke et al., 2014). Teacher burnout is considered the culminating result of chronic occupational stress (Van Droogenbroeck et al., 2021) and teachers who experience burnout are considered unhappy at work and have considered quitting (Santoro, 2019).

The limited exposure to classroom management training for new teachers is a concern, as the disruptions in the classroom are one of the biggest challenges new teachers face. Reducing this area of stress could lead to an easier transition for new teachers as they try to meet all of the demands and responsibilities of teaching a classroom. Unfortunately, opportunities for professional learning focusing on classroom management lacked for new teachers. Understanding if there is a correlation between professional development on classroom management and the perceptions of classroom management would be valuable information for school districts. If new teachers report not participating in any training on this topic and struggle

to implement behavior interventions in the classroom, school districts may want to consider how to revamp either their induction program or professional development opportunities.

Definition of Terms

New Teachers. According to the Pennsylvania Department of Education, educators begin their careers with a level I certificate, which are valid for 6 years. During this time, teachers must have three consecutive years earning a satisfactory rating in a PA public school prior to earning a level II certificate (Pennsylvania Department of Education, 2021b). Although new teachers can earn a level II certificate after three years, this is may not occur for teachers who are being hired as a substitute teacher, changing employers within those first three years, or who are not earning satisfactory ratings (Pennsylvania Department of Educators, 2021d). For the purpose of this study, new teachers will be considered those who are non-tenured, or who have less than 6 years of experience.

Tenure. Teachers who have three consecutive years working in the same institution, with all satisfactory ratings (IU5, n.d.).

Teacher Attrition. The percentage of teachers in any level of education who leave the profession in a school year (UNESCO Institute of Statistics, 2021).

Teacher Retention. The proportion of teachers from one school year who continue teaching at their school in the following year (IGI Global, 2021).

General Education. The educational experience for children who are typically developing (Webster, 2021).

Special Education. Instruction specially designed to meet the unique needs of each child with a disability. This specially designed instruction comes at no cost to parents, and is offered through the student's school, home, hospitals, and institutions. Additionally, special education

can provide specially designed instruction for the instruction in physical education, speech and language services, vocational education, and travel training (Individuals with Disability Education Act, 2017a).

Classroom Management. Skills and techniques used by teachers to keep students focused, on task, organized, orderly, and engaged in academic learning. In doing this, behaviors that impede learning are reduced (Glossary of Education Reform, 2014).

Multi-Tiered System of Support (MTSS). A three-tiered framework that provides both academic and behavioral support to students of varying needs. MTSS aligns with the Positive Behavior Intervention Support framework and can be integrated together (PBIS Rewards, 2021).

Positive Behavior Intervention Support (PBIS). An evidence-based three-tiered framework designed to provide a foundation of preventative support to diminish unwanted behaviors. Each tier is developed to address the needs of all, some, or few students depending on their level of problem behaviors (Center on PBIS, 2021a).

Induction. A program designed by individual school districts that typically include an orientation to the district, professional development sessions, and mentoring for new teachers (Kaufmann, 2007). The state of Pennsylvania requires that all level I certificate holders complete a Pennsylvania Department of Education approved induction program that includes mentorship (Pennsylvania Department of Education, 2021b).

Mental Health. The ability to form and maintain friendly relationships, to engage in social roles, manage emotions, manage change, and communicate well. Mental health can be affected through biological, environmental, and psychological factors (Bhugra et al., 2013).

Delimitations

The duration of the study occurred between February 2022 and March 2022. During this time, participants completed an online questionnaire with both open-ended and closed-ended questions. All participants worked in one single school district in Allegheny County, located in a southwestern Pennsylvania. The final sample of participants were all female.

Limitations

A limitation of this study is the sample selection of participants in the same school district. Being that all participants were selected from the same school district, they attended the same topic sessions in the induction program, unless employed by a previous district within their first few years of teaching. This selection gives a narrow view of how induction programs or professional development opportunities can impact new teachers 'perceptions of classroom management.

The online questionnaire was the main instrument used in this study. In choosing this instrument, participants had to feel comfortable participating without having the opportunity to meet the researcher. Cognizant effort was made in writing a welcoming and trusting email to the participants, introducing the study and including the online survey link. However, the online questionnaire created a challenge for the researcher, as providing a warm, friendly, and sense of trust required extra focus on choice of words on paper. Additionally, this chosen method removes opportunities for the researcher to convey warmth, such as simple gestures including smiles and an inviting posture (Glogowska et al., 2011).

Summary

Attrition rates of new teachers has been an ongoing concern and statistically has remained the same over the last decade. Ingersoll (2012) reported roughly 50% of new teachers

leave their profession within the first five years. This statistic was later mirrored in a 2019 study, that reported 50% of public-school teachers have considered leaving their profession (PDK Poll, 2019). Although these statistics have not change much over time, state and federal focus on improving teacher preparation programs (Goldhaber & Cowan, 2014).

New teachers report a number of stressors, but the most commonly reported challenge that leaves new teachers feeling at a loss is managing student behavior (McDonald, 2019). These reports are intriguing, especially given that a recent study indicated only 45% of new teachers participated in an induction program that had a focus on classroom management (Podolsky et al., 2016, as cited in Hirsch et al., 2019). A look into the perspectives of new teachers on classroom management can be valuable to school districts as they develop and facilitate preparation programs such as induction, and professional development opportunities for new teachers.

Chapter 2 provides a review of literature regarding classroom management, new teacher training, mental health of students, and teacher effectiveness models that have an impact on the way new teachers may perceive their abilities to manage a classroom. Chapter 3 will provide an overview of the methodology used in this research study. Lastly, chapter 4 and 5 will provide the results of the research study, limitations and strengths, and suggestions for further research.

Chapter 2

Review of Literature

The purpose of conducting this study was to gain insight into the perceptions new elementary school teachers have on their ability to implement effective classroom management tools to improve student behavior. Specifically, the author hopes to learn how new teachers feel in terms of being adequately prepared to address and implement behavior interventions to the whole class, and especially for students who exhibit disruptive behavior. The three research questions posed in this study include:

1. How does disruptive behavior in classrooms impact job satisfaction for new elementary teachers?
2. What behavior management strategies are most commonly being implemented in the classroom by new elementary school teachers?
3. What perceptions do new elementary teachers have on being adequately prepared for managing and supporting unwanted behaviors observed in their classrooms?

These research questions will be addressed throughout the literature review, which include topics on teacher retention and attrition, classroom management, teacher induction programs, professional development opportunities, effective teaching models, and the mental health of young children. The findings of this study will help to either reinforce current practices and programs aimed at preparing new elementary school teachers for classroom behavior management or improve practices and programs that lack in this area. In the education field, teachers are more likely to stay in their position if the school is a higher achieving school. In schools that are higher achieving (Boyd et al., 2005), it can be understood that less disruptive behavior occurs, as these disruptions lead to lower learning outcomes (Korpershoek et al., 2016).

To improve teacher retention and student learning outcomes, preparing new elementary school teachers in the area of classroom management could impact the school community.

Classroom management, a term regularly used in a school setting, refers to skills and tools used by teachers that help to run a smooth classroom while reducing the number of disruptions of student misbehavior (Mulvahill, 2018). Some examples of strategies teachers put into place to encourage a positive classroom environment include relationship building activities, and classroom rules for students to follow that can help regulate behavior (Korpershoek et al., 2016). Students who experience a trusting, supportive, and respectful classroom environment are more likely to add to a positive learning environment, thus lessening disruptive behavior occurrences (Roth & Fay, 2015).

In classroom settings that lack a positive management system, teachers may find that student misbehavior increases. This is a concern for new teachers as, many find that classroom discipline is one of their biggest challenges because they do not have the experience with classroom management and discipline that they need (McDonald, 2019). Additionally, motivating students to learn can be a challenging task on new teachers, especially because every student may have their own reasons for lacking motivation (Teach.com, 2020). This is a hardship for new teachers as trying to deliver engaging instruction while managing behavior can be overwhelming and often defeating (Greenberg et al., 2014). These findings suggest that although classroom management is a valuable part of teaching and learning, it may require a thorough understanding and apt for new teachers to successfully implement.

New teachers grapple with a number of stressors as they adjust to their profession. However, in a study that focused on teacher stressors such as difficulties accessing resources and poor colleague relationships, student misbehavior was the only dimension that could predict

teacher stress (Boyle et al., 1995, as cited in Dicke et al., 2014). Kane & Francis (2013) also make mention to the notion on teacher stress by suggesting that added stress from the challenges that new teachers face in their classrooms comes from the "complexity of what it means to teach and to be responsible for the students in their classes" (p. 367). Thus, new teachers may not feel fully prepared for the demanding realities of being responsible for a class full of students. New teachers also perceive student discipline as their biggest challenge and most difficult one to manage (Evertson & Weinstein, 2006; Jones, 2006, as cited in Dicke et al., 2014). Studies suggest that while instructional teaching problems such as low academic achievement or challenges with teaching the curriculum can place stress on teachers, classroom management issues and problematic behaviors and relationships with students cause teacher burnout (Friedman, 2006, as cited in Dicke et al., 2014).

Teacher Retention

New teachers who feel supported as they develop self-efficacy in the classroom are more likely to have students who achieve (Shaughnessy, 2004), and as a result, are more likely to appeal to teachers long-term to keep them in their profession (Hanushek et al., 2004). Contrary to achievement, educators must understand that just as active engagement is a predictor of student success, disruptive behavior is a predictor of failure (Noltemeyer et al., 2015). To foster student relationships and develop a sense of belonging to the classroom, students can increase their academic self-image and success. These attributes can directly impact teacher self-efficacy and the desire to stay in their position (Pedota, 2015).

Setting goals, improving daily communication, and responding to student work are all aspects of fostering a positive learning environment and build student self-efficacy (Pedota, 2015). Learning students' strengths and areas of need to better differentiate instruction based on

each individual students' needs can improve self-esteem and enhance learning outcomes (Ainley, 2004). Increases in student interest and achievement can also lead to teacher retention (Pedota, 2015).

Teacher autonomy is also an aspect of the teaching position that influences teacher satisfaction and retention (Johnson, 2006). Other reasons for teacher job satisfaction include collaborating well with the school principal and colleagues, feeling a sense of belonging in the work environment by contributing to decision making processes, and having students that are nondisruptive (Allensworth et al, 2009). To ensure teachers can achieve this level of job satisfaction, school leadership support is imperative. In a study completed by Ladd (2009), teachers who feel supported by school leaders are more likely to stay in their position compared to any other aspect of their working condition. Furthermore, school leaders can improve student achievement by incorporating a number of leadership practices, such as promoting cohesion among staff, establishing school routines and procedures, protecting instructional time for students and staff, providing staff with necessary resources for instruction, and connecting to stakeholders (Waters et al., 2003).

The relationship teachers have with their colleagues is another essential aspect of teacher job satisfaction and retention. Relationships that are positive and trusting, which allow colleagues to share daily struggles and seek advice can promote a sense of shared commitment and responsibility (Allensworth et al., 2009). The positive relationships shared between colleagues promote teacher retention, especially in a mentor-mentee role (Darling-Hammond, 2003).

Teacher Attrition

To gain insight into the first research question, “How does disruptive behavior in classrooms impact job satisfaction for new elementary teachers?”, understanding why teachers leave the field is imperative. Although many aspects of the teaching position can support teacher retention, added stress and pressure new teachers face with managing a classroom is cause for concern as 10% of teachers leave within their first year in the field, and 40-50% leave within their first five years in the field (Ingersoll, 2012). Possibly more concerning is some of the most dedicated teachers will leave their profession because of the frustrations that come with failing to manage a classroom successfully (Thompson, 2010). The need of teacher staffing “may not be due to overall shortages of qualified teachers entering the profession but rather by large numbers of teachers migrating to other schools or leaving the professional altogether” (Ingersoll, 2000, 2001, 2002, as cited in Kelley, 2004, p, 438).

Reviewing longitudinal data suggests that teacher transfer patterns are associated with student demographics (Boyd et al., 2005). In particular, schools of students who are generally low-income, non-White, and low-achieving have a higher turnover rate among their teachers (Boyd et al., 2005). In a study of New York City schools, 27% of new teachers leave after their first year of teaching in lower-performing schools, 12% higher than the number of teachers who leave after their first year in a higher achieving school (Boyd et al., 2005). This data is also mirrored in a study using Texas data, in which teachers are more likely to stay in their profession if they work in higher achieving school (Hanuschek et al., 2004).

Teacher burnout is a term referring to the physical and psychological well-being of teachers (Hall, 2013). Teacher burnout affects the work performance in the classroom, the interactions with students, and attrition (Park & Shin, 2020). Burnout can occur for teachers who

experience constant maladjustment, discouragement, hostility, and fatigue (Park & Shin, 2020). Teachers who lack classroom management may find that their classroom environment is the very place that manifests burnout. Taking certain variables into consideration, student age and disability, as well as negative teacher self-efficacy had a correlation with burnout. Contrary, teachers with an increase in self-efficacy can promote a feeling of personal accomplishment (Park & Shin, 2020).

In a profession that includes complexities and challenges, it is important for new teachers to have support as they navigate learning the culture of a new school, build relationships with their colleagues, and implement teaching practices that help student learning outcomes. As suggested by Kaufmann (2007), teachers who have the support and training they need are less likely to leave their profession. Additionally, new teachers have a higher retention rate if they participate in a formal or comprehensive preparation program (DeAngelis et al., 2013). A comprehensive preparation program includes multiple layers of support for new teachers, such as an induction program with a mentorship component (Smith & Ingersoll, 2004), professional development with specific curriculum to support teacher learning, feedback opportunities, and opportunities for teachers to learn, implement, and reflect on their teaching strategies (Darling-Hammond et al., 2017).

Effective Classroom Management

One of the most challenging areas of teaching for new teachers is classroom management (Thompson, 2010), therefore, learning effective classroom management tools are imperative. These tools are necessary to learn and implement as behavior management can decrease problematic behavior while increasing academic achievement (Korpershoek et al., 2016). The high-incidence rate of disabilities, as well as students without disabilities who still display

disruptive behavior, can interfere with the teacher's ability to instruct students. As a result, teachers can feel a great deal of stress in their job (Westling, 2010). Teachers should become familiar with and learn how to implement classroom management tools to effectively reduce the number of disruptive behaviors in the classroom.

A number of evidence-based classroom management strategies exist that promote student outcomes. Eight recommended strategies were identified by Mitchell et al. (2017) as being physical layout, expectations, routines, behavior specific praise, active supervision, opportunities to respond, reminders about behavior, and consistent responding. Mitchell et al. (2017) notes that these classroom management strategies should be implemented in all classrooms for every student. Considering these are suggested to be implemented schoolwide, classroom teachers must be prepared for students who are not receptive to these strategies and who continue to disrupt the flow of the classroom.

Additional effective classroom management strategies focus on the inviting and welcoming environments that teachers create for student learning, regulating student behavior, and creating a positive relationship between students and the teacher (Korpershoek et al., 2016). While teacher relationships with students can be a successful classroom management strategy, the relationships between peers must also be considered. For example, group contingency strategies reinforce positive behavior by rewarding the behavior of an individual in a group, a few individuals within a group, or the entire group (ABA Connect, 2018). These rewards may be given based on one particular students' behavior, which can help to motivate the student to meet behavior expectations (ABA Connect, 2018).

The suggested evidence-based classroom management strategies are primarily universal strategies that can be implemented in the classroom for all students. However, as new teachers

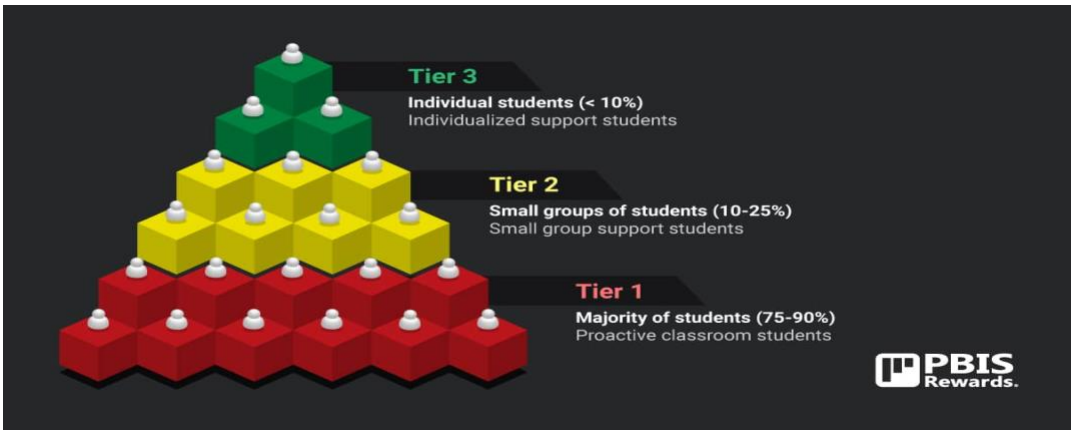
may find out early on in their career, not all strategies are effective for all students. Understanding what steps to take when a student doesn't comply to the preventative classroom management strategies is crucial and can be learned through reviewing tiered systems of support for students. Question two of this research study aims to understand what classroom behavior strategies are most commonly being implemented by new elementary school teachers.

Multi-Tiered System of Support

When considering effective classroom management practices, thinking of a multi-tiered system of support (MTSS) approach can help to organize the level of tools or interventions needed to enforce by teachers. MTSS is a framework (see Figure 1) that provides academic and behavior strategies to students at every level of need (PBIS Rewards, 2021). Included in the MTSS process is a universal screening for all students, tiers of intervention to reach students at every level of need, data collection and assessment, schoolwide expectations and supports, and parent involvement (PBIS Rewards, 2021). Students can move from tier to tier without meeting any timeline requirements, with the goal of requiring less intervention over time (PBIS Rewards, 2021).

