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Characteristics and Development of Effective Classroom Management

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CHARACTERISTICS AND DEVELOPMENT OF EFFECTIVE CLASSROOM MANAGEMENT

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Abstract

Classroom management is an essential piece of teaching. Many teachers, new and experienced, struggle with establishing effective management strategies that allow all students to be successful in the classroom. This literature review will summarize the research which identifies the characteristics of effective classroom managers, how to support novice teachers in management, and explore several management models. All effective classroom managers have similar characteristics which they share. These include; clear expectations and procedures established at the start of the school year, continued reinforcement of the expectations throughout the year, and the establishment of positive relationships with all students. Many novice teachers struggle to create a classroom management system found in effective teachers' classrooms. Developing better methods to teach classroom management during the certification process will give novice teachers strategies to use in their classrooms. Including a mentoring component also aids novice teachers in the development of their classroom management system. A management model gives teachers concrete tools they can use to establish procedures and expectations for students. This creates clear rules and consequences for students to follow, allowing for more time to be spent on academic instruction.

Table of Contents

CHAPTER I: INTRODUCTION

Classroom Management History

Ever since classrooms have existed, there has been a need for classroom management. In the past, students were expected to follow strict guidelines and expectations in school or severe punishment would follow, including corporal punishment. At the time, schools were also very teacher focused and lecture based. Warren (2016) discusses the leadership role of teachers over time. In the past, the teacher was both the administrator and instructor. The teacher determined the curriculum, taught the material, and competed all administrative duties. As school reform occurred, teachers took on a more specific role of teaching the curriculum they were given. The role of administrator was placed under a different category. Teachers are now specialized in teaching the content and focused on student achievement. The teacher's role is to instruct students to give them the knowledge to grow in their learning, yet at the same time there is still a leadership role they must fulfill. This role is as a manager in the classroom, guiding students both academically and behaviorally.

Over time, the role of the student has also evolved. Schools have become more student centered using a constructivist approach (Ersozlu & Cayci, 2016). Ersozlu and Cayci explain that this approach puts the student in the center of assessment and the educational process using multiple methods such as portfolios, projects, and performances instead of traditional paper and pencil tests. This has changed the way teachers interact with students in the classroom and has resulted in a new set of management skills that teachers must employ.

Kounin (1970) was one of the first to complete a systematic study of classroom management. Kounin's research suggested blending management and teaching, allowing the teacher to focus on proactive strategies that would prevent behavior disruptions. Through the analysis of videotaped classroom instruction, he identified multiple dimensions of effective classroom management. When they first observed the classrooms, Kounin and colleagues did not notice any differences in teacher management when dealing with classroom disruption when comparing effective and ineffective teachers. However, they did notice that effective classroom managers systematically and proactively put management methods in place to minimize the classroom disruptions.

One of the teacher behaviors Kounin identified as with-it-ness. This behavior is the awareness on the part of the teacher to identify disruptive or potentially disruptive behavior to minimize it (Kounin, 1970). This awareness is also a part of Grinder's (2009) Educational Non-Verbal Yardstick program, also known as ENVoY. Grinder uses the concept of MITS, most important twenty seconds, for teachers to be aware of the classroom and to make sure students are on task when released to complete a task. Kounin and Grinder both emphasize this strategy which allows the teacher to observe the students as they work and to be aware of possible off task behavior to stop it before it becomes a disruption to the group.

Another effective strategy that Kounin identified was group alerting and accountability in lessons (Kounin, 1970). This strategy emphasized the teacher's ability to use a variety of questioning strategies and to hold all students accountable for

learning. These strategies included; wait time, when the teacher paused to give students a chance to formulate an answer before calling on someone, randomly choosing students, and making sure every student can participate. Simonsen, Fairbanks, Briesch, Myers, and Sugai (2008) found that effective teachers engaged students through multiple ways. Whiteboards or choral response were strategies that held all students accountable for their learning and kept students engaged which decreased off task behavior.

Kounin's work also discusses signal continuity and smoothness in the lessons. These effective teacher characteristics require planning for the needs of the students to allow the lesson to flow with little distraction and keeping the momentum of the lesson to decrease the amount of wait time as students moved from one activity to the next. When dealing with disruptions Kounin noticed that effective teachers would not overreact to the behavior, rather they would use non-verbal methods such as eye contact or proximity to stop the disruption (Kounin, 1970). Jones, Jones, and Vernette (2013) explored eight components of effective teachers. One of these components was the use of non-verbal cues and redirections. They noted that effective teachers use subtle redirections, including non-verbal prompts and proximity, and gradually increase the intensity of the intervention if needed. Effective teachers used minimal amount of intervention necessary to extinguish the unwanted behavior, focusing their attention on the lesson outcomes and continuing the momentum of the class.

Kounin's research changed the way we look at the relationship between teachers and students. It gave insight into the role teachers play in classroom management, and how effective management is essential to creating a positive learning community.

The Role of Classroom Management

Teaching is both an art and a science. Teachers today need to be prepared to work with diverse learners and meet the needs of all learners in the classroom. They must have a deep understanding of the content to be taught along with how to design lessons that will engage students (Marzano, 2003).

There are many factors that play a role in student achievement; family background, socioeconomic status, developmental ability, school facilities, administration, and teachers to name a few. Many of these factors are difficult to control, but one that can be altered and have a dramatic effect on achievement is the teacher. Marzano states, "the teacher is probably the single most important factor affecting student achievement – at least the single most important factor that we can do much about" (2003, p. 1). Finding effective teachers and replicating their strategies can give other teachers the necessary tools to create positive change in their classrooms.

In the first few years, many teachers struggle with classroom management. Time is spent on consequences and discipline, rather than academic instruction. This creates an environment where the teacher is more reactive instead of proactive. It often takes years of trial and error to develop a classroom management system that fosters a positive, healthy classroom community. Teacher education programs focus more on

curriculum and professional expectations, rather than day to day classroom functioning.

This sets many teachers up to struggle in their first years and many end up leaving the

profession due to burnout and struggling with classroom management (McKinney,

Campbell-Whately, & Kea, 2005). Identifying effective management strategies and

teaching these to novice teachers could help to retain more teachers and create better

learning environments for everyone (Monroe, Blackwell, & Pepper, 2010).

Guiding Questions

Classroom management encompasses a broad area in education. When

determining a focus for the following literature review, effective strategies, novice

teachers, and management models will be addressed. Using these topics, the research

will answer the following questions: What are the characteristics and methods effective

teachers put in place to manage their classrooms? How do novice teachers develop

classroom management skills and how do they compare to experienced classroom

managers? What are group and individual models which support effective classroom

management?

CHAPTER II: LITERATURE REVIEW

Literature Search Procedures

Chapter II of this literature review will describe characteristics of effective

classroom managers, compare novice and experienced teachers, and determine

effective group and individual management strategies. The connection between

effective classroom managers and their role in student academic achievement will be

investigated. Discussion of novice teachers and their classroom management will be

included, summarizing research on how new teachers develop their management

system. Many teachers cite management as a major concern in teaching with up to 50%

of teachers leave the field in the first five years (McKinney, Campbell-Whately, & Kea,

2005). Giving new teachers the strategies necessary to become effective managers will

help to retain and strengthen the teaching workforce. The literature used in this thesis

was located through searches of ERIC, Academic Search Premier, and EBSCO MegaFILE

with publication dates from 1970 – present. The following searches were used to

narrow the field: "effective classroom management," "novice teacher classroom

management," "group classroom management," "student achievement and effective

management," and "experienced classroom manager and new."

Effective Managers

Classroom management is a vital component of any classroom. A teacher must

develop skills to provide instruction for students' academic development in an

environment where they feel confident to achieve mastery in their learning. This section

will discuss the methods used by effective teachers and how management relates to student achievement.

Classroom Methods

Sanford (1983) compared the similarities and differences between more and less effective managers in science classrooms when looking at general classroom procedures, organization, laboratory activities, student assignments, and lesson presentation. They observed 13 teachers from two urban school districts who taught eighth grade science. Most of the teachers were in their first three years of teaching and the classes were of average ability. The teachers were observed the first two weeks of school during two class periods with follow up observations during the year totaling 25 observations for each teacher. Narrative records were kept along with notes of student on or off task behavior every ten minutes during the class. Teachers were labeled as more or less effective based on criteria which included; on or off task behavior, instructional management, rules and procedures, managing student behavior, and classroom climate.

Sanford found four areas of management that the effective teachers had in common. These included classroom procedures and roles, student work procedures, managing student behavior, and organizing and presenting instruction. The more effective managers had clear routines that gave expectations on discussions, out of seat, turning in work, what to do when done, and ending class. At the beginning of the year the effective managers clearly explained the expectations and then followed up throughout the year. Their directions were clear and students were expected to work

quietly. The more effective managers monitored student work closely and behavior issues were dealt with quickly. In general, the less effective managers had classrooms which were more permissive. The expectations established at the beginning of the year were ignored later in the year. All teachers had a consequence system, but the less effective managers did not enforce the expectations. The more effective managers had clear work procedures for students and the lessons and activities were well planned. When comparing lab activities, the more effective managers monitored the students closely and the labs ran smoothly and efficiently. The less effective managers had chaotic labs and students did not accomplish the task given to them. The effective managers had clear work requirements and made frequent checks on student work. There were routines established for turning in work and a clear daily and weekly plan posted in the classroom. The less effective managers were inconsistent with assignments and did little monitoring of work completion. When presenting new material to students, the more effective managers gave clear explanations and their directions on note taking were explicit, holding students accountable for the material covered in the lesson. In this study, there was no record kept of student achievement, therefore the strategies used by effective managers cannot be tied to student achievement. However, when teachers establish a more orderly classroom environment and engage students in the material, student engagement increases and learning is more likely to occur (Sanford, 1983).