Figure 1

Three-Tiered Model of Multi-Tiered System of Support (MTSS).



Notes. The three tiers in the MTSS model include a brief description of the targeted student population; majority of students, small group of students, and individual students. Each tier recommends a percentage of students who should be targeted for intervention and support (PBIS Rewards, 2021).

Positive Behavior Intervention Support

To address behavior, the MTSS framework includes Positive Behavior Intervention Support (PBIS), which can help to structure behavior management interventions depending on student needs. PBIS is an evidence-based three-tiered framework aligned with the MTSS framework that helps to support the entire school body so all students can be successful (Center on PBIS, 2021a). The PBIS framework is designed to support students academically, behaviorally, socially, and emotionally (Center on PBIS, 2021b). Results of successful MTSS programs in school can improve social and academic outcomes, reduced discipline referrals, enhance teacher efficacy, and increase teacher retention (PBIS Rewards, 2021).

The multi-tiered approach in PBIS starts with tier 1, known as the foundation for delivery of interventions and supports to all students, school-wide (Center on PBIS, 2021c). Tier 2 of PBIS addresses some of the student population through targeted prevention. These students have shown through data collection that tier 1 support is not enough, and could potentially develop more serious problematic behavior in school. The practices implemented for students in tier 2 include an increase in instruction with self-regulation and social skills, increased adult supervision, increased opportunities for positive reinforcement, increased academic support, and increased focus on the function of unwanted behaviors (Center on PBIS, 2021d). Lastly, tier 3 addresses only a few students in the school who require intensive, individualized prevention support to improve behavioral and academic outcomes. Students who can benefit from tier 3

might have developmental disabilities, emotional and behavioral disorders, or students who are not identified who exhibit concerning behaviors. These targeted students receive behavior support, formal data collection for multidisciplinary evaluation purposes, and community resources such as wraparound support (Center on PBIS, 2021e).

Tier 1 Interventions

Interventions and tools that are most often found in tier 1 classroom supports are a set of classroom rules and expectations, effectively utilizing instruction time, reinforcing appropriate student behavior, and appropriately responding to misbehavior (Reinke et al., 2013). When creating rules and expectations for classrooms, teachers need to be cognizant that they are developmentally appropriate, positive in nature, and must be taught to students. Additionally, they must be aligned with schoolwide expectations. For example, rules may be as simple as "be kind, be safe, be responsible" and taught in the classroom while also being used in all areas of the school (Reinke, 2013, p. 39). An example of these classroom and schoolwide rules can be found in Figure 2, which can be used as a visual for students.

Figure 2

Positive Classroom Expectations Visual Aid

Positive Classroom Expectations Look Like, Sound Like, Feel Like in....

Expectations / Routines	Teacher-Directed Instruction	Small Group Activities	Independent Work	Transitions	...
1. Kind to self	• Use whole body listening •	• Share your ideas •	• Do your best • Ask for help if you need it •	• Bring what you need to be ready for what's next •	•
2. Kind to others	• Calm body & quiet voice • Mute tech •	• Actively listen • Take turns • Wear a mask •	• Calm body & quiet voice • Stay in your own space	• Quiet voice • Keep a 6' space bubble •	•
3. Kind to environment	• Take care of your space •	• Take care of your space & materials •	• Take care of your space & materials •	• Leave space better than you found it •	•

Note. An example of a PBIS matrix created for students to learn, understand, and apply the positive classroom expectations. These expectations are created for all students in Tier 1 of PBIS (Center on PBIS, 2021f).

Effectively utilizing class instructional time requires teachers to engage students in instruction through listening to the teacher, answering questions, and writing. If students are engaged in learning, they are not as likely to display disruptive or off-task behaviors such as being off-task or talking at inopportune times (Reinke et al., 2013). A recommendation by Reinke et al. (2013) is to pace academic questions that are appropriate for the students in the classroom to learn. In this same realm, creating opportunities for students to respond is an effective practice that can increase positive behavior, decrease undesired behavior, and improve academic performance (Haydon et al., 2012).

In terms of reinforcing and responding to student behavior, some of the most challenging students will respond to positive, compliant behavior. According to Reinke et al. (2013), teachers who share positive interactions with students have students with improved outcomes academically and socially. Specifically, teacher praise is an effective behavior reinforcer that has shown to increase expected behavior in disruptive students (Reinke et al., 2007; Owens et al., 2018). Additionally, Owens et al. (2018) found that praise can enhance teacher-student relationships. To use praise effectively, teachers should be specific to the behavior they are observing so students understand why they are being praised (Reinke et al., 2007). Contrary, when students display unwanted behaviors in the classroom, teachers should have consistent and explicit responses to students to help redirect their attention to the specific rule they violated. Teachers will also want to consider environmental changes or instructional changes (Stormont et al., 2008, as cited in Reinke et al., 2013).

Although these recommendations are made to improve the classroom environment, teachers were observed using praise efforts less than they used reprimands to address student behavior. To improve praising efforts, teachers can use visual reminders to use praise and set a goal of four praise efforts for every one reprimand. (Reinke et al., 2013). In addition, opportunities to respond were less than desirable. To ensure effective teaching and application of behavior expectations, elementary teachers need to consider the developmental levels of students. Kindergarten students will likely require more supervision and praise than fifth graders, as they are learning how to adapt to school expectations for the first time (Owen et al., 2018).

Tier 2 Interventions

When students are not showing success in tier 1 supports, teachers provide tier 2 supports at the small-group or classroom level to support students whose behaviors are considered at-risk (Ennis et al., 2016). In addition, tier 2 supports are not meant to target only a few individual students. If implemented correctly, teachers implementing these supports can impact more students than those whose behaviors are of concern. An intervention used as a tier 2 support is group contingency, which applies one or more of the contingency components to the performance of a group(s) (Anderson & Borgmeier, 2010, as cited in Ennis et al., 2016). For example, students can be reinforced for the positive behavior of a group of students. Group contingencies can be categorized into independent, dependent, or interdependent. Independent contingencies apply to each student separately, whose criteria and consequence is the same as every other student in the class. Dependent contingencies include all or none of the students from a group who have access to a reward and is based on the performance of one student or a group of students. Lastly, interdependent contingency includes all or none of the students, and the appropriate behavior expectations from the whole group are being assessed for reward (Skinner

et al., 2002; Skinner et al., 2009, as cited in Ennis et al., 2016). In a study performed by Ennis et al. (2016) that assessed group contingencies, data suggested that they lead to positive outcomes and increases appropriate behavior for all students.

A second tier 2 intervention that is most commonly implemented within the PBIS framework is called check-in check-out (CICO). This behavior management tool has been studied and indicates the ability to improve student outcomes, especially if the CICO mentor has a strong relationship with the student (Drevon et al., 2018). Crone et al. (2010, as cited in Drevon et al., 2018) explain CICO through a series of components, which explain the process of how this daily progress report works. In summary, students who were not successful with only tier 1 supports can be referred for CICO and are assigned to a school mentor, whom they meet with every day at the start and end of the school day. Behavioral expectations are reviewed, and the student's teachers provide progress on the daily report that will be reviewed by the students ' mentor. If the student met their behavioral goals for the day, they will earn a reward. These daily progress reports are taken home for parents to review and sign, which enhance school to home connections.

In schools where PBIS is not implemented, teachers are still likely to have to support for students. Teachers of students who indicate a need for more interventions than what may have been applied for the whole classroom can consult with professionals in the school such as the school counselor, administrator, and other teachers. Interventions and supports that can be offered at this time include small groups through the school counselor, teaching communication skills for taking breaks when needed, group contingencies, mentoring opportunities, and visuals for how to follow class expectations (Knoster & Drogan, 2016). Implementing supports for students who are showing at-risk behaviors in a school without a schoolwide behavior support

program should be mindful to consider feasibility, consistency, and effectiveness when planning behavior supports (Knoster & Drogan, 2016).

Tier 3 Interventions

Students who received support for unwanted behaviors and did not show any improvements would be referred to what PBIS offers in tier 3. Tier 3 helps to address the highly disruptive behaviors that have created learning barriers for students and excluded students from social opportunities (Center on PBIS, 2021e). Tier 3 supports include a multi-disciplinary team to give input on interventions, behavior support, maximizing resources, determining student eligibility for additional resources, and evaluating individual education programs. Furthermore, functional behavior assessments (FBA) are completed, which is a formal process of collecting data to determine the cause of misbehavior. FBA's result in identifying prevention strategies, reinforcement strategies, and ensuring student safety. School (Center on PBIS, 2021e).

Function of Behavior

In any classroom situation when a student displays consistent behavior violations, teachers can be effective when helping each student reach their potential. The Child Mind Institute recommends following three key principles for improving student behavior. These include understanding that behavior is communication, behavior has function, and behavior occurs in patterns (Rappaport & Minihan, 2021). Student behavior are purposeful and is an attempt to solve a problem. Teachers who spend time understanding what the student needs or is communicating can help the teacher implement strategies or interventions to break the behavior code.

Students typically achieve something through their behaviors, as teachers may reinforce negative behavior by giving in to the student. As a result, students will repeat unwanted

behaviors to get what they want. Teachers must learn different ways to respond to unwanted behavior. Finding behavior patterns can help teachers recognize the time of day, subject area, or antecedents that might elicit unwanted behavior. If the pattern is determined, the teacher can then implement appropriate supports (Rappaport & Minihan, 2021). Recommendations made by the Child Mind Institute for improving student unwanted behavior include managing antecedents, reinforcing desired behavior, teaching replacement behavior, addressing undeveloped skills, and responding to unwanted behavior appropriately (Rappaport & Minihan, 2021).

Teacher-Student Rapport

The quality of teacher-student relationships is important aspect of creating a positive learning environment in the classroom. To create positive relationships with students, teachers should be cognizant of body language and tone of voice, especially when correcting behavior. In doing so, students feel less threatened and overpowered (Alderman & Green, 2011). Language used to address students is also important to consider, as the way a teacher may address a student issue can come off accusatory. Instead of asking accusatory questions, teachers should consider using less confrontational language. An example provided by Alderman & Green (2011) is "I can see something is bothering you, have a seat now and we'll talk about it in 5 minutes" (p.41). In this example, no verbal accusatory or judgmental wording is used.

Manipulative social power is an effective strategy that involves giving students power to collaboratively make classroom decisions such as rules, how to complete work, and helping to design more interesting class assignments (Sutherland et al., 2000, as cited in Alderman & Green, 2011). Additionally, allowing students to express their needs and feelings by teaching them appropriate ways to do so, such as "I can't talk now," or "I am just sick of this work" can help to prevent defiance or refusal to complete work (Alderman & Green, 2011, p. 42). Other

suggestions for using social power and likability include listening, supporting, remembering personal things such as student birthdays, using humor, and engaging in fun activities are all beneficial for creating positive classroom environments (Alderman & Green, 2011). These efforts provide effective results, as positive teacher-student relationships help to improve classroom behaviors, such as aggression and defiance (Murray & Pianta, 2007, as cited in Alderman & Green, 2011). While the behavior management tools may be very helpful to most students, understanding mental illness in a classroom is necessary for implementing appropriate strategies and connecting students to the right resources.

Mental Health in the Classroom

Positive mental health, or positive development is regarded as being able to show ability to trust and have tolerance, be socially competent, be responsible, self-controlled, empathetic, and satisfied with their personal life and achievements (Hawkins et al., 2009). Positive mental health in the adolescent period predicted being able to establish a career and being a responsible citizen as they reached young adulthood (O'Connor et al., 2017). A mix of interventions that promote positive mental health as well as implementing interventions that reduce problems are both suggested, as they can better prepare adolescents for the challenges that may be faced on the journey to adulthood (O'Connor et al., 2017).

To address the importance of positive mental health, it is recommended to teach well-being in schools to increase life satisfaction and to support better learning and creative thinking (Seligman et al., 2009). Incorporating school-based wellness programs, such as the Penn Resiliency Program, can reduce symptoms of depression, prevents clinical levels of depression and anxiety, and works equally well for children of various racial and ethnic backgrounds (Brunwasser et al., 2009). The Penn Resiliency Program supports positive development by

teaching students the techniques for coping skills, problem solving, assertiveness, and relaxation (Gillham et al., 2007). Another social emotional learning program that is research based and designed to help children develop the social and emotional skills they need to thrive is called Second Step, which offers programs for early learning through grade 12 (Second Step, 2021). Educators in search of social emotional learning programs can find certified model programs such as Promoting Alternative Thinking Strategies (PATHS), a model for enhancing the social emotional learning by reducing aggression and behavior problems in elementary students, as well as Positive Action, a school-based social emotional learning program for students in elementary and middle school that increases positive behavior (Blueprints for Healthy Youth Development, 2021).

In a classroom setting where student mental health needs are significant, school staff struggle to implement programs to better support these needs due to a lack of training and professional development on mental health (Powers et al., 2014). Without the appropriate education or training, teachers are less likely to identify symptoms of mental illness (Powers et al., 2014). Furthermore, in a study completed by Glazebrook et al. (2003), many children with psychological symptoms go unnoticed by pediatricians. Unless these children exhibit extreme concerns in psychological symptoms, it is unlikely that they will receive the mental health support they need. Unfortunately, preservice teacher programs do not typically include any training in prevention mental health (Koller & Bertel, 2006) and as a result, feel ill-equipped in providing early intervention (Loades & Mastroyannopoulou, 2010). This understanding explains why three areas identified as a need by teachers for further training include strategies to help externalizing behavior problem in children, recognizing and understanding mental health issues in children, and classroom management and behavior interventions (Reinke et al., 2011).

In a school setting, it is estimated that 12% of school-aged youth display substantial manifestations of emotional and behavioral disorders (Forness et al., 2012). This estimate is based on age, impairment, interactions with peers and teachers, and academic performance of children who would likely qualify for special education (Forness et al., 2012). Children with an emotional or behavioral disorder are known to deviate from normal age-appropriate behavior expectations. Examples include inabilities to learn and build satisfactory relationships, engage in inappropriate behaviors, experience unpleasant moods, and develop physical symptoms associated with personal or school problems (Individuals with Disabilities Education Act, 2017b). According to the Center for Disease Control and Prevention (2021), one out of every six children between the ages of 2 years and 8 years old have a diagnosed mental, behavioral, or developmental disorder in the United States (see Figure 3). In the school setting, these children may qualify for special education services using the school or mental health classification system (Wynne et al., 2013).

Students with significant learning and behavioral challenges are less likely to respond to classroom wide interventions, slow to respond to targeted interventions, and require continuous intensive support. A result of the challenging behaviors observed in the classroom is that these children are often referred to the school principal and removed from class instruction for misbehaving (Sugai et al., 2000). Due to often missing class instruction, students with an emotional or behavioral disturbance are not receiving the same level of learning and therefore not achieving academic outcomes compared to their peers. Overall, up to 20% of students display challenging behaviors in the classroom, but less than 1% of students qualify for special education services under the “emotional disturbance” category (Forness et al., 2012). Forness et al. (2012) believe this to be an error in special education identification, as they estimated a 12%

prevalence of students who should be identified as having an emotional or behavioral disturbance. As a result, regular education teachers are assigned to a number of children with moderate to severe behavioral challenges (Forness et al., 2012). To support the varying level of mental health and behavioral needs in the classroom, teachers must implement effective, research-based classroom management tools (U.S. Department of Education & Office of Special Education Programs, 2016, as cited in Gage et al., 2018).

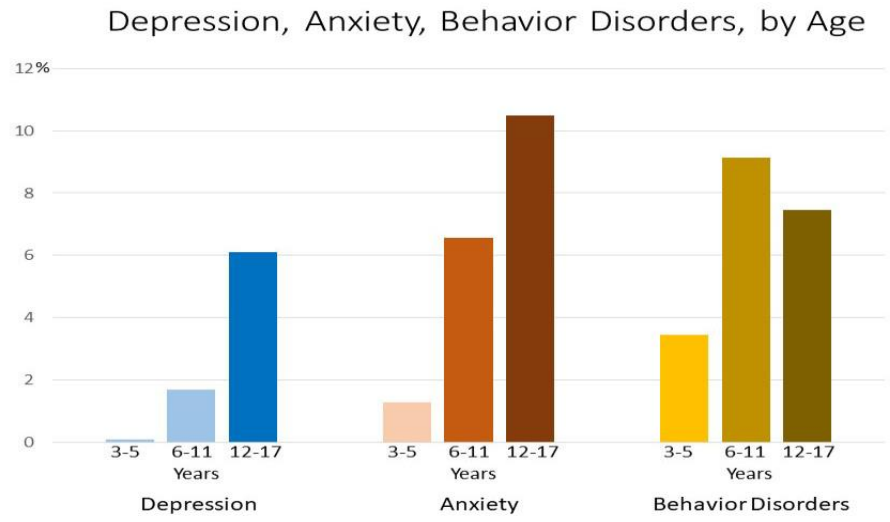
Regardless of position, both regular education and special education teachers find categories of students to be especially challenging to teach in the classroom. For special education teachers, students with an emotional or behavioral disturbance, students with specific learning disabilities, and students with ADHD were identified as most challenging. Regular education teachers reported similar feelings for challenging groups, as students with specific learning disabilities and students with ADHD were also identified. The third, students without an identified disability, were also reported as being a challenge (Westling, 2010).

A number of children may have an emotional or behavioral disturbance diagnosis through the school, but the most common clinical mental health diagnosis found in children is attention-deficit hyperactivity disorder (ADHD), which affects 7-9% of children (American Academy of Pediatrics, 2020). However, contrary to that statistic, Dacey et al., (2016) report that anxiety disorders are the most prevalent mental health diagnosis found in individuals ages 16 and younger. Similar to this statistic is the report by the Centers for Disease Control and Prevention (2021), which shares how the mental health of young children, adolescents, and teenagers increases with age, specifically identifying depression anxiety, and behavioral disorders (see Figure 3). This report also recognizes anxiety as the leading mental disorder over depression and

other behavioral disorders. Overall, mental health illnesses have increased as much as 10% and one main cause of this stems from the pressure to achieve in schools (Dacey et al., 2016).