Emmer and Evertson (1980) focused on the beginning of the school year and how effective teachers establish their management system. They observed 51 teachers,

26 who taught Mathematics and 25 who taught English, in 11 junior high schools over one school year. All teachers were observed the first day of school and usually five or six times in each class during the first three weeks. For the remainder of the year, each teacher was observed once in each class every three to four weeks. Observers took notes and every 15 minutes noted students who were on or off task. Those observations were used to determine more and less effective teachers. The following year the teachers were observed during the first three weeks of school to compare more and less effective managers.

The researchers found five areas that more and less effective managers differed in their beginning of the year classroom management system set up. They included rules and procedures, student compliance and consequences, student work responsibility, communication, and organizing instruction.

All teachers covered rules and procedures, but the more effective managers were clear and well defined. All teachers were similar with infrequent behaviors such as tardiness and missing materials, however differences were noted with high frequency behaviors. More effective managers had expectations for call outs, movement, talk among students, and hand raising. Less effective managers did not have a system to manage the behavior or did not follow through if there was a system in place.

When comparing more and less effective managers on student compliance and consequences, the more effective managers dealt with disruptive behavior more and used the expectations more frequently. They were consistent with rules and

expectations whereas the less effective managers either ignored the rules or made up an expectation on the spot.

The area of student work responsibility had differences between more and less effective managers. More effective managers kept better track of assignments and had a clear grading system which made students accountable for all assignments. Less effective managers did give assignments, but they were not as predictable and did not have clear routines in place for grading and giving feedback to students.

Communication and organization of instruction also differed among the two groups. The more effective managers were better able to communicate expectations about behavior and break down student tasks into step by step instructional procedures. They had more student time on task and this increased throughout the school year for effective classroom managers. Less effective managers had more seatwork time which may have caused problems over the course of the year when viewing student motivation. More effective managers had less seat work and more group engagement.

Emmer and Everton found that the beginning of the year is a critical time for establishing behavior patterns and expectations. Effective managers clearly identify rules and procedures and create a system for maintaining the behavior expectations. Similar to Sanford (1983), Emmer and Everton did not compare student achievement data in order to determine if the effective managers characteristics correlated to increased student achievement.

Many times, it is assumed that experience is equivalent to expert when looking at teachers and their classroom management. However, Hattie (2003) found that just because a teacher has experience does not mean that he or she is an expert in classroom management. Hattie sought to find the attributes of expert teachers to identify them and use them to create professional development for all teachers around classroom management. Hattie found that teachers account for 30% of the variance in student achievement. He noted that schools invest a lot in the buildings, class sizes, and community, but should instead be focused on the one person in the classroom every day who can have a greater effect on student achievement.

In the study, 65 middle level ELA teachers were selected based on their results from the National Board for Professional Teaching Standards tests of excellent teachers. The teachers were placed in four groups based on the test results. The Experienced 1 group consisted of 17 teachers who scored -1.25 standard deviations from the cut score. Experienced 2 was composed of 17 teachers who were between 0.25 and 0.75 standard deviations below the cut score. The Expert 3 group was made up of 15 teachers who scored between 0.25 and 0.75 standard deviations above the cut score and Expert 4 were the 16 teachers who scores +1.25 standard deviations above the cut score.

Hattie and Jaeger reviewed literature on the differences between expert and experienced teachers to determine the attributes of expert teachers. They found five major dimensions of expert teachers which they used to determine 16 attributes of those expert teachers. The attributes included: deep representation, problem solving, anticipate and plan, better decision makers, classroom climate, multidimensional

perspectives, sensitivity to context, feedback and monitoring learning, test hypothesis, automaticity, respect for students, passion, and set challenging tasks (Hattie, 2003). Using the attributes, the researchers conducted observations, interviews of teachers and students, and collected samples of student work. The material from the observations, interviews, and student work was compiled and trained scorers reviewed each piece and coded it on a four-point scale, four describing characteristics of an expert teacher.

There was a clear difference in the mean scores for expert and experienced teachers in the 16 attributes with expert teachers scoring higher in all attributes. Expert teachers had a deeper understanding of teaching and learning. They were better able to problem solve, anticipate, plan, and improvise. Expert teachers were also better able to guide learning through classroom interactions, creating classroom climate that was conducive to learning. They were more effective at scanning the classroom to minimize off-task behavior. Expert teachers were better at assessing student learning and providing feedback. High respect for student and passion for teaching was also more prevalent in expert teachers. They were better able to motivate students and increased deep learning of content. Seventy-four percent of student work analyzed was classified as deep in the expert classroom, whereas in the experienced classroom only twenty-nine percent of the work was classified as deep learning. "Students who are taught by expert teachers exhibit an understanding of the concepts targeted in instruction that is more integrated, more coherent, and at a higher level of abstraction than the understanding achieved by other students" (Hattie, 2003, p. 15).

Mansor, Eng, Rasul, Hamzah, and Hamid (2012) conducted a case study which observed an effective teacher and the characteristics she brought to the classroom that displayed effective classroom management. The participant was a teacher who taught ten-year-old children English as a second language in Malaysia. She was chosen based on her well-known credibility as a teacher. She had good feedback from students and parents, in addition to excellent classroom discipline, shown through a lack of referrals her students received to meet with administration. Information was gathered through classroom observations over five days along with interviews of four administrators, the teacher, five colleagues, and all 21 of her students. The study focused on the three factors that are involved in teacher effectiveness; teacher role, subject matter, and classroom management. Through the observations and interviews, it was found that the teacher was committed, listened, and knew her students and their needs. Her lessons were well prepared and she constantly checked for understanding throughout the lesson. There was positive reinforcement and encouragement which made the students feel valued. She had a sense of humor with the students and could weave positive values into her lessons. All of these factors play a role in an effective teacher who is also an effective manager. These results were similar to the finding by Sanford (1983) and Emmer and Everton (1980). The effective managers have clear plans in place for student behavior, they prepare lessons that engage students, and follow through with the expectations for their classrooms.

De Jong (2005) conducted a qualitative study in Australia which compared the results of a teacher survey with a literature review to establish a set of key principles

and characteristics of best practice for classroom educators. The aim of the study was to answer two questions; what characteristics define best practice in addressing student behavior issues and what are the key principles that address student behavior issues? The study was completed in two phases, the first was a literature review which identified best practice characteristics in programs that address student behavior issues. The second phase was a survey completed by 52 education jurisdictions across Australia based on the key best practices found in phase one. The characteristics and principles identified in the literature review were the same as the survey given to the schools, therefore where the literature review and the survey produced the same results it could be concluded that those strategies were considered good practice in teaching.

De Jong identified seven core principles and seven characteristics of best practice which addressed student behavior issues in schools. The first of the core principles is understanding student behavior from an eco-systemic perspective, where student behavior is affected and affects the behavior of others. Second, behavior management programs include a health-promoting approach, healthy learning environments enhance positive student behavior. Third, the program must be inclusive and celebrate diversity. Fourth, the behavior program must also incorporate a student centered educational philosophy which places the student at the center of the learning process to minimize behavior issues. Fifth, De Jong found that student behavior is linked to the quality of the classroom experience, the teacher in the classroom makes a difference in the engagement and learning on the part of the student. The sixth principle found relationships to be critical for achieving learning outcomes and creating a positive

climate in the classroom. Finally, it takes a community effort to support the students and schools cannot teach in isolation. It needs to be a partnership among families, schools, and the community at large.

De Jong's seven characteristics of best practice included: a clear behavior policy, health-promotive culture, relevant and engaging curriculum, effective pedagogy, a democratic and positive classroom management approach, clearly established support structures, and a flexible learning environment. In the discussion of the fifth characteristic, a democratic and positive classroom management approach, De Jong points out that teachers who use this approach make it a priority to develop positive relationships with each student in the classroom. They use a variety of management strategies that focus on on-task behavior. Some strategies include proximity, clear expectations, carefully planned transitions, and with-it-ness as described by Kounin (1970). Behavior management is flexible, considering the needs of the individual and using a problem-solving approach to solve conflict in the classroom. De Jong's findings were similar to those found by Emmer and Everton (1980), with clear expectations and procedures, positive reinforcement, and working with the individual student as the focus when problem solving.

Identifying best practice in classroom management is important, but it is the teachers in the classrooms that ultimately put those practices into place, and use the strategies that will allow students to achieve academically. Little and Akin-Little (2008) conducted a national study which was designed to determine if effective classroom management practices were being applied in the classroom. Teachers attending an in-

service training in science education were given a survey on classroom management

practices. There were 149 teachers surveyed, 120 women and 29 men, 39% had 20+

years of experience, 17% had 11-20 years, 21% had 6-10 years, and 23% had 0-5 years of

experience. It was split with half the teachers from rural districts and half from

urban/suburban districts. Seventy-two percent taught in K-6 classrooms. The survey

included questions from the following areas of classroom management: classroom rules,

enhancing classroom environment, reinforcement strategies, and reductive procedures.

The study found that teachers reported high use of evidence-based classroom

management strategies, but many responses to behavior may have been reinforcing

negative behavior, such as moving a student's seat to be closer to the teacher and giving

verbal reprimands. In the survey, 98% of teachers reported making classroom rules with

student involvement, 97% reported using verbal praise, and 95% used positive

feedback. When dealing with disruptive behavior, 83% of the teachers reported using

verbal reprimands and moving closer to the student. When teachers were asked about

chronically disruptive students, 63% reported taking away privileges and 62% would

send a note to the parents.