Figure 3

CDC Report on Depression, Anxiety, and Behavior Disorders



Note. This bar graph indicates the increase in depression, anxiety, and behavior disorders as the age of the individual increases (Centers for Disease Control and Prevention, 2021)

The lack of formal training for new teachers on the subject of student mental health is not only a disadvantage for students who are dealing with such issues, but can also increase the stress levels of the teacher (Holen & Waagene, 2014, as cited in Ekornes, 2017). These authors also found that lacking competence in mental health and a lack of time and available resources were two main challenges in helping students with diagnosed mental health disorders. Unfortunately, only a minority of teachers feel they are knowledgeable enough in mental health to support their students' needs (Ekornes, 2017).

Teacher stress related to student mental health were also studied by Harding et al. (2019). In their study, the researchers looked at student and teacher wellbeing, teacher depressive symptoms, and confounding factors such as socio-economic deprivation, ethnicity, teacher and

student relationships, teacher absences and presenteeism, and the size of the school. Harding et al. (2019) set forth to uncover if a relation occurs between teachers 'mental health and wellbeing with the mental health and wellbeing of their students. In their findings, teachers who reported a better wellbeing associated it with the better wellbeing and psychological difficulties of their students. Additionally, teachers experienced fewer depressive symptoms when their students ' wellbeing was better. These findings indicate that students 'mental health can have a direct impact on teachers 'wellbeing.

Teacher Trainings

The third research question, "What perceptions do new elementary teachers have on being adequately prepared for managing and supporting unwanted behaviors observed in their classrooms?" can be learned through this section on teacher trainings. New teachers enter the field of education with minimal training on classroom management strategies (Westling, 2010). In the study, Westling (2010) surveyed 38 special education teachers on their preparation and preservice perceptions for classroom management. In their report, 55% of special education teachers reported as feeling adequately prepared in their preservice program in classroom management. Also concerning is that less 50% of special education teachers reported receiving any preservice or in-service preparation for individual behavior interventions. Reports made by 32 regular education teachers indicated that 57% felt they had adequate preservice preparation in classroom management. However, the in-service opportunity for learning individual behavior interventions was reported by 70% of regular education teachers (Westling, 2010).

Furthermore, although classroom management practices are well established and researched, Simonsen et al. (2020) discuss what is called an "implementation gap" that exists between knowledge of these practices and implementing them in the classroom (p. 3). New

teachers express concerns and frustrations over student misbehavior once they are teaching in the classroom (Simonsen et al., 2020). To supplement for the lack of pre-service training, new teachers find themselves leaning on school administrators, school counselors, senior teachers, and behavior specialists for classroom management support (Simonsen et al., 2014). The lack of pre-service training and difficulty implementing classroom management practices once in the field brings the quality of preparation efforts into question as new teachers embark on their professional journey. For the purpose of this study, induction programs and professional development will be reviewed as efforts put into place by districts to help support and prepare new teachers for their roles in education.

Induction Programs

Feeling ill-prepared and facing the demanding realities of a classroom, especially in grade levels where young children are still learning the routines and expectations of school, can be overwhelming for new teachers (Petersen, 2017). As Petersen (2017) looked into the transition phase of pre-service teachers moving into their first-time teaching position, new teachers shared the consensus that they were not prepared for what it meant to run a classroom. However, a learning curve can be expected for any new position and certain skills can only be learned through on-the-job experience with the support and guidance from the employer and colleagues (Petersen, 2017). This is important to note, as teachers in the primary school are responsible for educating youth with the "very tools for learning" (Van der Berg, 2015, as cited in Petersen, 2017, p. 1). However, new teachers in the primary grades face many challenges in their classrooms and often leave their position within the first few years (Henning & Gravett, 2011; Kennedy, 2016, as cited in Petersen, 2017).

Considering how new hires learn best while working in their new position, induction programs can be a supportive tool for new teachers as they acclimate. New teacher induction programs are designed to introduce new educators to their position and place of employment. More specifically, induction programs "provide inexperienced teachers with the necessary models and tools for beginning their teaching careers" (Kaufmann, 2007, p. 1). Induction programs are different from pre-service training in that they occur once the teacher is hired and has already completed basic level training. Induction programs are also different from in-service training because they are not considered additional training, but more so supporting new teachers as they transition from students to a "teacher of students" (Smith & Ingersoll, 2004, p. 683). In induction programs, educators should be provided the necessary tools and guidance needed to assist them as they begin their career. Although the design of teacher induction programs varies in each school district, they typically include an orientation to the district, professional development, and mentoring (Kaufmann, 2007). While induction programs are required in most school districts to help support and prepare newly hired educators, the quality of the programs have been reviewed and questioned due to growing consensus that new teachers struggle in their first years of teaching (Kane & Francis, 2013).

If designed to best support new teachers, induction programs are thought to be one of the necessary practices that help new teachers as they adapt to the challenges of their transition phase (Petersen, 2017). Essentially, induction programs are often thought of as the "bridge from student of teaching to teacher of students" (Ingersoll & Strong, 2011, p. 203). Noteworthy practices found in induction programs across the world include support plans to help new teachers achieve their goals, provide training centers for new teachers that offer school-based training and assessment, give time to reflect on practices, and create collaborative opportunities

in learning between the mentee and mentor (Howe, 2006). The relationships new teachers build with their veteran colleagues is imperative, as veteran teachers can assist in supporting the new teachers as they absorb all that encompasses their new school. Unfortunately, these relationships are not always established and lead by administrators or through induction (Petersen, 2017).

Mirroring similar perceptions of new teachers participating in induction programs is reiterated by Kane & Francis (2013), who reviewed and analyzed data from an induction program designed for new teachers in Ontario, Canada using Freiman-Nemser's framework of Central Tasks of Learning to Teach. This guide was used to examine how the Ontario induction program supports new teachers. The results shared by new teachers after following this induction framework indicated that new teachers face many challenges and often feel they are on their own. However, after participating in an induction program, participants reported reduced stress and felt the programs provided information on immediate problems to help promote teacher development. The research findings of teacher education programs suggest that candidates require support, need opportunities to grow, and mentoring.

To learn of the perceptions that new teachers have on induction program activities, Algozzine et al. (2007) surveyed beginning teachers in North Carolina. Some of the most effective and favorable induction activities that were reported included formal evaluations and observations, school specific orientation, assignment of no extracurricular duties, release time to observe mentor's classroom, and assignment of a mentor. Some of the less favorable and less effective induction activities included system-wide orientation, administration paperwork, monthly meetings, and optional or mandatory professional development that included in-service sessions. While collecting these perceptions, although teachers mentioned favoring and finding certain activities effective such as not being assigned to any extracurricular duties and having a

reduced teaching load, the number of new teachers who had to participate in these activities was ranked high (Algozzine et al., 2007).

Novice teachers who participate in induction programs also leave their position at a lower rate than their peers who do not participate in induction programs (Ingersoll & Strong, 2011). Mentoring at the elementary level was identified as an important component of induction, and induction programs with multiple supports had the largest impact on whether teachers would stay in their position (Ingersoll & Strong, 2011). However, Podolsky et al. (2016, as cited in Hirsch et al., 2019) report that only 45% of novice teachers participated in an induction program that included classroom management as a topic.

The literature and studies on new teacher induction programs mentioned in this paper provide an overall consensus that induction programs are beneficial. Specifically, Kelley (2004), Howe (2006), and Kane & Francis (2013) shared the views that mentoring and ongoing teacher development were key aspects to new teacher induction programs. In addition, reflection opportunities and ongoing learner practice to build on skills were encouraged and supported.

Professional Development

Teacher preparation is a predictive component of retention (Boyd et al., 2011). Although pre-service teachers often enter the field without the appropriate training for classroom management, teachers must continue with their education learning in order to keep their certification. New teachers must become familiar with their state's requirements for maintaining their certificate. To do this, teachers can review renewal periods, learn how many continuing educational credits they must earn within a certain timeframe, and accrue hours through professional development and training (Top Education Degrees, 2021).

In the state of Pennsylvania, the Pennsylvania Department of Education includes Act 48 Continuing Professional Education Requirements that can help all teachers, especially new, learn and grow in their career. Act 48 requires all Pennsylvania educators who hold an Instructional I and II, Educational Specialist I and II, Administrative, or a Supervisory certificate to continue with professional education (Pennsylvania Department of Education, 2021c). Specifically, these educators who have an active certificate and plan to stay in the field must earn six collegiate credits, or 180 hours of professional development (Pennsylvania Department of Education, 2021a).

Without these requirements, certificates will become inactive and educators will be unable to obtain a position in a Pennsylvania school until they have been met (Pennsylvania Department of Education, 2021d). New teachers can benefit from Act 48, as they are able to spend training hours focusing on the areas they feel need to be improved, which can include classroom management should this be a topic area they choose. While funding may be a concern, school districts and intermediate units can provide Act 48 hours for certified professional educators as long as they are approved by the Pennsylvania Department of Education (Pennsylvania Department of Education, 2021e).

Professional development in classroom management is a critical component of improving outcomes for teachers and students (Allen & Forman, 1984, as cited in Simonsen et al., 2020). Yoon et al. (2007) recommend at minimum 30 hours of direct support in addition to the professional development on classroom management for new teachers (as cited in Grasley-Boy et al., 2019). However, the range of needs in one school building could be vast, making this difficult to provide to teachers. Additionally, opportunities for classroom management professional development have been somewhat limited due to financial costs. Administrators

must make decisions based on what resources are both cost-effective and effective (Simonsen, et al., 2020).

Addressing needs through a multi-tiered system framework can allow teachers to learn the appropriate practices according to the level of their students ’needs. Teachers can set goals through targeted skills and either self-monitor or utilize the support of a colleague to observe and progress monitor as they implement the skills (Grasley-Boy et al., 2019). Additionally, new teachers should become familiar with the evaluation rubric used by administrators during observations to assess classroom environment and management.

Educator Effectiveness for School Professionals in Pennsylvania

Classroom management is a broad term that may be understood differently between teachers and administrators unless specified. To prevent any misconceptions or misunderstandings of teaching expectations, educator effectiveness models have been created and designed to evaluate school professionals, as well as the professional development and training components available to teachers (Pennsylvania Department of Education, 2021f). In July of 2013, the Pennsylvania Department of Education implemented the Classroom Teacher Effectiveness Evaluation System for professional school employees called *Danielson Framework for Teaching* (Pennsylvania Department of Education, 2013). The evaluation system includes an evaluation rubric, which can also be used as a reference for teachers as they self-assess whether they are meeting expectations as an effective educator.

The Danielson Framework for Teaching includes four domains of teaching responsibility that can enhance great teaching for any professional educator regardless of their experience in the field. The four domains include Planning and Preparation, Classroom Environment, Professional Responsibilities, and Instruction (Pennsylvania Department of Education, 2021g).

Within these four domains, a set of distinct practices are identified that schools can use as a foundation for professional development, mentoring, and the teacher evaluation process.

To assess and reflect on one's own classroom management strategies, any professional educator using the *Danielson Framework for Teaching* can refer to Doman 2: Classroom Environment. This domain is broken down into five components: Creating an Environment of Respect and Rapport, Establishing a Culture for Learning, Managing Classroom Procedures, Managing Student Behavior Expectations, and Organizing Physical and Digital Space (Pennsylvania Department of Education, 2021g). Component 2D: Managing Student Behavior Expectations provides a thorough set of practices to refer to when establishing standards of conduct and implementing preventative tools to reinforce positive behavior in the classroom. These practices are laid out for the teacher or administrator to determine which efforts represent that of a distinguished or proficient teacher, as well as which practices suggest the educator needs improvement, is failing at implementation, or is not enforcing any practices that can be observed (Pennsylvania Department of Education, 2021g).

Reflecting on classroom environment and managing student behavior efforts can also be guided by the "Evidence of Practice" prompts associated with Component 2D (Pennsylvania Department of Education, 2021g, p. 14). These prompts include a visual of classroom standards available to students, awareness of student behavior, nonverbal behavioral management techniques, positive behavior interventions and reinforcements, and responses to unwanted behavior (Pennsylvania Department of Education, 2021g, p. 14). These prompts can help to engage a more in-depth level of thinking and conversation on developing fundamental tools for classroom management. The evaluation rubric provided by the *Danielson Framework for Teaching* allows educators and administrators to review the same expectations. Teachers are able

to better prepare for classroom management by incorporating evaluation components that may be later used to for evaluation purposes. Additionally, by incorporating these components, teachers can ensure they are practicing classroom management. While the practices and prompts offered in the *Framework for Danielson* are helpful guides to follow as an educator, educators still need to develop an understanding of what classroom management entails so that these suggestions can be met and successfully implemented.

In March of 2020 in Pennsylvania, Act 82 Educator Effectiveness was revised for professional employees holding a position in Pre-K to grade 12 across the state. Revisions to this rating system include domains for the evaluation procedures, regulations addressing teacher and LEA selected measures, regulations addressing principal performance, building level data calculations, and rating forms for professional employees. Additionally, professional development opportunities will be created more appropriately for professional employees, dependent on their position (Pennsylvania Department of Education, 2021f).

Summary

Classroom management is a valuable part of teaching and learning and requires a thorough understanding and skill for new elementary school teachers to successfully implement. After reviewing findings from multiple researchers, teacher stressors include difficulties accessing resources and poor colleague relationships, but student misbehavior was the only dimension that could actually predict teacher stress (Boyle et al., 1995, as cited in Dicke et al., 2014). This notion on teacher stress was also supported by Kane & Francis (2013), who suggested that added stress from the challenges that novice teachers face in their classrooms comes from the “complexity of what it means to teach and to be responsible for the students in

their classes" (p. 367). Thus, novice teachers may not feel fully prepared for the demanding realities of being responsible for a class full of students.

To offset this challenging experience, new elementary school teachers should teach and implement positive classroom wide rules and expectations that are easy to remember. If a new elementary school teacher works in a school that has implemented a Positive Behavior Intervention Support (PBIS) program, implementing these classroom expectations should be fairly simple, as they must align with the building expectations and rules (Reinke et all, 2013). However, if PBIS is part of the schoolwide intervention support program, teachers can utilize this framework to consult with colleagues and establish appropriate interventions for students who are at-risk for developing more significantly concerning behavior, or who currently display this level of behavior (Drevon et al., 2019). Other research-based classroom management strategies include praise (Reinke et al., 2007; Owens et al., 2018), group contingency exercises (Ennis et al., 2016), mentoring, student breaks, and visuals for behavior expectations (Knoster & Drogan, 2016).

Implementing classroom behavior interventions can be helpful when a functional behavioral assessment is completed to help determine the cause of the unwanted behavior. However, some behaviors can be understood through becoming more knowledgeable on mental illness that a teacher may find in their classroom. In any given elementary school classroom, teachers may be helping to support children with emotional or behavioral disorders, as they are estimated to impact 12% of children (Forness et al., 2012). Other mental health disorders, such as attention deficit hyperactivity disorder (ADHD), which affects between 7-9% of children (American Academy of Pediatrics, 2020) and anxiety disorders, which are considered the most

prevalent mental health diagnosis found in individuals who are under the age of 16 (Dacey et al., 2016).

Considering the importance for new elementary school teachers to have knowledge on the mental health needs of their students as well as classroom management strategies, studies have been facilitated to learn how new teachers have been prepared, if at all. Westling (2010) facilitated a study on special education and regular education teachers and their perceptions on feeling prepared in the realm of classroom and individual behavior management interventions. As a result, about half of each group reported receiving any pre-service and in-service preparation or training.

Induction programs and professional development were included as they each help to prepare and support new elementary school teachers in their positions. Induction programs are specifically created for new teachers and include aspects such as mentoring, orientation to the district, and professional development (Kaufmann, 2007). Professional development opportunities are offered to all teachers, but can be especially helpful to new teachers who may need improvement in a certain area of teaching. Following Act 48, which requires teaching professionals to participate in continuing education requirements, new teachers will have ample opportunity to learn and grow as they must meet the requirement of 180 hours of professional development in their first five years of teaching (Pennsylvania Department of Education, 2021a).

In addition to learning opportunities required through Act 48, educators in Pennsylvania are evaluated through the Classroom Teacher Effectiveness Evaluation system, called *Danielson Framework for Teaching* (Pennsylvania Department of Education, 2013) This evaluation rubric can also be used as a tool for new teachers to self-assess while they reflect on how their classroom management strategies align with the criteria found in the rubric. This rubric was

revised in 2020, which places more emphasis on the observation & practice of a teacher's evaluation performance (Pennsylvania Department of Education, 2021g).

The findings of this literature review provide the consensus that disruptive behavior in the classroom can cause am ample amount of stress on a new teacher. Unfortunately, pre-service and in-service programs such as induction and professional development lack in the area of classroom management and are being requested by teachers. However, with the help of schoolwide positive intervention support programs, teachers may find that through collaboration with colleagues and following the rules and expectations of the school, implementing classroom management tools may seem less daunting. Additionally, implementing these tools can increase student achievement outcomes, build positive relationships between teachers and students, and enhance teacher self-efficacy. As a result, more teachers may have more job satisfaction and stay in their position long-term.

Chapter three includes the methodology used for this research. Topics that will be discussed include research design, population and participant sample, data collection procedures, data analysis, limitations, and a summary. Participants completed an online questionnaire via Google Forms. Responses from participants gave insight into their views on classroom management, preparation opportunities on classroom management interventions, and the impact of classroom management on job satisfaction.

Chapter 3

Introduction to Methodology

New elementary school teachers experience a number of stressors as they acclimate to their position. Stressors may include accessing appropriate resources, colleague relationships, and student behavior. Of these three stressors, student behavior is the only category that can predict teacher stress (Boyle et al., 1995, as cited in Dicke et al., 2014). Unfortunately, the preparation efforts for helping new teachers manage classroom behavior is limited, as only 45% of new teachers participated in new teacher induction programs, which included classroom management as a focal point (Podolsky et al., 2016, as cited in Hirsch et al., 2019).