In general, most teachers stated they were using researched based classroom

management practices, but Little and Akin-Little reported that there is a large gap

between what teachers say and actual practice. They state that many teachers who

leave the teaching profession site stress over ineffective classroom management. This

survey was designed to have participants self-report their classroom management

practices. Therefore, this leaves room for teachers to say one thing and practice another

in their classroom, following up with the survey by completing classroom observations would make the results stronger.

Management and Student Achievement

Effective teachers not only manage the classroom, their students also achieve academic success. Jeanpierre (2004) conducted a study which focused on the relationship between student interaction (discipline, discipline exclusion, and interpersonal exclusion) and classroom management, and how these affected the quality of science instruction. Two science teachers were observed in a case study format. One teacher, Mary, taught third and fourth grade in a low socio-economic urban school. The school was an open format which emphasized caring for each individual student and family. Mary had an intrinsic classroom management style which focused on the student taking charge of his or her own learning. The second teacher, Ms. Dennison, taught fourth grade at a low socio-economic urban school which implemented an art infusion model. Ms. Dennison's had an authoritarian and coercive management style which used intimidation and anger to maintain order in the classroom. Both teachers were observed for 53 hours and the data included class observation, field notes, and teacher interviews.

Mary, the intrinsic teacher, was found to have a positive classroom culture, but lacked quality in science instruction. Ms. Dennison, the authoritarian/coercive teacher, was low in both classroom culture and science instruction. Classroom management requires teachers to not only be able to build relationships with their students, they

must also provide lessons that engage students in higher levels of thinking to achieve academic goals.

Wright, Horn, and Sanders (1997) conducted a study which focused on the effectiveness of teachers as related to student academic gains. Two school systems in Tennessee were used to gather the data, one from 30 East Tennessee school systems and the other from 24 Middle Tennessee school systems. The Tennessee Value-Added Assessment System (TVASS) was used to analyze the data. Using TVASS allowed the researchers to measure teacher effects along with classroom heterogeneity, student achievement levels, and class size effects on student growth. Data from the 1994 and 1995 TCAP, the standardized assessment given to all second through eighth grade students in Tennessee each year, was used for five subject areas and three grade levels, third through fifth. The results focused on the academic gains of the students, subtracting the scaled score of 1994 from the scaled score from 1995.

Wright, Horn, and Sanders (1997) found that the two most important factors impacting student academic achievement were the teacher and the achievement level of the student. Classroom heterogeneity and class size did not have as great of an impact on student achievement. From this study, the researchers found effective teachers to be successful with students from all achievement levels, no matter the heterogeneity of the class. Students in ineffective teachers' classrooms did not make adequate progress no matter their prior academic achievement. The results presented in this study show that teachers do make a difference in student academic achievement. This study did not analyze the quality of teaching and learning at the classroom level.

Identifying effective teachers and completing systematic classroom observations of their classrooms would allow for comparison of specific teaching methods used in the classroom.

Many studies have focused on either effective manager characteristics or effective teachers based on assessment results of students. Stronge, Ward, Tucker, and Hindman (2007) examined effective teaching as measured by increased student learning, with a focus on classroom management. They specifically focused on the instructional practices of teachers who had students which had shown high growth on standardized assessments. The study focused on 1,936 third graders from 85 classrooms in an urban school district in Virginia composed of 60% African American students, 35% white, 5% other races. The study was broken into two parts, the first was designed to identify the effective teachers, the second was to use the results from the first part to compare the effective teachers to less effective teachers. To identify the effective teachers, data was analyzed from student scores on the Virginia Standards of Learning in the areas of Math, English, Social Studies, and Science. Results were compared to the expected achievement and teachers were placed into quartiles. The second part of the study was double blind, the teachers and observers did not know if the teacher was placed in the more or less effective category. Five teachers from the top quartile and six teachers from the lowest quartile were selected for in depth observation which was approached as a case study.

Seven data collection instruments were used, including questioning analysis chart, narrative running record, time-on-task chart, student-teacher interaction analysis,

checklist of student assessment practices, overall time use chart, and teacher interview

form (Stronge et al., 2007). Classrooms were observed for the eleven teachers identified

as more and less effective. Two observers collected the data during a three-hour

classroom visit and a half hour interview with the teacher.

Four domains were analyzed; instruction, student assessment, classroom

management, and personal qualities. In the domain of instruction, the effective teachers

focused on in depth meaning of the information, used a broader range of instructional

strategies and material to meet the needs of the students. They also asked a greater

number of higher level questions. The teachers who were identified as ineffective

placed more emphasis on rote memorization and did not use as broad of a range of

instructional strategies. The effective teachers provided more differentiated

assignments for students. They altered the lesson to fit the needs of the students. The

classroom management of the effective teachers was more organized and had clear

routines and procedures. The behavioral expectations were higher as well. The number

of students who were identified as disengaged was similar in both effective and

ineffective teachers' classroom, however the students in the ineffective teachers'

classrooms were more likely to be displaying off task behaviors. Effective teachers had

disruptive incidents about once every two hours, the ineffective teachers had disruptive

behaviors occur every 12 minutes. The personal qualities of the effective teachers

showed a higher level of respect for the students. Based on the results of this study,

teachers have a high impact on student achievement and success in school. However,

increasing the number of participants would increase the validity of the study.

Novice and Experienced Classroom Managers

For quality instruction to take place in the classroom, there needs to be an effective manager guiding the students in both academic and behavioral areas. The teacher needs to organize the classroom and manage the behaviors of the students to have positive educational outcomes. Effective behavior management does not necessarily mean quality instruction, but it does establish an environment which makes good instructional outcomes possible (Emmer & Stough, 2001). Between 40 and 50 percent of all beginning teachers leave the profession within five years (Ingersoll & Smith, 2003). When surveyed to determine why teachers were leaving the field, 34.9 percent stated student discipline problems as a reason they left the profession (Ingersoll & Smith, 2003). Schools need to find ways to retain new teachers and give them the tools to become effective managers, which would decrease behavior concerns and increase student academic achievement.

In addition to supporting new teachers, experienced teachers must also be given the support to engage students and minimize disruptive behavioral issues in the classroom. When comparing teachers, many times we associate more effective management with experienced teachers. However, this is not always the case. There may be an experienced teacher who does not have the management skills to deal with disruptive behavior in the classroom. There needs to be ongoing professional development that offers support to all teachers in effective classroom management (Thangarajathi & Joel, 2010).

Classroom Management and Novice Teachers

Neegaard and Smith (2012) sought to find the extent to which beginning teachers improve their instruction in the first three years of teaching. Using the Classroom Assessment Scoring System (CLASS) and the Instructional Quality Assessment (IQA), the researchers looked at the teachers' instructional quality along with classroom climate and organization over the three-year period. There were 62 math teachers in 11 districts covering four states. Two thirds of the teachers were female, mostly white, all with bachelor's degrees.

Teachers were observed and video-taped for two days in a row during the same class period in winter and spring of the first year, then spring of the second and third years. The IQA focused on students conceptual understanding of math and CLASS looked at classroom climate and organization and general instructional strategies. A comparison was then made between the CLASS and the IQA to determine if teachers who rated high on classroom organization and general instruction strategies would be more likely to engage students in more rigorous math activities and discussions. Growth curve analysis was used to analyze the data to observe trends over time.

The researchers found the teachers scored the highest in classroom organization and the lowest in instructional support on the CLASS. Over the three-year period the teachers did increase their mean scores. On the IQA, teachers scored highest on task potential and lowest on discussion. The IQA results did not change over time for the teachers in the study. The math teachers in the study improved their classroom management and organization more than their instructional rigor over the three years.

Teachers who scored higher in the CLASS also scored higher in the IQA, indicating that teachers with stronger relationships with students and more effective management strategies were better able to increase their instructional rigor in the math content (Neegaard & Smith, 2012).

Pankowski and Walker (2016) conducted a study that focused on graduate students who were on the path to become teachers. The study was composed of 26 participants, 12 were graduate students from traditional teacher training program and 14 were enrolled in an alternative certification program aimed at adults changing career paths and entering the education field. The focus of the study was to identify better ways to prepare new teachers to become effective classroom managers by observing their problem-solving decisions, ability to use evidence-based management in real time, and their beliefs around classroom management. Students completed a pre-test to understand their thinking about classroom management. They participated in virtual simulations which gave them the opportunity to practice their management skills in a controlled environment. Each student completed three simulations, which were recorded for reflection, and were given qualitative feedback from the instructor each time. At the end of the study the students were given a post test and the responses were compared to the pre-test.

Pankowski and Walker found all the graduate students emphasized control of student behavior before the simulation. After the virtual simulations, both groups moved to a balance of control and care using more of an authoritative teaching style. The results also showed that the students used control to deal with non-compliance and

care when focused on academic motivation. All participants found the video recording helpful and used the simulations to practice verbal and non-verbal communication skills. Simulation is one way to assist new teachers in developing strategies for creating effective classroom managers.

Often, new teachers are expected to know and apply effective classroom management at the start of their teaching career, a sink or swim approach. With this method, teachers struggle and many leave the field altogether within their first few years. As stated in the previous studies, supporting novice teachers gives them the tools needed to create a classroom environment that fosters academic growth of all students.