Although induction programs may lack in classroom management preparation, Act 48 requires new teachers to obtain 180 hours of professional development within their first five years of teaching (Pennsylvania Department of Education, 2021a). New teachers can utilize this time to focus on classroom management interventions, should this be an area of need. A result of becoming better prepared to face the behavior demands in elementary classrooms can hopefully impact the attrition rates of new teachers, considering 10% of new teachers leave their field within the first year of teaching, and 40-50% leave their field within the first five years (Ingersoll, 2012).

Problem and Purpose Overview

The purpose of this study was to understand and interpret the perceptions new teachers have on their ability to successfully manage a classroom and how their experiences with preparation and training impact their management skills. Preparation includes training opportunities and/or professional development that they participated in through their school district that had a focus on classroom management. Additionally, this study set forth to

understand how student misbehavior impacted job satisfaction of new elementary school teachers. As a result, new elementary school teachers shared their experiences implementing classroom behavior interventions, training opportunities on classroom management, and how student behavior impacted their job satisfaction within their early years of teaching. The results of this study can be beneficial to school districts looking to improve their new teacher development tactics.

This chapter presents the methodology used to collect and interpret the perceptions of new elementary school teachers. Included in this chapter are the following sections: Research design, participants, data collection, data analysis, ethical procedures, limitations, and a summary. The findings of this research study will be able to be applied in school districts to either confirm that they are appropriately preparing their new teachers, or suggest that they need to improve their efforts on this topic of classroom management preparation.

Research Design

The research design used in this study is a mixed methods approach, which consists of both quantitative and qualitative methods in data collection, and data analysis (Johnson et al. (2007). Using a mixed methods design gives researchers the advantage of advancing the understanding of the social phenomenon of interest (Watkins & Gioia, 2015). From the methodology viewpoint, mixed methods integrates both qualitative and quantitative methods, which benefits from having strengths of both sets of data to further strengthen research questions (Creswell & Creswell, 2018). As a result, weaknesses of each method are minimized by the strength of the other method. The researcher chose to use a mixed methods approach for this research study to provide a time efficient instrument for participants, to collect fixed data that can later be summarized and generalized, and to provide an opportunity for participants to

elaborate on any survey responses or follow up questions from the researcher. To understand what quantitative and qualitative research methods entail, the researcher will review each in detail.

The quantitative research method used in this study was descriptive, meaning the subjects are only measured once (LeTourneau University, 2021). Furthermore, descriptive statistics allow the researcher to summarize data instead of finding statistical differences between data (McLeod, 2019). When a researcher chooses to use quantitative methods in their study, they are interested in how an experience or a social phenomenon affects peoples' lives (Watkins & Gioia, 2015). To do this, researchers collect and analyze numerical data to explain the relation of variables, which helps to make predictions about larger populations (McLeod, 2019). Quantitative methods collect statistical or numerical data through instrumentation such as polls, surveys, and questionnaires (Earl, 2010; Creswell, 2013, as cited in LeTourneau University, 2021). These instruments may include rating scales or yes/no answers, which can be placed into categories verses using only numerical data (McLeod, 2019). A limitation of using quantitative methods is that participants cannot elaborate or explain their selection of choices in a survey (McLeod, 2019).

Qualitative research is designed to study the experiences of human beings by using human-centered and interpretive methods (Jackson et al., 2007). Following the human-centered approach, researchers facilitating a qualitative research focus on the participants experiences and reflections. Through this method, participants are able to elaborate and share in-depth responses about their experiences (Jackson et al., 2007). In the process of immersion, the researcher can investigate the circumstances of each participant that can explain larger values, beliefs, and actions shared by a group, otherwise known as thick description (Tracy, 2013).

In this study, the researcher set forth to explore a phenomenon that may be occurring with new elementary school teachers and their perceptions on classroom management. The preferred way of understanding the realities of participants and gathering information about their world that was used in this research design is through the interpretive paradigm. The interpretive paradigm is subjective and aims to understand the why and how of research (Tracy, 2013). In this paradigm, the researcher makes sense of the participants' responses and perceptions, surveying behaviors, intentions, and emotions. Additionally, because this is a mixed methods approach, quantitative methods stem from a positivism paradigm, which can also aim to understand human experience (Watkins & Gioia, 2015). Through instrumentation, the researcher collected participant data fast and easily, and at relatively no cost (Watkins & Gioia, 2015). Furthermore, the researcher not only had access to questionnaire responses, but felt the passion, dismay, or indifference felt by the participants in their experiences through the elaboration that was offered for some questions (Tracy, 2013).

Population and Sample

The population of elementary school teachers in the United States is roughly 1,579,800 (U.S. Bureau of Labor Statistics, 2021). This number is expected to grow 4% between 2019 and 2029, as the number of students enrolling in public elementary schools is anticipated to increase (U.S. Bureau of Labor Statistics, 2021). This increase in job demands totals a number of 56,100 new elementary school teachers. If averaged per year, 5,610 new elementary school teachers are expected to be hired each year over the span of 10 years. In Pennsylvania, roughly 52,000 elementary school teachers were employed as of May, 2016 (U.S. Bureau of Labor Statistics, 2017). A 2021 report indicated that Pennsylvania was among the top five states in the United States with the best job outlook for elementary school teachers (Indeed, 2021).

For the purpose of this study, the researcher used the criterion sampling strategy to select participants. The criterion sampling strategy explains how "participants are chosen because they meet a certain set of criteria as predetermined by the researcher" (Bloomberg & Volpe, 2019, p. 385). The criteria for participants to be chosen include those who are nontenured, meaning they were hired within the last 3 school years and have not earned enough satisfactory ratings to earn a level II yet, and those who have less than 6 years of experience, which is when the level 1 certificate becomes no longer valid (Pennsylvania Department of Education, 2021d). To be tenured in the state of Pennsylvania, teachers must serve three continuous years in a school district or intermediate unit, earn satisfactory ratings from evaluations, and hold an appropriate certification (IU5, n.d.). Completing these requirements changes the employee's status from "temporary professional employee" to "professional employee" (IU5, n.d. para 2). The reason for choosing this criterion for participants in this study was to help ensure they can share accurate perceptions on their classroom management experiences as a new teacher.

All participants were employed in a nationally recognized, award-winning school district in a suburban community outside of Pittsburgh, Pennsylvania. Comprised of this community are six municipalities with roughly 30,000 residents. The school district has four elementary schools which consist of 1,850 students, a middle school of 950 students, and a high school of 1,300 students. A 2021 report on student diversity identifies the student population as 84% of students as white, 8% Asian, 1% were multi-racial, 4% were black or African American, and 3% were Hispanic. Additionally, the number of male students was 50% and female students was 50%. In total, 20% of students were reported as economically disadvantaged, 18% utilized the free lunch program, and 2% utilized the reduced-priced lunch program. The number of professional staff in elementary schools is 171, and 198 are employed at the secondary schools. Of the 171-

professional staff in the elementary school buildings, 76% hold a master's or doctorate degree and have an average of 18 years of experience.

Instrumentation

The instruments used in this study included both an online questionnaire with a follow up email from the questionnaire for member checking. Both the online questionnaire and member checking conducted in this study were created and facilitated by the researcher. The online questionnaire was offered via Google Forms, which guaranteed confidentiality to participants. Google Forms can be accessed by any participant, even if they don't have a Google account, can keep information private, and collects the results in a single spreadsheet (Google Workspace, n.d.).

The online questionnaire provided both qualitative and quantitative questions and response opportunities. Participants had the opportunity to select from pre-determined responses or forced choice responses to gather statistical information. The participants also had the opportunity to elaborate in their own words that could be analyzed through text (Creswell & Creswell, 2018).

Data Collection Procedures

Permission for conducting this study was obtained from the Institutional Review Board (IRB) of Slippery Rock University. Upon approval from the IRB, site permission was granted for conducting research set to begin in the winter of 2021. This time of the year was chosen as new teachers have participated in the induction seminars prior to the academic school year and have a few months in to continue induction days as well as experience the classroom.

Following these approvals, the researcher sent an email to all elementary school principals in the school district, explaining the study and criteria for participants. The researcher

further explained that the email to be sent to participants would be coming from the researcher, in an effort to minimize any risk of coercion. The email to participants was sent a few days after the initial email to administrators, to ensure any questions could be answered by them. The email included a detailed explanation of the study, an informational letter for participants to review, and the link to the online questionnaire. A follow up email was sent out to elementary buildings two weeks after the initial email, to serve as a friendly reminder to participate. Each participant received their responses in an email as part of member checking to ensure accuracy of response. The data collection procedures can be summarized into the following:

1. Site approval was granted to researcher by the district's superintendent. Once approval was granted, researcher the IRB application was submitted to Slippery Rock University's IRB office and approved.
2. After approval from the IRB and superintendent, the researcher sent a formal email to all elementary school principals within the school district to introduce the study and inform them that an email to their building would be soon sent out by the researcher.
3. The researcher sent out an email to all elementary buildings in the school district detailing the study, sharing an informational letter about the study, and including a link to the online questionnaire.
4. A follow up email was sent to all elementary buildings two weeks after the initial email was sent, serving as a friendly reminder to participate.
5. All participants received a copy of their responses to review.

Data Analysis:

The researcher began the data analysis process with the immersion phase, which entails in-depth reading and processing of the data (Tracy, 2013). To begin, the researcher read and re-

read the results from the online survey, which were collected via Google Forms and created into charts for better understanding. The quantitative survey results were grouped by matching responses of each participant, while paying close attention to the modes, otherwise known as the most common responses (Question Pro, 2018). Descriptive statistics, known as summaries of the characteristics of a set of data, were used during this process to assist with an understanding of the results (Hayes, 2021). Code names were given for themes or trends found in the results of the surveys.

Each segment of data was divided into codes names that helped the researcher identify a common perception or experience. The researcher then began to separate the data that was contrastive, a suggestion that Tracy (2013) said most qualitative experts do. After spending ample time in this phase, the researcher reviewed the findings by talking to the dissertation chair and reviewing the data with the dissertation committee. This allowed sensemaking to occur and helped the researcher to understand the data. This final process helped to ensure that the findings of this study were credible.

Ethical Considerations:

In considering ethical practices, the researcher followed actions approved by Slippery Rock University's Institutional Review Board, which "complies with all state and Federal regulations regarding human participants in research" (Slippery Rock University, n.d., para 1). The researcher also completed the Human Subjects Research on Social and Behavioral research through the Collaborative Institutional Training Initiative, which focused on the ethical principles, federal regulations, informed consent, privacy and confidentiality, and assessing risk.

All participants were given an informational letter explaining the study, confidentiality, risks of participation, etc., before completing the questionnaire. The researcher established trust

and respected confidentiality by explaining that all responses would be stored securely, responses not be matched to the name of the participant, and that they had the ability to stop their participation in the study at any time (Tracy, 2013). Participants also were assured confidentiality and anonymity that their school district would not have access to their names.

Limitations

The participants in this study were selected from meeting criteria of being a new teacher. All participants were selected from the same school district and participated in an induction program provided by the school district. While the years of experience between each teacher varies, similar induction topics were likely provided. The participant selection could be a limitation of this study, as varied experiences in induction and professional development can impact the level of preparedness to manage a classroom. To strengthen the findings of this study, future research should select participants from more than one school district.

Summary

Chapter 3 focused on the qualitative methodology used in this study. Topics included in Chapter 3 were the research design, instrumentation, population and sample, data collection procedures, data analysis procedures, ethical considerations, and a summary. Online surveys with both open-ended and closed-ended questions were used in this study to learn the perceptions new teachers have on classroom management. Additional support was provided by the dissertation chair and committee, who reviewed the findings with the researcher. All participants were ensured confidentiality and anonymity. Chapter 4 will focus on the in-depth data analysis process and findings of the study.

Chapter 4

Introduction

The high attrition rate of new teachers is a concern for the educational field. As a result, new teacher induction programs and professional development opportunities are offered in an attempt to ease the transition for new teachers as they acclimate to their new position (Smith & Ingersoll, 2004). In an effort to understand why attrition rates may be so high for new teachers, this study examined the experiences and effects of managing a classroom where behavior disruptions occur. This study examined the perspectives of new elementary school teachers, specific to classroom management. This study places primary emphasis on new elementary school teachers in their present position. However, participants were also asked about their undergraduate and graduate program experiences as it relates to classroom management preparation. These learning opportunities are an integral part of preparing teachers for their roles in classroom management.

This study's mixed methods approach collected data through a self-developed questionnaire via Google Forms. The questionnaire consisted of 17 questions, including demographic information, years of experience, observable behavior disruptions in the classroom, common classroom intervention strategies used, and impact on job satisfaction. Responses were with participants to ensure accuracy in data interpretation and each participant received a copy of their responses as part of the member checking process. The online questionnaire through Google Forms offered a summary of the qualitative and quantitative findings. The findings and themes that emerged are explained in detail.

The results of the 17 questions are outlined in this chapter and answer three research questions that guided this study:

1. How does disruptive behavior in classrooms impact job satisfaction for new elementary teachers?
2. What behavior management strategies are most commonly being implemented in the classroom by new elementary school teachers?
3. What are the perceptions of new elementary school teachers on professional development and training opportunities designed to support classroom management?

Summary of Population Sample and Data Collection Procedures

The researcher facilitated this study in one school district in Southwestern Pennsylvania. Criterion sampling was used for this study to select new elementary school teachers who met criteria as non-tenured teachers and those who were also hired within the last 3 years. Prior to performing the study, a request for site permission was sent to the deputy superintendent and superintendent of the school district (Appendix A). Once this site permission was granted, the researcher applied to the Institutional Review Board at Slippery Rock University. Permission was granted to start the study on February 4, 2022 (Appendix B). The researcher informed all elementary school principals of an email that would be sent out to all elementary staff that detailed the study, criteria for participants, an attachment of the informational letter (Appendix C), and a link to the online questionnaire (Appendix D). Participants were given a month to complete the online survey, and had a follow up email two weeks after the initial email to serve as a friendly reminder.

The online questionnaire tool that was used via Google Forms collected quantitative and qualitative data simultaneously. This was done by providing both closed-ended and open-ended questions, and merging the data to analyze (Creswell & Creswell, 2018). The online questionnaire was developed by the researcher (Appendix C). All participants agreed to member

checking to ensure response interpretation accuracy, which was outlined in the informational letter.

The findings of this study include both quantitative and qualitative data from the online questionnaire. Participants responded to questions relating to demographics, and had the opportunity to select responses that were predetermined by the researcher, as well as elaborating to questions in their own words. The responses in both quantitative and qualitative forms allowed the researcher to use strengths of each method, which includes both statistical and word analysis (Creswell & Creswell, 2018).

Quantitative Results

The researcher will review in detail how the quantitative data was processed and analyzed after the online questionnaire window closed. Included in this process is the demographic information from the final sample. A step-by-step data analysis process will be reviewed and the results will be described in summary.

Demographics

The final sample included responses from 10 participants. A total of 12 new elementary school teachers completed the online questionnaire, however, 2 did not meet criteria. The two participants who did not meet criteria were due to being tenured and having more than 6 years of experience as a classroom teacher. All 10 participants included in this study were female, with years of experience ranging between 1 and 4. Lastly, all were non-tenured in the state of Pennsylvania. The breakdown of the demographics for the final sample can be viewed in Table 1.

Table 1

Final Sample Demographics

Participants	Frequency	Percentage
Gender		
Female	10	100%
Male	0	0%
Tenure		
Yes	0	0%
No	10	100%
Years of Experience		
1	1	10%
2	2	20%
3	2	20%
4	5	50%
5	0	0%
6	0	0%

Note. n = 10.

Quantitative Data Analysis

The online questionnaire via Google Forms allowed the researcher to collect and analyze quantitative data by using descriptive statistics through tables and charts. Descriptive statistics allow the researcher to analyze data through descriptions and/or summarizations that help to identify patterns that emerge from the data (Laerd, 2018). In this analysis, the researcher is looking for a frequency distribution among the participants, which are patterns that rank responses and themes from smallest to greatest (Laerd, 2018). The smaller sample population size of this study allowed for descriptive statistics to be done manually.

The first part of the online questionnaire collected demographic information including gender, years of experience, if they were tenured, and if they are an elementary classroom teacher. Several questions were then asked of participants to identify training topics, learning

opportunities, classroom intervention strategies used, and job satisfaction as it relates to classroom management experiences and behavior disruptions. The mean, mode, and range of years of experience of participants were also completed manually. For the 10 participants of this study, the mean number of years is found by using the statistical formula $\mu = (\Sigma X_i) / N$ and equates to 3.1 years of experience among the 10 participants. The mode, or number of years of experience that was the greatest, is 4 years of experience. Lastly, the range of years of experience between participants is from 1 to 4 years of experience.

The questions and responses that were gathered in quantitative terms and displayed through charts were created through via Google Forms software. The charts are used to represent the data visually to "condense large amounts of information into easy-to-understand formats" (Centers for Disease Control and Prevention, 2018). Participants were able to select a yes/no option, or select one or more options in these quantitative question formats. The 3 items in Table 2 answer the research question "What are the perceptions of new elementary school teachers on professional development and training opportunities designed to support classroom management?" and can be viewed below. Participants responded to these questions as it pertained to their experience in professional development and training opportunities.

Table 2

Descriptive Statistics for Training Opportunities

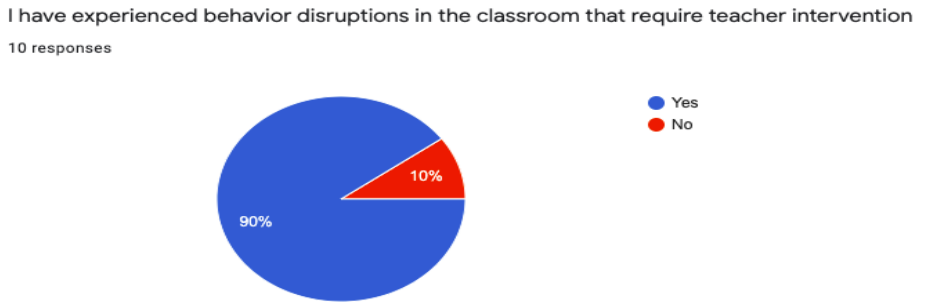
Items		
1. Training Topics Received During Induction	*n* of Responses Included	Total Percentage of Participants
Student Mental Health	1	10%
Classroom Management Interventions and Strategies	7	70%

PBIS	3	30%
None of These	2	20%
Other	1	10%
2. Professional Development & Training Topics (Not Including Induction)		
Student Mental Health	4	40%
Classroom Management Interventions and Strategies	1	10%
PBIS	0	0%
None of These	4	40%
Other	1	1%
3. Classroom Management Learning Environments		
Undergraduate Program	6	60%
Graduate Program	2	20%
Professional Development	4	40%
Induction	7	70%
On the Job Learning	10	100%
N/A	0	0%

Following the experience of induction, training and professional development opportunities, two quantitative items from the questionnaire aim to identify whether behavior disruptions occurred in the classroom that required teacher intervention and/or colleague support. Figure 4 and Figure 5 represent these results and can be viewed below.

Figure 4

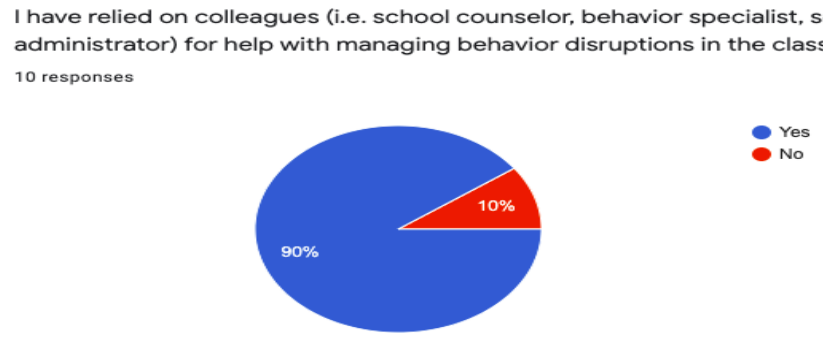
Item 9 on Questionnaire



Note. Item from study questionnaire inquiring about behavior disruptions.

Figure 5

Item 11 on Questionnaire



Note. Item from study questionnaire inquiring about relying on colleagues for supporting behavior disruptions in the classroom.

Next, participants were to identify any of the 7 research-based classroom intervention tools used to manage classroom behavior. The codes of these 7 tools are physical layout, clear expectations, praise, active supervision, student response opportunities, behavior reminders, and teacher responses to correct behavior. Table 3 below indicates the number of classroom teachers that have used each research-based tool for classroom management.

Table 3

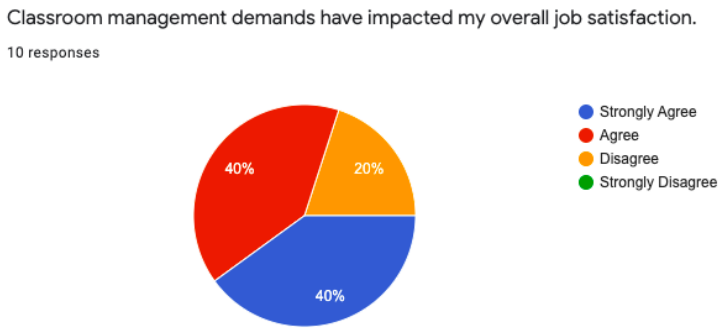
Descriptive Statistics for Research-Based Tools

Items	*n* of Responses Included	Total Percentage of Participants
Research-Based Tools for Classroom Management		
Physical Layout	9	90%
Clear Expectations	10	100%
Praise	10	100%
Active Supervision	9	90%
Student Response Opportunities	9	90%
Behavior Reminders	10	100%
Teacher Responses to Correct Behavior	10	100%

Lastly, the data collected to learn about the impacts of classroom management and behavior disruptions impact on job satisfaction is sought out in two items in the online questionnaire. Figure 6 displays the responses from a four-point Likert scale on how classroom management demands have impacted overall job satisfaction. Participants also identified topics they would like more training on to help them in their classroom, which is displayed in Figure 6 below.

Figure 6

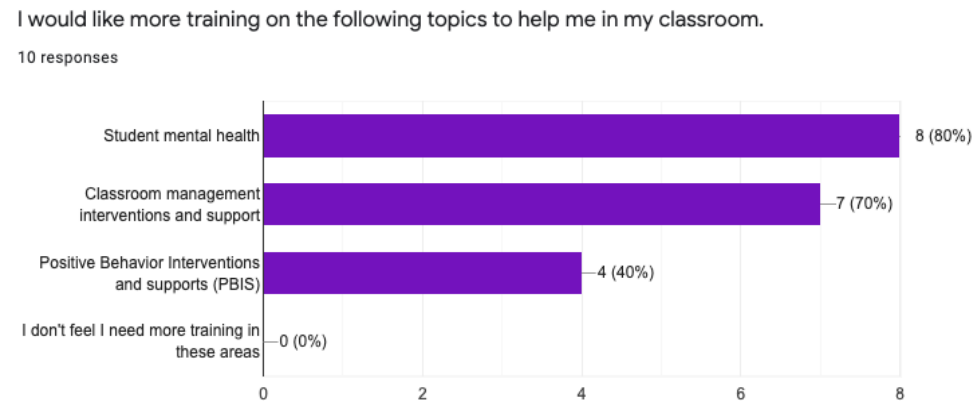
Item 15 on Questionnaire



Note. Item from study questionnaire asking participants to rate their job satisfaction as it relates to classroom management demands by using a four-point Likert scale.

Figure 7

Item 17 on Questionnaire



Note. Item from study questionnaire inquiring about which training topics participants would like to receive to help support them in their classroom.

Qualitative Data Analysis

The qualitative data was gathered from the 10 participants through four open ended items in the online questionnaire. The responses were gathered and input into NVivo12 software,

which is an online tool for analyzing qualitative data. The researcher used a 5-step data analysis, which included preparing and organizing data, reviewing the data, creating initial codes for the data, finding themes based off the codes, and then presenting the themes (Campus Labs, 2020). The data was represented through an excel spreadsheet which was then imported into NVivo 12 for coding and analyzing qualitative data.

Short and meaningful labels were created for each qualitative item in the questionnaire. These labels were compiled into descriptive nodes that represented codes. Responses from participants that used similar wording were input into the same node. For example, P1 explained observable behavior that required teacher intervention as “throwing materials, knocking over chairs, running, hitting items/self, kicking items, yelling” and P3 explained observable behavior that required teacher intervention as “Shouting out, throwing objects, hitting other students, refusal to work, etc.”. The terms “throwing materials” and “throwing objects” were both grouped into the NVivo node and labeled “materials” to describe any time a student showed disruptive behavior with the use of materials.

Codes were created and used to collect and analyze information on behaviors that require teacher intervention and colleague support to include disrupting materials, verbal, physical aggression towards others, defiance towards adults, and eloping. In more elaborate detail, the code “disrupting materials” entails anytime a participant relayed that a student was shoving, kicking, or throwing materials in the classroom, which includes desks, chairs, and learning materials. The code “verbal” is used for anytime a participant reported students shouting, yelling, and screaming. The code “physical aggression towards persons” is used for students who are displaying physically aggressive behavior towards self or others, such as pushing, shoving, or hitting. The code “defiance towards adults” includes anytime a participant reported students

refusing to listen, refusing to do work, and being defiant towards adults. Lastly, a code was given for “eloping”, which was reported by participants for students who elope, run around the room, and run out of the classroom. Table 4 indicates the codes used for this step of qualitative analysis.

Table 4

Data Analysis Codes

Initial Code	*n* of response verbiage included
1. Teacher Intervention	
Disrupting Materials	6
Verbal	7
Physical Aggression Towards Persons	2
Defiance Towards Adults	4
Eloping	4
N/A	1
2. Colleague Support	
Disrupting Materials	3
Verbal	2
Physical Aggression Towards Persons	4
Defiance Towards Adults	5
Eloping	5
N/A	1

Item 13 in the questionnaire asked participants to identify any of the 7 research-based tools and strategies used for classroom management. Responses were predetermined and based off the research that identifies these tools as being effective for classroom management, however, routines and expectations were combined for the purpose as one tool, versus two as originally stated. (Mitchell et al, 2017). Item 14 asked participants to identify which of these

tools were particularly effective when trying to manage a classroom. Codes for both items were labeled as praise, clear expectations, physical layout, active supervision, student response opportunities, behavior reminders, and consistent teacher responses. While 90-100% of participants reported using each of the 7 research-based intervention techniques, Table 5 below represents the responses from participants who have identified which tools they found to be most effective.

Table 5

Qualitative Data for Research-Based Tools Found to be Effective

Items	*n* of participant responses	Total Percentage of Participants
1. Effective Research-Based Tools		
Praise	7	70%
Clear Expectations	4	40%
Physical Layout	3	30%
Active Supervision	1	10%
Student Response Opportunities	0	0%
Behavior Reminders	0	0%
Consistent Teacher Responses	0	0%

The last item specific to behaviors and classroom management experiences impacting job satisfaction were reviewed in detail and followed the qualitative data analysis steps. This data was coded using the labels defiance, verbal, loss of classroom control, danger to persons. These items can be viewed below in Table 6. The code “defiance” included participant responses that either included the word “defiant” or who gave examples of defiance, such as “refusing to listen” and “being disrespectful”. The code “verbal” was given again for responses such as “shouting

out" and "screaming". The code "loss of learning" was given for responses who either used these words, or indicated it through responses such as "the rest of the class does not receive the information and therefore it is negatively impacting their academic growth", and behaviors being "very demanding and take a lot of time and energy to attend to". Lastly, "danger to persons" was coded for any responses that identify when a student is engaging in behavior that could hurt themselves or others. Examples include "hitting items/self", "running away", and "physical altercation between peers".

Table 6

Qualitative Data for Job Satisfaction

Item	*n* of participant responses
2. Behaviors that Impact Job Satisfaction	
Defiance	5
Verbal	5
Loss of Learning	4
Danger to Persons	4

Once all codes were created for qualitative analysis, thematic analysis took place. The researcher organized the data to describe participant responses and to determine any major themes or patterns that emerged (Braun & Clark, 2006). Braun & Clark (2006) outline a checklist of 15 criteria to ensure appropriate thematic analysis takes place. Examples of some criteria to meet include analysis and data matching, both narrative explanations and illustrations are offered, and data has been interpreted and analyzed. The researcher ensured to follow each step throughout this process.

Qualitative Analysis Findings

The qualitative data supports three major themes. The first theme was: behavior disruptions that occur in the classroom have a direct impact on new elementary school teachers job satisfaction. The second theme was: the 7 research-based classroom interventions and supports are not all found to be effective for most new elementary school teachers. The third theme was: training and professional development opportunities to support classroom management are lacking.

Theme 1: Behavior Disruptions that Occur in the Classroom Have a Direct Impact on New Elementary School Teachers Job Satisfaction. The data collected from the online questionnaire indicates that new elementary school teachers experience behavior disruptions in the classroom, severe enough to warrant teacher intervention or the support of a colleague, such as a behavior specialist, school counselor, and/or administrator. The years of experience among the 9 participants who indicated this, range from 1 year of experience to 4 years of experience.

In determining this theme, responses from participants on 6 different items in the questionnaire were reviewed and analyzed. The 6 items that were reviewed and grouped into this theme focused on observable behaviors that occurred in the classroom that required teacher intervention and/or colleague support, the level to which behavior disruptions and classroom management experiences impact job satisfaction, and the observable behaviors that specifically impact job satisfaction

Of the 10 participants in this study, 9 participants reported observable behaviors that required teacher intervention and/or colleague support. Many of these behaviors that required teacher and colleague support were also reported as being the disruptive behaviors that impact job satisfaction. For example, item 16 in the questionnaire asked participants to explain the behavior disruptions or particular classroom management experiences that impacted overall job

satisfaction, and participant 1 stated “when the student is throwing materials, knocking over chairs, running, hitting items/self, kicking items, or yelling”. The same responses are given from participant 1, for items 10 and 12 on the questionnaire, which ask about observable behavior that require teacher intervention and colleague support. Participant 5 simply responded to item 16 as “same as above”, referring to their response to the behaviors that require teacher intervention and colleague support as being the behaviors that impact their job satisfaction.

In item 15, which states “classroom management demands have impacted my overall job satisfaction”, 40% of participants selected “strongly agree”, 40% selected “agree”, and 20% selected “disagree”. No participants selected “strongly disagree”, which was an option. In further analyzation of the participants who either “agreed” or “strongly agreed” to this statement, responses were both similar and different from the observable behaviors that required teacher intervention and colleague support. For example, participant 3 stated “anything that makes me feel I do not have control of the situation” as being what causes related job satisfaction, and explained that behaviors that required colleague support include “any behavior that causes harm to the student or their peers”. Participant 7 identified behaviors such as “shouting out, being disrespectful towards myself and classmates” and how “some students simply just disregarded the consequences” for impacting overall job satisfaction. However, this participant did not report relying on colleague support for student intervention, and having had to intervene as a teacher for a student who was “on the verge of aggression”.

A common response from participants was regarding the time and energy it takes to intervene and support children with behavior disruptions, and how this time takes away from the learning of other students. For example, participant 4 feels they have “good overall management, but the behaviors that we typically see with tier 2 and 3 students are very demanding and take a

lot of time and energy to attend to". This feeling is shared with participant 1, who feels behaviors "take the focus away from my other students and I am unable to provide the necessary attention that they need as well" and "the student requires a significant amount of my attention and I am unable to work one-on-one or in small groups with other students".

Theme 2: The 7 research-based classroom interventions and supports are not all found to be effective for most new elementary school teachers. This theme emerged from the data on two items on the questionnaire, item 13 and 14. Item 13 asked participants to select any of the 7 research-based classroom management tools that they use in the classroom to support behavior, following with item 14, which asked participants to discuss the tools that were particularly effective. The data from item 14 indicated that participants found 4 out of 7 research-based tools to be particularly effective, but with less than the majority indicating so for the items that were effective. These behaviors are occurring enough and to the level of severity that impacts overall job satisfaction for 8 out of 10 participants.

Of the 7 research-based classroom management tools listed, 90% of participants identified implementing adjusting the physical layout of the classroom, active supervision during instruction, and creating opportunities for student responses during instructional time. The remaining four tools were used by 100% of participants, which includes teaching clear expectations and routines in the classroom, praising specific behavior, reminders about behavior, and consistent teacher responses for correcting behavior aligned to classroom expectations.

Participants were given the chance to elaborate on which tools were particularly effective for classroom management. Praising specific behavior was identified by 70% of participants, clear expectations was identified by 40% of participants, physical layout reported by 30%, and active supervision reported by 10%. Creating opportunities for students to respond during

instruction, reminders about behavior, and consistent teacher responses for correcting behavior aligned with classroom expectations were not reported as being effective by any of the participants.

While few of the tools were not reported as being effective, and a number of tools being effective for only some participants, no tool was reported as being particularly effective by all participants. However, participants did elaborate on strategies they have put into place to help manage classroom behavior that were outside of these 7 research-based tools. For example, participant 9 shared that "individual behavior plans have been successful for students whose goals were focused on physical behavior" and "using a dot-to-dot chart as a form of positive reinforcement (suggested by my guidance counselor) helped to manage disruptive behaviors". Additionally, participant 1 shared that they "put a large emphasis on teamwork in my classroom" and has helped students to become familiar with goals in the classroom where they can earn marbles for their class and earn a "reward day". The extent to which participants have used each research-based tool is unknown, as well as the accuracy to which it has been implemented in the classroom.

Theme 3: Training and professional development opportunities to support classroom management are lacking. The data that supported this major theme is collected from three items in the online questionnaire that ask about training opportunities through induction and professional development, as well as training topics that participants would like to receive in the future. Items 6 and 7 in the questionnaire asked participants which formal training topics they received during their induction experience, and which topics through professional development or training opportunities outside of induction. The four predetermined response options included student mental health, classroom management interventions and support, PBIS, and not needing

training in these areas. Overall, responses were low for the majority of topics learned about during induction, with the most commonly reported training topic being classroom management interventions and supports, which was reported by 70% of participants. The second most commonly reported training topic during induction was PBIS, with a response rate of 30%. Outside of the induction experience, the most commonly reported professional development and training topics that participants participated in was student mental health, at 40%. The response option for participants who did not experience training or professional development in any of these topics was also at 40%. Classroom management interventions and strategies were reported by 1 participant, and PBIS training was reported by none.

Item 17 on the questionnaire asked participants to identify which topics they would like training on to help them in their classroom. The four options included student mental health, classroom management interventions and support, PBIS, and not needing training in these areas. Student mental health was the most chosen topic for wanting more training in, with 80% of participants selecting this option. Classroom management interventions and support training was requested by 70% of participants, and PBIS requested by 40%. No participants felt they did not need further training in any of these topic areas.

When reviewing this data in summary, less than half of participants have received training in induction on the following topics: student mental health and PBIS. In regards to training and professional development outside of induction, less than half of participants received training and professional development on the following topics: classroom management interventions and strategies, and PBIS. A total of 40% of participants have not experienced training or professional development in any of these topics. While PBIS was not commonly

reported as being a topic that participants were trained in during induction, it's important to note that not every school uses PBIS and this would be through the participants' respective school.