Sempowicz and Hudson (2011) conducted a case study which investigated the mentoring practice used to guide a mentee in classroom management skills. The mentee was a 19-year-old who was completing her first field experience. The mentor was a teacher with 20 years of teaching experience and had mentored eight teachers previously. The researchers chose a case study to closely observe the interactions of the mentor and mentee. During the study, five direct observations were conducted, eight mentoring sessions and seven teaching sessions were audio recorded, six formal mentee written lessons and 15 written reflections were collected, along with three feedback evaluations from the mentor. A five-factor mentoring model was used which focused on personal attributes, system requirements, pedagogical knowledge, modeling, and feedback.

Personal attributes focus on the mentor developing a relationship with the mentee and creating a supportive environment to discuss classroom management

concerns and questions. In this study, the mentor was supportive and reliable and the mentor and mentee discussed management every time they met. During the discussion sessions, the mentor talked more often and could articulate more about teaching practices, but the mentor also listened to the mentee and gave suggestions to assist with classroom management.

System requirements focused on the school policy and curriculum requirements, the big picture systems. The mentee designed several lessons which covered a school-wide positive behavior program. Through the design of these lessons the mentee could implement the strategies into her other lessons. The mentor also scaffolded the mentee's experience to develop her management practices by repeatedly teaching the same lesson to gain confidence.

Pedagogical knowledge encompasses delivering material to students and engaging them in the lesson. The mentor used practical strategies for beginning teaching instead of systematic requirements to give the mentee confidence in her teaching. The mentor also encouraged the mentee to relate new content to real life experiences to engage the students.

The final two areas, modelling and feedback, focus on the mentor being able to demonstrate effective management strategies and provide advice to the mentee. In this case study, the mentor displayed well-structured lessons and daily routines that reinforced effective management skills. She also gave the mentee clear feedback that assisted her with management and the mentee was then able to apply those skills in the classroom.

One limitation of this study was the lack of multiple participants. Broad

conclusions cannot be made because there was only one mentor/mentee group. There

was also no follow-up to determine if the mentee displayed long term benefits from the

experience. However, the results did show that the mentor was supportive and

provided quality time with the mentee to discuss classroom management. Feedback

was essential to the relationship, the conversations allowed the mentee to reflect on

her classroom practice.

Baker, Gentry, and Larmer (2016) developed a model to support beginning

teachers with classroom management. They created a one-day workshop and then

followed that with an eight-week online support discussion forum with video clips of

effective management strategies they could implement in their classrooms. All teachers

in the study were in their first or second year of teaching. Thirteen teachers volunteered

to participate in the online forum discussions, nine females and four males with seven

teaching elementary and six teaching secondary students. By the end of the eight

weeks, only six teachers were still active in the online discussions.

Qualitative data was collected through the online discussion forums posted by

the study participants identifying common themes and patterns used by the teachers.

Five themes emerged from the participants discussions; relationships, routines,

disruptions, inclusion of special needs students, and resolving extreme conflicts.

Through the online discussions, teachers could share strategies they used and ask for

suggestions to deal with classroom management situations. One idea posted in the

discussion resulted in nine responses. Another participant sought strategies in

preventative discipline, responses used a problem-solving approach to assist in developing strategies that could be utilized in the classroom. By the end of the eight weeks the six teachers who remained had formed a close learning community.

Overall, the teachers who participated indicated that the strategies they learned helped them create a more positive learning environment in their classrooms. One of the limitations was the number of participants who completed the eight-week online discussions. One concern cited was time management on the part of new teachers which may have accounted for the decrease in participants. The placement of the course was another limitation. The participants had just recently completed their certification. Placing the course during student teaching and adding a mentoring piece would potentially increase participation.

As Baker, Gentry, and Larmer (2016) discussed, new teachers struggle with classroom management. Providing them with better training during the certification process may help with their management during the first years of teaching. Monroe, Blackwell, and Pepper (2010) implemented an assignment for student teachers during their final year of study which required them to create and implement a classroom management plan. Student-teachers had expressed concern that the classroom theories did not work in real classrooms and the strategies were more idealistic rather than realistic.

Beginning with the class of 2008, the 235 student teachers were given a new assignment which required them to use the knowledge from their courses to develop a classroom management system that they would put in place during their student

teaching experience. Following the implementation of their classroom management system the student teachers prepared a presentation of their system to share at a Classroom Management Fair at the University. Qualitative and quantitative data was collected through student teacher surveys and the Student Teacher Assessment Instrument, a rubric used to collect data on student teacher progress.

Feedback from the student teachers showed that the assignment was beneficial to their learning. The results of the Student Teacher Assessment Instrument showed an increase from 64.57% in the excellent category to 75.02% in the excellent category from 2007 to 2008. The program was repeated in 2009 and 79.06% of student teachers were placed in the excellent category. The assignment gave the student teachers a strong basis to begin their teaching careers. Feedback from the Classroom Management Fair suggested that students benefited from viewing other presentations and gaining ideas to use in their own classrooms. One limitation of the study was that there was no follow-up with what occurred when the new teachers began teaching in their own classroom.