Summary

The purpose of this chapter was to present the data findings for this mixed methods study on new elementary school teachers' perspectives of classroom management. The data produced from the online questionnaire answered the three research questions. Both qualitative and quantitative data sets were reviewed, analyzed, and coded in an effort to generate themes among the data. This helped to establish an understanding of the level of preparedness that new elementary school teachers feel when facing the challenges of classroom management, observable behavior patterns found in all classrooms, implementation of research-based classroom management interventions, and overall job satisfaction.

Using a mixed methods approach allowed the participants to elaborate as needed and to generalize the findings with ease. The criterion-based sampling was used and a total of 12 new elementary school teachers completed the questionnaire, with 10 meeting all criteria to be included in the data collection and analyzation. All participants were from a single school district located in southwestern Pennsylvania.

During the analysis of the qualitative data, three major themes emerged. These themes are 1. Behavior disruptions that occur in the classroom have a direct impact on new elementary school teachers job satisfaction; 2. The 7 research-based classroom interventions and supports are not all found to be effective for most new elementary school teachers; 3. Training and professional development opportunities to support classroom management are lacking. These three themes are detailed below.

Theme 1: Behavior disruptions that occur in the classroom have a direct impact on new elementary school teachers job satisfaction. Participants had the opportunities to elaborate on behavior disruptions and classroom management experiences that required teacher intervention and the additional support of a colleague. Participants chose options from a four-point Likert scale for whether they strongly agreed, agreed, disagreed, or strongly disagreed to the statement of "Classroom management demands have impacted my overall job satisfaction" and then elaborated on the behaviors and classroom management experiences that have directly impacted job satisfaction. The findings from these questions indicate that the classroom management demands and behavior disruptions in the classroom directly impact job satisfaction for new elementary school teachers.

Theme 2: The 7 research-based classroom interventions and supports are not all found to be effective for most new elementary school teachers. The participants selected any of the 7 research-based tools that were available on the questionnaire that they had implemented in the classroom as a classroom management strategy. While 90-100% of participants selected each of the 7 tools, three tools were not reported as being effective at all. Of the four that were effective, only one tool (praising behavior) was effective for the majority of participants, while clear expectations, physical layout, and active supervision were only effective for 4 or less participants. These findings indicate a closer look be taken at the research-based tools used for classroom management support, and whether these tools are best used for tier 1 students only.

Theme 3: Training and professional development opportunities to support classroom management are lacking. The majority of participants did not report training or professional development in topics that would help support their classroom management abilities, which include student mental health, classroom interventions and support, and PBIS. While induction

experiences were reported by the majority of participants to offer training on classroom management intervention and support, topics such as student mental health and PBIS were lacking. Professional development opportunities outside of induction appeared to lack more in the classroom management intervention and support area, while four participants reported training in student mental health, more than what was reported through induction. Overall, training topics lacked in regard to student mental health and classroom intervention and support.

Chapter 5 will present a detailed interpretation of findings, implications, limitations of the study, and recommendations for future studies.

Chapter 5

Summary of Findings

This chapter will provide a detailed interpretation of the findings from this study. Additionally, the implications, limitations, and recommendations for future studies will also be addressed. The goal of this study was to develop an understanding of the perspectives of new elementary school teachers on classroom management. This includes their level of preparedness from training on topics that would aid in intervention and support in their classroom management, as well as the implementation of research-based classroom management interventions, observable behavior that has required adult intervention, and how these classroom management experiences have impacted job satisfaction. This goal was established as research has suggested that attrition rates of new teachers occurs at a concerning rate, and classroom behavior disruptions cause teacher stress, especially for the new teacher (Thompson, 2010).

The mixed methods approach of using a self-developed online questionnaire via Google Forms was used to answer the three research questions of this study. The three research questions for this present study are as follows:

1. How does disruptive behavior in classrooms impact job satisfaction for new elementary teachers?
2. What behavior management strategies are most commonly being implemented in the classroom by new elementary school teachers?
3. What are the perceptions of new elementary school teachers on professional development and training opportunities designed to support classroom management?

Participants were given opportunities to respond by using a Likert scale, selecting options that were predetermined by the researcher, and to elaborate using their own words to respond to

certain items on the questionnaire. Participants all received a copy of their results as part of member checking. The range of years of participants were between 1 and 4 years of experience, which met the criteria for this study as a new teacher. This small range of experience was noted and was not used as a variable to compare and contrast the data among participants.

The qualitative data revealed three major themes: 1. Behavior disruptions that occur in the classroom have a direct impact on new elementary school teachers job satisfaction; 2. The 7 research-based classroom interventions and supports are not all found to be effective for the majority of new elementary school teachers; 3. Training and professional development opportunities to support classroom management are lacking.

The results of this data support current literature that suggests behavior disruptions and classroom management experiences can impact new teacher job satisfaction. The results of this data also suggest that a closer look should be taken at the 7 research-based classroom management tools to determine if they are effective for handling disruptive classroom behavior. Lastly, the training and professional development that may help support classroom management appears to be insufficient in dealing with disruptive behavior, and lacking with regards to student mental health. As mentioned previously, children with emotional or behavior disorders struggle to meet appropriate, developmental behavior expectations (Individuals with Disabilities Education Act, 2017b), and are less likely to respond to classroom wide interventions (Sugai et al., 2000).

Interpretation of Findings

The high attrition rates of teachers within their first five years suggests that teachers are unsatisfied in their position. While this phenomenon could be caused by a variety of factors, the researcher noted how behavior disruptions in the classroom can be the most stressful aspect for a

new teacher. School districts have begun implementing induction programs as a way to better support new teachers by offering professional development sessions and orientation to the district (Kaufmann, 2007). This study looked closely at the topics offered in the induction professional development sessions as they relate to classroom management and student behavior.

Additionally, the number of students with mental health needs was discussed in depth, as it was reported that teachers have minimal to no training in this topic (Powers et al., 2014). Holen and Waagene (2014, as cited in Ekornes, 2017) reported that the lack of mental health competence was one of the main challenges in helping students with mental health disorders. Considering that mental health disorders in youth can show up as challenging behaviors in the classroom (Sugai et al., 2000), new teachers with minimal to no training on mental health is not only a disadvantage for helping students, but it can also increase teacher stress (Holen & Waagene, 2014, as cited in Ekornes, 2017). This study included student mental health as part of the inquiry on training topics offered and participated in, to determine if the responses coincide with the literature that suggests there is a lack of teacher training in mental health.

Lastly, training and professional development opportunities may be lacking in classroom management intervention and support, which would aid in helping new teachers intervene with more confidence. The participants were required to identify research-based classroom management interventions that they've implemented, and which of these they found to be effective. This information can help to uncover whether continued behavior challenges in the classroom is due to a lack of knowledge on interventions, or something else. The following sections review the quantitative and qualitative data from this study, which may add value to present literature addressing these topics.

Quantitative Results

The purpose of collecting quantitative results was to gather information from participants on their preparedness for managing a classroom, implementation of research-based classroom management tools, and whether classroom management and behavior disruptions impact their overall job satisfaction. The results of the online questionnaire indicate that the induction programs have incorporated a focus on classroom management interventions and strategies, however, was lacking in student mental health and PBIS. In some cases, no training at all on these topics was recalled by participants. Outside of induction, participants reported that professional development and training topics actually lacked in classroom management interventions and strategies, but had provided more opportunity to learn about student mental health. However, 40% of participants didn't recall receiving any professional development or training on student mental health, PBIS, or classroom management interventions and strategies.

A third attempt to understand where and how participants became familiar with classroom management interventions and supports was recorded. All participants reported on the job learning, 60% through undergraduate programs, and 20% through graduate programs. While the opportunities to learn about classroom management interventions and support was received by some of the participants, it seems that the most common place to become familiar with these tools was while on the job. Lastly, participants were given the opportunity to select training topics that may help them support them in their classroom, which included student mental health, classroom management interventions and support, PBIS, and not needing any training. Of these response options, 80% of participants selected student mental health, 70% selected classroom management interventions and support, 40% selected PBIS, and no participants selected not needing any training.

The opportunities for new teachers to learn classroom management interventions and supports lacks in some areas of professional development, pre-service education learning opportunities, and induction. This is a concern as 90% of participants reported having to intervene in the classroom when behavior disruptions occur. This statistic is mirrored in regards to 90% of new teachers also requiring the support of their colleagues to help manage behavior disruptions in the classroom. Interestingly, 90-100% of teachers reported implementing all 7 of the research-based tools and strategies identified for classroom management.

Qualitative Results

The open-ended questions in the online questionnaire allowed participants to elaborate on the behaviors that require adult intervention, specific behavior disruptions and classroom management experiences that have impacted job satisfaction. They also allowed them to elaborate on research-based classroom management interventions that were particularly effective for them. Upon reviewing the codes and themes found in the qualitative data, participants shared a consensus of student behaviors that could be dangerous to the student themself or to others, as needing teacher intervention. For example, students who are being disruptive with classroom materials, such as throwing, kicking, and knocking things over in the classroom. Additionally, students who are defiant, and who are yelling, screaming, or shouting out. These reports mirror the instances when new teachers have relied on colleagues for support, as dangerous behaviors that include the use of disrupting materials, harming self or others, yelling out, and eloping.

The research-based classroom management intervention and support tool that was most effective in helping to manage behavior in the classroom include praise, which showed a greater than 50% success rate. Clear expectations and physical layout were recorded by less than 30% of participants, indicating a low success rate. The three research-based interventions that were not

recorded as being effective include creating opportunities for students to respond, reminders about behavior, and consistent teacher responses for correcting behavior. These last two interventions would coincide with the response that defiance was an indicated behavior that required teacher intervention and colleague support.

The observable behaviors reported by teachers range in severity and whether they need teacher intervention or additional intervention by a trained colleague, such as behavior specialist or school counselor. The researcher allowed participants to elaborate on behavior that directly impacted job satisfaction. It became clear that participants felt a sense of worry about the amount of effort it takes to intervene when behaviors are occurring, and how this takes time away from student learning and academic growth. Additionally, the dangerous and defiant behaviors reported are directly impacting job satisfaction. Examples such as using materials to be disruptive, screaming/yelling, and eloping are given.

Implications and Recommendations

The findings of this study suggest a few things that help to answer the three research questions of this study. The first research question, "How does disruptive behavior in classrooms impact job satisfaction for new elementary teachers?" is answered by asking participants to choose an option from a four-point Likert Scale to identify how much they agree with the statement "classroom management demands have impacted my overall job satisfaction". A total of 80% of the participants either agreed or strongly agreed to this statement. Interestingly, while 20% disagreed, no participants strongly disagreed. These statistics indicate that the classroom management demands from behavior disruptions do impact job satisfaction for these new elementary school teachers. Although two participants did not agree to the statement of their

classroom demands impacting job satisfaction, one of these participants indicated that they still relied on colleague support for help when intervening disruptive student behavior.

Participants also were asked to elaborate on the specific classroom management demands and behavior disruptions that directly impact their job satisfaction. When analyzing and reviewing the responses from participants on this item and comparing these responses to the behaviors that required teacher and/or colleague support, many of the behaviors share an overlap, specifically in defiance, verbal disruptions, and dangerous behaviors to persons. Additional reasons for how behavior disruptions and classroom management experiences have impacted job satisfaction included the time and energy it took to intervene and losing academic learning time with other students. Lastly, the mental health needs of students in these classrooms are also unknown, which can create challenges when intervening at a tier 1 level, as many children with mental health needs to not respond to classroom-wide interventions (Sugai et al., 2000).

The second research question “What behavior management strategies are most commonly being implemented in the classroom by new elementary school teachers?” has been reviewed and analyzed from two items in the questionnaire. Out of then 10 participants, 9 participants identified using all 7 research-based classroom management tools, but many of these tools were later reported as not being effective. While this study didn’t include observations of participants implementing these 7 research-based tools to know if they are being used with full understanding, all participants reported using them and for that reason, familiarity with each can be assumed. If these tools are not reported as being effective for classroom management, a recommendation would be to take a closer look at these 7 research-based tools to determine if they are effective for only some classroom management demands and not necessarily the more

severe behaviors that were reported by these participants, such as physical aggression, disrupting materials, and eloping.

The third research question "What are the perceptions of new elementary school teachers on professional development and training opportunities designed to support classroom management?" was reviewed and analyzed from three items on the questionnaire. These items inquired about the history of learning opportunities in various environments, such as undergraduate programs, graduate programs, induction programs, professional development opportunities, and on the job learning experiences. On the job learning experience was reported by all participants, followed closely with induction training through the school district by 70% of participants, and then undergraduate learning experiences by 60% of participants.

Taking a closer look at the topics offered in induction programs that support classroom management, 70% of the participants identified learning about classroom management interventions and support, 30% identified PBIS, and only 10% identified student mental health. Learning opportunities outside of induction were less targeted for supporting classroom management, as only 40% of participants reported receiving training in student mental health, and 10% received training in classroom management interventions and strategies. Alarmingly, 40% of participants had no training in any of these topics to support classroom management. While graduate programs were less reported as having training opportunities with only a recorded 20% of participants, it's important to note that not all teachers have completed a graduate program. Based on these findings, professional development and induction opportunities to support new elementary school teachers with classroom management is warranted.

Moving forward, replicating this study with a larger sample size would produce more impactful results. While these 10 participants had varying secondary education experiences and varying initial classroom teaching experience, including participants from various school districts and locations would provide more valid and reliable data on the perspectives of all new elementary school teachers. These results would hopefully impact colleges, universities, and school districts on a larger scale.

Limitations

The limitations for this study include the participant population, which was sampled from one school district in Southwestern Pennsylvania. Having only participants from one school district respond to this study's questionnaire may not provide a thorough representation of the total population of new teachers. Additionally, the researcher and the participants of this study are both employed within the same school district, which could have influenced how questions were answered, or how comfortable new teachers felt in participating.

A second limitation of this study is the small final sample size of 10 participants, which makes creating powerful data a challenge. To attract as many participants as possible in this one school district, the online questionnaire was used as the main instrument in this study. Cognizant effort was made in writing a welcoming and trusting email to the participants, introducing the study and including the online survey link. While Glogowska et al (2011) find that instruments such as an online questionnaire make it challenging to convey warmth through simple gestures such as a smile or inviting posture that would be experienced in a face-to-face interview, the informational letter and email to participants were an added layer of security in conveying trust.

The design of the self-developed questionnaire proved to have limitations after compiling the data. Should this study be recreated, the researcher suggests limiting opportunities to

elaborate in the questionnaire, as some responses did not match the question at hand. The online questionnaire should be offered with predetermined responses for all questions, making the data collection and analyzation process easier to present, and ensuring that responses are appropriate based on the question.

Summary and Conclusion

This study examined the perspectives of new elementary school teachers on classroom management demands. Specifically, the learning opportunities that are offered during training for pre-service teachers and new teachers, the classroom management demands that are being observed in the classroom that require teacher and colleague support, and how these classroom management demands have impacted job satisfaction for new teachers. Literature reviewed for this study indicated that new teachers have high attrition rates within their first five years of teaching (Ingersoll, 2012), and that the demands of challenging behaviors in the classroom are one of the biggest predictors of stress for the new teacher (Boyle et al., 1995, as cited in Dicke et al., 2014). In an effort to understand whether new elementary teachers have knowledge on research-based classroom management interventions and supports to help alleviate these challenges in the classroom, participants were asked about their knowledge and implementation of supportive tools.

This study included a mixed methods approach via an online questionnaire through Google Forms. Participants were recruited through an email, which was sent only to elementary buildings housing grades K-5. The email detailed the study and criteria for participation. Three major themes emerged from the data that helped to gain insight into each of the three research questions. Theme 1: Behavior disruptions that occur in the classroom have a direct impact on new elementary school teachers job satisfaction; Theme 2: The 7 research-based classroom

interventions and supports are not all found to be effective for most new elementary school teachers; Theme 3: Training and professional development opportunities to support classroom management are lacking.

The results of this study incite discussion around the implications found and the need for future research on this topic. To produce more powerful results for new elementary school teachers, this study should be recreated with a larger sample size and from varying school districts and locations. The results of this study suggest that new elementary school teachers experience varying levels of behavior disruptions in the classroom that require their intervention and support, as well as the need to reach out to colleagues to support behaviors that may be more severe. Additionally, these behavior disruptions in the classroom are being addressed by 7 research-based classroom management interventions with little success.

The 7 identified research-based tools should be looked at closely to determine if they are the most appropriate tools for disruptive behaviors, such as physical aggression, defiance, verbal disruption, and eloping. Lastly, new elementary school teachers report a lack of professional development and training that could occur through their induction program and through opportunities provided by the school district or local agencies. Considering that student mental health can cause such disruptive behaviors, this would be one avenue to explore for school districts as they help their new teachers feel more able to intervene and support the needs within their classroom. The results of this study will hopefully create opportunities for future research to better understand how to help new elementary school teachers improve classroom management and learning for students, and as a result, increase job satisfaction and attrition rates among new teachers.

REFERENCES

ABA Connect. (2018, February 3). *Group contingency*. https://www.abaconnect.com/aba-terms/group-contingency/

Ainley, M. (2004, December 2). *What do we know about student motivation and engagement?* [PDF]. https://www.aare.edu.au/data/publications/2004/ain04760.pdf

Alderman, G. L., & Green, S. K. (2011). Social powers and effective classroom management. *Intervention in School and Clinic, 47*(1), 39-44.

Algozzine, B., Gretes, J., Queen, A., & Cowan-Hathcock, M. (2007). Beginning teachers' perceptions of their induction program experiences. *The Clearing House, 80*(3), 137-143.

Allensworth, E., Ponisciak, S., & Mazzeo, C. (2009). The schools teachers leave: Teacher mobility in Chicago Public Schools. Chicago: Consortium on Chicago School Research. https://consortium.uchicago.edu/sites/default/files/2018-10/CCSR_Teacher_Mobility.pdf

American Academy of Pediatrics. (2020). *ADHD: Evaluation and Care*. American Academy of Pediatrics. https://ebookcentral.proquest.com/lib/sru-ebooks/reader.action?docID=6001634

Bhugra, D., Till, A., & Sartorius, N. (2013). What is mental health? *International Journal of Social Psychiatry, 59*(1), 3-4.

Bloomberg, L. D., & Volpe, M. (2019). *Completing your qualitative dissertation. A roadmap from beginning to end* (4th ed.). SAGE Publications, Inc.

Blueprints for Healthy Youth Development. (2021). *Promoting Alternative Thinking Strategies (PATHS)*. https://www.blueprintsprograms.org/programs/33999999/promoting-alternative-thinking-strategies-paths/

Boyd, D., Lankford, H., Loeb, S., & Wyckoff, J. (2005). Explaining the short careers of high-achieving teachers in schools with low-performing students. *The American Economic Review, 95*(2), 166-171.

Boyd, D., Grossman, P., Ing, M., Lankford, H., Loeb, S., & Wyckoff, J. (2011). The influence of school administrators on teacher retention decisions. *American Educational Research Journal, 48*(2), 303-333.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, *3*(2), 77–101. https://doi.org/10.1191/1478088706qp063oa

Brunwasser, S. M., Gillham, J. E., & Kim, E. S. (2009). A meta-analytic review of the penn resiliency program's effect on depressive symptoms. *Journal of Consulting and Clinical Psychology*, *77*(6), 1042-1054.

Campus Labs. (2020). *How to analyze qualitative data.* https://baselinesupport.campuslabs.com/hc/en-us/articles/204305675-How-to-analyze-qualitative-data

Centers for Disease Control and Prevention. (2018). *Evaluation Briefs* [PDF]. https://www.cdc.gov/healthyyouth/evaluation/pdf/brief12.pdf

Centers for Disease Control and Prevention. (2020, June 15). *Data and statistics on children's mental health*. https://www.cdc.gov/childrensmentalhealth/data.html

Center on PBIS. (2021a). *Positive Behavioral Interventions & Support.* https://www.pbis.org/topics/classroom-pbis

Center on PBIS. (2021b). *Tiered Framework.* https://www.pbis.org/pbis/tiered-framework

Center on PBIS. (2021c). *Tier 1*. https://www.pbis.org/pbis/tier-1

Center on PBIS. (2021d). *Tier 2.* https://www.pbis.org/pbis/tier-2

Center on PBIS. (2021e). *Tier 3.* https://www.pbis.org/pbis/tier-3

Center on PBIS. (2021f). *Examples.* https://www.pbis.org/resource/creating-effective-classroom-environments-plan-template

Creswell, J., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (Fifth ed.).

Dacey, J., Mack, M., & Fiore, L. (2016). *Your anxious child: How parents and teachers can relieve anxiety in children.* (2nd ed.).

Darling-Hammond, L. (2003). Keeping good teachers: Why it matters, what leaders can do. *Educational Leadership, 60*(8), 6.

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017, June 5). *Effective teacher professional development.* Learning Policy Institute. https://learningpolicyinstitute.org/product/effective-teacher-professional-development-report?gclid=EAIaIQobChMI5ruu5J368gIVAcDICh0N4g3rEAAYASAAEgIb6fD_BwE

DeAngelis, K. J., Wall, A. F., & Che, J. (2013). The impact of preservice preparation and early career support on novice teachers ’career intentions and decisions. *Journal of Teacher Education, 64*(4), 338-355.

Dicke, T., Parker, P. D., Marsh, H. W., Kunter, M., Schmeck, A., & Leutner, D. (2014). Self-efficacy in classroom management, classroom disturbances, and emotional exhaustion: A moderated mediation analysis of teacher candidates. *Journal of Educational Psychology, 106*(2), 569-583

Drevon, D., Hixson, M., Wyse, R., & Rigney, A. (2019). A meta-analytic review of the evidence for check-in check-out. *Psychology in the schools, 56(3), 393-412.*

Ekornes, S. (2017). Teacher stress related to student mental health promotion: The match between perceived demands and competence to help students with mental health problems. *Scandinavian Journal of Educational Research, 61*(3), 333-353.

Ennis, C. R., Cho Blair, K., & George, H. P. (2016). An evaluation of group contingency interventions. *Journal of Positive Behavior Interventions, 18*(1), 17-28.

Evertson, C., and Weinstein, C. (2006). Handbook of classroom management: Research, practice, and contemporary issues. (2006). *Reference & Research Book News, 21*(2). https://link.gale.com/apps/doc/A145685654/ITOF?u=sshe_sru&sid=bookmark-ITOF&xid=016a982f

Forness, S. R, Freeman, S. F. N., Paparella, T., Kauffman, J. M., & Walker, H. M. (2012). Special education implications of point and cumulative prevalence for children with emotional or behavioral disorders. *Journal of Emotional and Behavioral Disorders, 20*(1), 4-18.

Freeman, J., Simonsen, B., Briere, D. E., & MacSuga-Gage, A. S. (2014). Pre-service teacher training in classroom management. *Teacher Education and Special Education, 37*(2), 106-120.

Gage, N. A., Scott, T., Hirn, R., & MacSuga-Gage, A. S. (2018). The relationship between teachers' implementation of classroom management practices and student behavior in elementary school. *Behavioral Disorders, 43*(2), 302-315.

Gillham, J. E, Reivich, K. J., Freres, D. R., Chaplin, T. M., Shatté, A. J., Samuels, B., Elkon, A. G. L., Litzinger, S., Lascher, M., Gallop, R., Seligman, M. E. P., La Greca, A. M. (2007). School-based prevention of depressive symptoms. *Journal of Consulting and Clinical Psychology, 75*(1), 9-19.

Glazebrook, C., H., C, Heussler, H., Goodman, R., & Coates, L. (2003). Detecting emotional and behavioural problems in paediatric clinics. *Child: Care, Health & Development, 29*(2), 141-149.

Glogowska, M., Young, P., & Lockyer, L. (2011). Propriety, process and purpose: Considerations of the use of the telephone interview method in an educational research study. *Higher Education, 62*(1), 17-26.

Glossary of Education Reform. (2013, May 15). *Classroom management definition*. The Glossary of Education Reform. https://www.edglossary.org/classroom-management/

Goldhaber, D., & Cowan, J. (2014). Excavating the teacher pipeline. *Journal of Teacher Education, 65*(5), 449-462.

Google Workspace. (n.d.). *Google forms: Online form builder for business*. Retrieved November 2, 2021, from https://workspace.google.com/products/forms/?utm_source=formsforwork&utm_medium=et

Grasley-Boy, N., Gage, N. A, & MacSuga-Gage, A. S. (2019). Multitiered support for classroom management professional development. *Beyond Behavior, 28*(1), 5-12.

Greenberg, J., Potman, H., & Walsh, K. (2014, January). *Training our future teachers: Classroom management* [PDF]. https://www.nctq.org/dmsView/Future_Teachers_Classroom_Management_NCTQ_Report

Hall, N. C. (2013). Emotion, motivation, and self-regulation: A handbook for teachers. Emerald Group Publishing.

Hanushek, E. A., Kain, J. F., & Rivkin, S. G. (2004). Why public schools lose teachers. *The Journal of Human Resources, 39*(2), 326-354.

Harding, S., Morris, R., Gunnell, D., Ford, T., Hollingworth, W., Tilling, K., Evans, R., Bell, S., Grey, J., Brockman, R., Campbell, R., Araya, R., Murphy, S, & Kidger, J. (2019). Is teachers 'mental health and wellbeing associated with students 'mental health and wellbeing? *Journal of Affective Disorders, 242*, 180-187.

Hawkins, M. T., Letcher, P., Sanson, A., Smart, D., & Toumbourou, J. W. (2009). Positive development in emerging adulthood. *Australian Journal of Psychology, 61*(2), 89-99.

Haydon, T., Macsuga-Gage, A., Simonsen, B., & Hawkins, R. (2012). Opportunities to respond: A key component of effective instruction. *Beyond Behavior, 22*(1), 23-31.

Hayes, A. (2021, August 3). *Descriptive statistics definition*. Investopedia. https://www.investopedia.com/terms/d/descriptive_statistics.asp

Hirsch, S. E., Lloyd, J. W., & Kennedy, M. J. (2019). Professional development in practice. *The Elementary School Journal, 120*(1), 61-87.

Howe, E. (2006). Exemplary teacher induction: An international review. *Educational Philosophy and Theory, 38*(3), 287-297.

IGI Global. (2021). *What is teacher retention | igi global*. https://www.igi-global.com/dictionary/teacher-retention/33607

Indeed. (2021, March 9). *What is the job outlook for teachers?* Indeed Career Guide. https://www.indeed.com/career-advice/finding-a-job/teachers-job-outlook

Individuals with Disability Education Act. (2017, May 2a). *Sec. 300.39 Special education.* https://sites.ed.gov/idea/regs/b/a/300.39

Ingersoll, R. M., & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of Educational Research, 81*(2), 201-233.

Ingersoll, R. M. (2012). Beginning teacher induction: What the data tells us. *Phi Delta Kappan, 93*(8), 47-51.

IU5. (n.d.). *Tenure*. https://www.iu5.org/human-resources/tenure

Jackson, R. L., Drummond, D. K., & Camara, S. (2007). What is qualitative research? *Qualitative Research Reports in Communication, 8*(1), 21-28.

Johnson, S. M. (2006, July). *The workplace matters: Teacher quality, retention and effectiveness.* [PDF]. https://files.eric.ed.gov/fulltext/ED495822.pdf

Johnson, R., Onwuegbuzie, A., & Turner, L. (2007). Toward a definition of mixed methods research. *Journal of Mixed Methods Research, 1*(2), 112-133.

Kane, R. G., & Francis, A. (2013). Preparing teachers for professional learning: Is there a future for teacher education in new teacher induction? *Teacher Development, 17*(3), 362–379. https://doi-org.proxy-sru.klnpa.org/10.1080/13664530.2013.813763

Kaufmann, J. (2007). Teaching quality induction programs for new teachers. *Education Commission of the States.* https://www.ecs.org/clearinghouse/76/65/7665.pdf

Kelley, L. (2004). Why induction matters. *Journal of Teacher Education, 55*(5), 438-448.

Kelly, S., & Northrop, L. (2015). Early career outcomes for the "best and the brightest": Selectivity, satisfaction, and attrition in the beginning teacher longitudinal survey. *American Educational Research Journal, 52*(4), 624-656.

Knoster, T., & Drogan, R. (2016). *The teacher's pocket guide for positive behavior support.* Baltimore: Brookes Publishing.

Koller, J. R., & Bertel, J. M. (2006). Responding to today's mental health needs of children, families and schools: Revisiting the preservice training and preparation of school-based personnel. *Education & Treatment of Children, 29*(2), 197.

Korpershoek, H., Harms, T., De Boer, H., Van Kuijk, M., & Doolaard, S. (2016). A meta-analysis of the effects of classroom management strategies and classroom management programs on students' academic, behavioral, emotional, and motivational outcomes. *Review of Educational Research, 86*(3), 643-680.

Kratochwill, T. R., DeRoos, R., & Blair, S. (2021). *Classroom management module*. https://www.apa.org. https://www.apa.org/education-career/k12/modules-classroom-management

Laerd Statistics (2020). *Descriptive and Inferential Statistics.* https://statistics.laerd.com/statistical-guides/descriptive-inferential-statistics.php

LeTourneau University. (2021). *Quantitative research and analysis: Quantitative methods overview*. https://lib-guides.letu.edu/quantresearch

Loades, M. E., & Mastroyannopoulou, K. (2010). Teachers' recognition of children's mental health problems. *Child and Adolescent Mental Health, 15*(3), 150-156.

Ladd, H. (2009). Teachers' perceptions of their working conditions: How predictive of policy-relevant outcomes. *National Center for Analysis of Longitudinal Data in Education Research Working Paper No. 33.* https://files.eric.ed.gov/fulltext/ED509680.pdf

McDonald, L. (2019, September 16). *Classroom management tips for new teachers*. TeachHUB. https://www.teachhub.com/classroom-management/2019/09/classroom-management-tips-for-new-teachers/

McLeod, S. A. (2019, July 30). *What's the difference between qualitative vs. quantitative research*? Simply Psychology. https://www.simplypsychology.org/qualitative-quantitative.html

Mitchell, B., Hirn, R., & Lewis, T. (2017). Enhancing effective classroom management in schools: Structures for changing teacher behavior. *Teacher Education and Special Education, 40*(2), 140-153.

Mulvahill, E. (2018, February 12). *What is classroom management?* We Are Teachers. https://www.weareteachers.com/what-is-classroom-management/

Noltemeyer, A., Ward, R., & Mcloughlin, C. (2015). Relationship between school suspension and student outcomes: A meta-analysis. *School Psychology Review, 44*(2), 224-240.

O'Connor, M., Sanson, A. V., Toumbourou, J. W., Norrish, J., & Olsson, C.A. (2017). Does positive mental health in adolescence longitudinally predict healthy transitions in young adulthood? *Journal of Happiness Studies, 18*(1), 177-198.

Office of Postsecondary Education. (2011*). Preparing and credentialing the nation's teachers: The secretary's eighth report on teacher quality based on data provided for 2008, 2009 and 2010.* U.S. Department of Education.

Owens, J. S., Holdaway, A. S., Smith, J., Evans, S. W., Himawan, L. K., Coles, E. K., Girio-Herrera, E., Mixon, C. S., Egan T. E., and Dawson, A. E. (2018). Rates of common classroom behavior management strategies and their associations with challenging student behavior in elementary school. *Journal of Emotional and Behavioral Disorders, 26*(3), 156-169.

Park, E-Y., and Shin, M. (2020) A meta-analysis of special education teacher's burnout. *SAGE Open*. doi:10.1177/2158244020918297

PBIS Rewards. (2021). *What is MTSS? https://www.pbisrewards.com/blog/what-is-mtss/*

PDK Poll. (2019, September). *Frustration in the schools* [PDF]. https://kappanonline.org/wp-content/uploads/2019/08/pdk_101_1_PollSupplement.pdf

Pedota, P. J. (2015). How can student success support teacher self-efficacy and retention? *The Clearing House, 88*(2), 54-61.

Pennsylvania Department of Education. (2013). *The Pennsylvania department of education's statement on Danielson framework.* https://www.education.pa.gov/Documents/Teachers-Administrators/Educator%20Effectiveness/Classroom%20Teaching%20Professionals/PDE%20Statement%20on%20Danielson%20Framework.pdf

Pennsylvania Department of Education. (2021a). *General act 48 faq*. Department of Education. https://www.education.pa.gov/Educators/ContinuinEd/Act 48 and PERMS/Pages/General-Act-48-FAQ.aspx

Pennsylvania Department of Education. (2021b). Level II induction requirement. Department of Education. https://www.education.pa.gov/Educators/Certification/PAEducators/LevelItoLevelII/Pages/InductionRequirement.aspx

Pennsylvania Department of Education. (2021c). *Act 48 and PERMS. Department of Education. https://www.education.pa.gov/Educators/ContinuinEd/Act%2048%20and%20PERMS/Pages/default.aspx*

Pennsylvania Department of Education. (2021d). *Valid versus inactive.* Department of Education. https://www.education.pa.gov/Educators/Certification/PAEducators/LevelItoLevelII/Pages/ValidVersusActive.aspx

Pennsylvania Department of Education. (2021e). *Act 48 approved provider guidelines*. Department of Education. https://www.education.pa.gov/Educators/ContinuinEd/Act 48 and PERMS/ApprovedProvider/Pages/ApprovedProviderGuidelines.aspx

Pennsylvania Department of Education. (2021f). *Pennsylvania act 13 of 2020: Educator effectiveness*. https://www.education.pa.gov/Documents/K-12/Safe%20Schools/COVID/Summary%20of%20Act%2013%20Regulations.pdf

Pennsylvania Department of Education. (2021g). *Educator Effectiveness Observation & Practice Framework for Evaluation: Classroom Teacher. https://www.pdesas.org/Frameworks/TeacherFrameworks/TeacherEffectiveness*

Petersen, N. (2017). The liminality of new foundation phase teachers: Transitioning from university into the teaching profession. *South African Journal of Education, 37*(2), 1-9.

Powers, J. D., Wegmann, K., Blackman, K., & Swick, D. C. (2014). Increasing awareness of child mental health issues among elementary school staff. *Families in Society, 95*(1), 43-50.

Pressley, T., Croyle, H., & Edgar, M. (2020). Different approaches to classroom environments based on teacher experience and effectiveness. *Psychology in the Schools, 57*(4), 606-626.

Question Pro. (2018, May 25). *Quantitative data: Definition, types, analysis and examples | questionpro*. QuestionPro. https://www.questionpro.com/blog/quantitative-data/

Rappaport, N., & Minahan, J. (2021). *Breaking the behavior code*. Child Mind Institute. https://childmind.org/article/breaking-behavior-code/

Reinke, W. M., Lewis-Palmer, T., & Martin, E. (2007). The effect of visual performance feedback on teacher use of behavior-specific praise. *Behavior Modification, 31*(3), 247-263.

Reinke, W. M., Stormont, M., Herman, K. C., Puri, R., & Goel, N. (2011). Supporting children's mental health in schools. *School Psychology Quarterly, 26*(1), 1-13.

Reinke, W. M., Herman, K. C., & Stormont, M. (2013). Classroom-level positive behavior supports in schools implementing SW-PBIS. *Journal of Positive Behavior Interventions, 15*(1), 39-50.

Ronfeldt, M., Loeb, S., & Wyckoff, J. (2013). How teacher turnover harms student achievement. *American Educational Research Journal, 50*(1), 4-36.

Roth, J., & Fay, J. (2015). *Classroom management for successful instruction* (Effective teaching in today's classroom).

Santoro, D. A. (2019). The problem with stories about teacher “burnout”. *Phi Delta Kappan, 101*(4), 26-33.

Second Step. (2021). *What is second step?* https://www.secondstep.org/what-is-second-step

Seligman, M. E. P., Ernst, R. M., Gillham, J., Reivich, K., & Linkins, M. (2009). Positive education: Positive psychology and classroom interventions. *Oxford Review of Education, 35*(3), 293-311.

Shaughnessy, M. F. (2004). An interview with Anita Woolfolk: The educational psychology of teacher efficacy. *Educational Psychology Review, 16*(2), 153-176.

Simonsen, B., MacSuga-Gage, A. S., Briere, D. E., Freeman, J., Myers, D., Scott, T. M., & Sugai, G. (2014). Multitiered support framework for teachers ’classroom-management practices. *Journal of Positive Behavior Interventions, 16*(3), 179-190.

Simonsen, B., Freeman, J., Myers, D., Dooley, K., Maddock, E., Kern, L., & Byun, S. (2020). The effects of targeted professional development on teachers 'use of empirically supported classroom management practices. *Journal of Positive Behavior Interventions, 22*(1), 3-14.

Slippery Rock University. (n.d.). *Federal regulations*. https://www.sru.edu/offices/institutional-review-board/federal-regulations

Smith, T., & Ingersoll, R. (2004). What are the effects of induction and mentoring on beginning teacher turnover? *American Educational Research Journal, 41*(3), 681-714.

Sugai, G., Sprague, J. R., Horner, R. H., & Walker, H. M. (2000). Preventing school violence. *Journal of Emotional and Behavioral Disorders, 8*(2), 94-101.

Sutherland, K. S., Lewis-Palmer, T., Stichter, J., & Morgan, P. L. (2008). Examining the influence of Teacher behavior and classroom context on the behavioral and academic outcomes for students with emotional or behavioral disorders. *The Journal of Special Education, 41*(4), 223-233.

Teach.com. (2020, August). *Motivating students*. https://teach.com/what/teachers-change-lives/motivating-students/

Thompson, J. (2010). Discipline survival guide for the secondary teacher (2nd ed.). San Francisco, CA: Jossey-Bass.

Top Education Degrees. (2021). *How do I maintain my teaching certification?* https://www.topeducationdegrees.org/faq/how-do-i-maintain-my-teaching-certification/

Tracy, S. J. (2013). *Qualitative research methods: Collecting evidence, crafting analysis, communicating impact.* Wiley-Blackwell Publishing, Inc.

UNESCO Institute of Statistics. (2021). *Teacher attrition rate by education level | unesco uis*. http://uis.unesco.org/en/glossary-term/teacher-attrition-rate-education-level

U.S. Bureau of Labor Statistics. (2017, September 21). *Occupational Employment and Wages for Teachers in Pennsylvania's Metropolitan Areas*. https://www.bls.gov/regions/mid-atlantic/news-release/teachersoccupationalemploymentandwages_pennsylvania.htm

U.S. Bureau of Labor Statistics. (2021). *Kindergarten and Elementary School Teachers*. Retrieved September 8, 2021, from https://www.bls.gov/ooh/education-training-and-library/kindergarten-and-elementary-school-teachers.htm

Van Droogenbroeck, F., Spruyt, B., Quittre, V., & Lafontaine, D. (2021). Does the school context really matter for teacher burnout? Review of existing multilevel teacher burnout research and results from the teaching and learning international survey 2018 in the Flemish- and French-speaking communities of Belgium. *Educational Researcher*, *50*(5), 290-305.

Villanova University. (2021, September 1). *How important is job satisfaction in today's workplace?* https://www.villanovau.com/resources/hr/importance-of-job-satisfaction-in-the-workplace/

Waters, T., Marzano, R. J., & McNulty, B. (2003). *Balanced leadership: What 30 years of research tells us about the effect of leadership on student achievement* [PDF]. https://www.mcrel.org/wp-content/uploads/2016/06/Balanced-Leadership®-What-30-Years-of-Research-Tells-Us-about-the-Effect-of-Leadership-on-Student-Achievement.pdf

Watkins, D., & Gioia, D. (2015). *Mixed methods research* (Pocket guides to social work research methods).

Webster, J. (2021, March 4). *Regular education that everyone gets*. ThoughtCo. https://www.thoughtco.com/regular-education-definition-3110873

Westling, D. L. (2010). Teachers and challenging behavior. *Remedial and Special Education*, *31*(1), 48-63.

Wolff, C. E., Van den Bogert, N., Jarodzka, H., & Boshuizen, H. P. A. (2015). Keeping an eye on learning: Differences between expert and novice teachers' representations of classroom management events. *Journal of Teacher Education, 66*(1), 68-85.

Wolff, C. E., Jarodzka, H., & Boshuizen, H. P. (2017). See and tell: Differences between expert and novice teachers' interpretations of problematic classroom management events. Teaching and Teacher Education, 66, 295–308

Wynne, M. E., Ausikaitis, A. E., & Satchwell, M. (2013). Adult outcomes for children and adolescents with EBD. *SAGE Open, 3*(1), 215824401348313.

APPENDIX A: SITE PERMISSION

Letter of Permission

Dear _____:

As a doctoral candidate in Special Education at Slippery Rock University and an employee of _____, I am requesting to conduct research through an online survey with elementary school teachers of grades K-5, who have been hired in the district within the last three years. The purpose of this mixed methods research study is to understand and analyze the perceptions that new elementary school teachers have on classroom management. This study will examine if new elementary school teachers feel adequately prepared to manage their classroom and behavior disruptions, and how classroom management experiences may impact their overall job satisfaction. The rationale for this study is to address the high number of attrition rates of new teachers and to hopefully gain insight into how school districts can best serve and prepare their newly hired teachers for a life-long career in education.

With your permission, each elementary school and respective building principal will receive an email from me explaining the study and a link to an online survey through Google Forms consisting of 17 questions. The survey will not be sent until approved by the district. Participation is strictly voluntary, and all participant names will be kept confidential by the researcher. The survey should take approximately 15 minutes to complete. I have attached a copy of the survey for you to review.

Please respond by email or via interoffice mail at your earliest convenience to indicate approval/disapproval to proceed as well as affixing your signature to the bottom of this letter. I would also be happy to meet with both of you to detail my research study further.

Respectfully,

I (print name) _____ grant permission for _____ to administer an online survey to elementary school teachers in grades K-5, at our four _____elementary schools, as a component of her research in the Ed.D. in Special Education program at Slippery Rock University of Pennsylvania.

X_____ Date: _____

Signature

APPENDIX B: INSTITUTIONAL BOARD APPROVAL

TO: Dr. Ashlea Rineer-Hershey
Special Education

FROM: _____
James A. Preston, D.Ed., Vice Chairperson
Institutional Review Board (IRB)

DATE: February 4, 2022

RE: Protocol Approved

Protocol #: 2022-036-88-B
Protocol Title: New Teachers' Perceptions on Classroom Management

The Institutional Review Board (IRB) of Slippery Rock University has received and reviewed the requested modification(s) to the above-referenced protocol utilizing the expedited review process. The IRB has approved the protocol effective February 4, 2022.

You may begin your project as of February 4, 2022. Your approved protocol will expire on February 3, 2023. You will need to submit a Progress/Final Report at least 7 days prior to the expiration date.

Enclosed are copies of the approved consent and assent forms to be copied for participants to sign. (if applicable)

If you complete the study within the next year, please notify the IRB with a Final Report. The Final Report form and instructions can be found on the IRB website.

Please contact the IRB Office by phone at (724)738-4846 or via email at irb@sru.edu should your protocol change in any way.

APPENDIX C: INFORMATIONAL LETTER

Invitation to be Part of a Research Study

You are invited to participate in a research study. In order to participate, you must be an elementary school teacher with less than three full years of teaching and not be tenured in the state of Pennsylvania. Taking part in this research project is voluntary.

Important Information about the Research Study

Things you should know:

- The purpose of this study is to understand the perspectives that new elementary school teachers employed in one school district in southwestern Pennsylvania school district, have on classroom management, whether these new elementary school teachers feel adequately prepared to manage a classroom and behavior disruptions, and how classroom management experiences impact overall job satisfaction for these new elementary school teachers.

* Classroom management is defined in this study as "skills and techniques used by teachers to keep students focused, on task, organized, orderly, and engaged in academic learning. In doing this, behaviors that impede learning are reduced" (Glossary of Education Reform, 2014). A mental health component is included in this study as part of the knowledge and understanding of classroom management due to research that states "behaviors associated with some mental disorders in the classroom can become troublesome for an inexperienced teacher, especially considering that there is a reported lack of training and professional development on mental health (Powers et al., 2014).

- Risks or discomforts from this research include breach of confidentiality, psychological risks, and coercion. These minimal risks could occur because the researcher cannot

guarantee data can't be hacked in the researcher's computer, and participants could feel rushed and experience anxious feelings to take the study within the time allotted, and that participants may feel coerced to participate in the study because they are colleagues with the co-investigator of this study. These minimal risks will be addressed through precautionary measures taken by the researcher.

- This study may not directly benefit you.
- Taking part in this research project is voluntary. You do not have to participate and you can stop at any time.

Please take time to read this entire form and ask questions before deciding whether to take part in this research project.

What is the Study About and Why are We Doing it?

The purpose of this study is to investigate the views new elementary school teachers (of one school district in southwestern Pennsylvania), have on classroom management. This study will 1. identify the views of new elementary school teachers relative to their classroom management; 2. and explain how professional development or training opportunities provided to new elementary school teachers may have an impact on their perceptions on classroom management; 3. examine and explain how the perceptions of new elementary school teachers on classroom management may impact job satisfaction.

What Will Happen if You Take Part in This Study?

If you agree to take part in this study, you will be asked to

- Review this informational letter
- Complete the online survey through Google Forms that includes 17 questions in various formats (Yes/No, Check lists, and rating scales).

- Participate in member checking with the researcher. Member checking is an opportunity for the researcher to review the recorded responses from your online survey to ensure the perceptions of the researcher are valid.

The researcher expects the online survey to take about 15 minutes, with only one interaction for the member checking.

The information collected will be used in the researcher's dissertation and could be linked to other research data.

How Could You Benefit from This Study?

Although you will not directly benefit from being in this study, others might benefit because of the information gathered on how to best support new teachers in their early years of teaching in an elementary setting. The results of this research study will be included in the researcher's dissertation, which may be published.

What Risks Might Result from Being in This Study?

You might experience some risks from being in this study. They are breach of confidentiality, psychological risks, and coercion. The researcher will take the following precautions for each of these minimal risks:

Confidentiality: The laptop will be locked at all times when the researcher is not personally using it. An email and password are required to access the Google Form responses from participants. Any responses that are saved on the computer will be saved in a folder on a laptop and will only be able to be accessed by the researcher logging in to the computer with the password. Additionally, the responses will be permanently deleted in August of 2022 or prior, if the researcher has completed reviewing and analyzing the data and writing chapters 4 & 5 of the dissertation.

Psychological: The participants will be greeted with a welcoming email, explaining the study in detail, and ensuring that no names will be used in the study or shared. Participants can contact the researcher at any time should they feel uncomfortable or have questions.

Coercion: The participants will receive this informational letter detailing the study. To help ensure potential participants do not feel coerced into taking this study by the co-investigator/colleague, they will read the following message below, under "Your Participation in this Research is Voluntary", which states "It is totally up to you to decide to be in this research study. Participating in this study is voluntary. Everyone will respect your decision of whether or not you choose to be in the study and no one will treat you differently if you decide not to be in the study. Even if you decide to be part of the study now, you may change your mind and stop at any time. If you decide to withdraw before this study is completed, any submission of your responses will be immediately deleted and will not be used in the study, and will not have any negative impact."

How Will I Protect Your Information?

We plan to publish the results of this study. To protect your privacy, we will not include any information that could directly identify you.

We will protect the confidentiality of your research records by not sharing the identities of any individual participants. Details that might identify participants also will not be shared. The researcher will not use your personal information for any purpose outside of this research project. The researcher will not include your name, institution name, or anything else that could identify you in the study reports. To protect names and keep participants confidential, the names of the participants will be coded using reference codes during the data collection process. Data will be kept secure by storing electronic data in a password-protected computer and will be

permanently deleted in August of 2022, or prior if the study is completed and dissertation is approved.

What Will Happen to the Information We Collect About You After the Study is Over?

We will not keep your research data to use for future research or other purposes. Your name and other information that can directly identify you will be kept secure and stored separately from the research data collected as part of the project until August, 2022, or prior, if the dissertation is complete. Your name and all other information that could identify you will then be permanently deleted.

How Will We Compensate You for Being Part of the Study?

You will receive a $5 Amazon gift card for your participation in this study. Compensation is given to those who have completed the study. If you withdraw from the study, compensation will not be given.

What Other Choices do I Have if I Don't Take Part in this Study?

If you choose not to participate, there are no other alternatives.

Your Participation in this Research is Voluntary

It is totally up to you to decide to be in this research study. Participating in this study is voluntary. Everyone will respect your decision of whether or not you choose to be in the study and no one will treat you differently if you decide not to be in the study. Even if you decide to be part of the study now, you may change your mind and stop at any time. If you decide to withdraw before this study is completed, any submission of your responses will be immediately deleted and will not be used in the study, and will not have any negative impact.

Contact Information for the Study Team and Questions about the Research

Contact Information for Questions about Your Rights as a Research Participant

If you have questions about your rights as a research participant, or wish to obtain information, ask questions, or discuss any concerns about this study with someone other than the researcher(s), please contact the following:

Institutional Review Board

Slippery Rock University

104 Maltby, Suite 008

Slippery Rock, PA 16057

Phone: (724)738-4846

Email: irb@sru.edu

Your Consent

Before agreeing to be part of the research, please be sure that you understand what the study is about. You can print a copy of the document for your records. If you have any questions about the study later, you can contact the study team using the information provided above.

I understand what the study is about and my questions so far have been answered. I agree to take part in this study. I understand that I can withdraw at any time.

You indicate your voluntary agreement to participate by completing the online survey through Google Forms titled "New Teachers' Perceptions of Classroom Management" included in the email as a link. Additionally, you may be asked to participate in member checking, which involves the researcher sharing their interpretation of your responses to ensure validity.

APPENDIX D: ONLINE GOOGLE FORM QUESTIONNAIRE

Email *

Your email

I am a tenured employee *

- Yes
- No

I am an elementary school teacher *

- Yes
- No

How many years have you worked as an elementary school teacher, beyond student teaching? *

- 1 year
- 2 years
- 3 years
- 4 years
- 5 years
- Other

Gender: How do you identify? *

- Female
- Male
- Non-binary
- Other

If you are currently in or recently completed participating in an induction program for your school district, please check off each box for which you have received formal training on the following topics: *

- [ ] Student mental health
- [ ] Classroom management interventions and strategies
- [ ] Positive Behavior Interventions and Support (PBIS)
- [ ] I have not received formal training on the following topics
- [ ] Other

Outside of your induction experience, please select the professional development and training topics from the list below that you have participated in for supporting students' emotional, social, and behavioral needs. *

- [ ] Student mental health
- [ ] Classroom management interventions and strategies
- [ ] Positive Behavior Interventions and Support (PBIS)
- [ ] None of these
- [ ] Other:

I became familiar with classroom management interventions and support for students during (please select all that apply): *

- [ ] Undergraduate program
- [ ] Graduate program
- [ ] Professional development opportunities
- [ ] Induction training through my district
- [ ] On the job learning experiences
- [ ] I do not feel familiar with classroom management interventions and support for students

I have experienced behavior disruptions in the classroom that require teacher intervention *

- ◯ Yes
- ◯ No

Please explain in observable terms, the behavior disruptions you have experienced in the classroom that have required teacher intervention. *

Your answer

I have relied on colleagues (i.e. school counselor, behavior specialist, social worker, administrator) for help with managing behavior disruptions in the classroom. *

- ◯ Yes
- ◯ No

Please explain in observable terms, the behavior disruptions you have experienced in the classroom that have required you to rely on these colleagues for support *

Your answer

Effective research based tools and strategies that I have used in the classroom to manage behavior include (please select all that apply) *

- ☐ Adjusting physical layout of the classroom
- ☐ Teaching clear expectations and routines to students
- ☐ Praising specific behavior
- ☐ Active supervision during instruction and learning
- ☐ Creating opportunities for students to respond during instruction
- ☐ Reminders about behavior
- ☐ Consistent teacher responses for correcting behavior aligned with classroom expectations and routines
- ☐ Other:

Please identify any of the above selected tools/strategies that you have used that were particularly effective in helping to manage student behavior in the classroom. *

Your answer

Classroom management demands have impacted my overall job satisfaction. *

- ◯ Strongly Agree
- ◯ Agree
- ◯ Disagree
- ◯ Strongly Disagree

If you agreed or strongly agreed to classroom management demands impacting your overall job satisfaction, please explain the behavior disruptions of students or particular classroom management experiences in your classroom that have impacted your overall job satisfaction. *

Your answer

I would like more training on the following topics to help me in my classroom. *

- ☐ Student mental health
- ☐ Classroom management interventions and support
- ☐ Positive Behavior Interventions and supports (PBIS)
- ☐ I don't feel I need more training in these areas

Appendix C

Signatory Page for Dissertation

Slippery Rock University of Pennsylvania
Department of Special Education

A Dissertation Written By

Emily M. Hoffmann

Bachelor of Science in Psychology, Robert Morris University, 2009
Master of Education in School Counseling, Duquesne University, 2012
Doctorate of Education in Special Education, Slippery Rock University of Pennsylvania, 2022

Approved by

ARHershey

Dr. Ashlea Rineer-Hershey, Dissertation Committee Chair
April 18, 2022

Ronald A. Carlisle, Ed.D

Dr. Ronald Carlisle, Committee Member
April 18, 2022

Dr. Matthew Erickson, Committee Member
April 18, 2022

Accepted by

A. Keith Dils

Dr. Keith Dils, Dean, College of Education, Slippery Rock University of Pennsylvania
Date May 2, 2022