Novice versus Experienced Classroom Managers

Research conducted by Martin (1996) also observed the classroom management style of new teachers, but also compared them to experienced teachers. The study focused on the perceptions of classroom management and how counselors can assist novice teachers in developing healthy classroom environments.

Of the 107 participants in the study, 40% were inexperienced teachers and 60% were experienced teachers. All were elementary teachers with the majority, 91.6%,

female and white, 85%. The inexperienced were defined to be teachers with no classroom experience. The experienced teachers were those who had more than three years of teaching in their own classroom. In this study, the average was 10.3 years of experience. Data on classroom management beliefs was collected using the Inventory of Classroom Management Style (ICMS). The ICMS is designed to identify the teacher's approach to classroom interactions, labeling them as non-interventionist, interventionist, and interactionist. Non-interventionist is the least controlling approach with the belief that the child has the inner drive to learn. The interventionist is the most controlling focused on what the environment does to shape the development of the child. Interactionist is a blend of the previous two approaches, focusing on what the individual does to modify the environment and what the environment does to shape the child.

The study participant completed a Likert-scaled survey describing classroom management beliefs and practices to determine their approach to classroom management in the dimensions of psychosocial environment, instructional management, communication, and setting classroom structure. Psychosocial environment included beliefs about student interaction, respect, achieving success, and fostering creativity. Instructional management items focused on learning expectations, organization, decisions about topics to be taught, and handling off-task behavior. Communication items measured teacher beliefs on verbal feedback and giving directions. The final area, setting a classroom structure, focused on items such as seating charts and classroom rules and procedures.

The results of the survey showed no difference in the dimension of setting a classroom structure. Both inexperienced and experienced teachers appeared to have a consistent approach to determining rules and classroom structure. However, in the other three dimensions, the two groups of teachers had different results. The inexperienced teachers scored less interventionist than the experienced teachers in the psychosocial environment area. The researcher noted that this may be the result of the inexperienced teacher believing that the students are working towards the same goal as the teacher. The inexperienced teachers score more interventionist in both instructional management and communication, showing that they rely more on control to manage the students when compared to the experienced teachers. The experienced teachers had the opposite results in the areas of psychosocial environment, instructional management, and communication. Martin concludes that because the experienced teachers take more control to establish the psychosocial environment, they can be less controlling in the other areas. Giving new teachers support will not only help the teacher, but also the students. Developing strategies that will result in healthy and safe learning environments (Martin, 1996). This study provided insight into the beliefs of novice and experienced teachers, but was limited because it did not conduct any observational data to determine if the beliefs of the teachers would also be portrayed in their practice.

Understanding the differences between novice and experienced teachers' viewpoints on management can give insight into how to better support new teachers in their first years. Melnick and Meister (2008) conducted a national study which surveyed

new and experienced teachers in four areas; academic preparation, classroom management, parent interaction, and time management.

The researchers began with a survey of new teachers. They sent the survey to principals across all 50 states and then a second email to 500 additional principals asking them to give the survey to their first and second year teachers. A total of 273 new teachers responded. They also sent 1,240 surveys to a randomly selected group of public school teachers using email addresses from online directories. Most of the returned surveys from this group were experienced teachers. A total of 494 teachers responded to the survey, 276 were classified as new teachers and 193 were classified as experienced teachers, with a mean of 15.8 years of experience. Seventy four percent of the respondents were female, evenly distributed across grade levels and location.

Based on the survey results, the researchers found significant differences between new and experienced teachers in the areas of classroom management and parent interaction. There was not a significant difference in academic preparation or time management. Experienced teachers responded more positively in all areas of classroom management than the new teachers. They expressed a higher degree of feeling prepared to deal with discipline issues, managing differences among students, and knowledge of strategies to maintain positive classroom behavior. The researchers concluded the importance of exposing pre-service teachers to field experiences to develop their management skills, making them better prepared for the classroom.

One limitation in this study was that it was voluntary and only teachers who were willing to take the time to fill out the survey were included. There was also no

observation component, therefore what a teacher said does not necessarily match what they practice in their classroom. Adding an observation component would allow the researchers to correlate teacher beliefs with actual practice.

Wolff, Jarodzka, van den Bogert, and Boshuizen (2016) conducted a study which compared the visual perception of novice and experienced teachers in a classroom setting. They hypothesized that experienced teachers' classroom perceptions would be more knowledge-driven, while novice teachers' perceptions would be more image-driven. The goal of the study was to determine how experience influences teachers' visual processing of the classroom (Wolff et al., 2016).

Voluntary participants were chosen from six secondary schools and a teacher training program in the Netherlands. The experienced teacher group was composed of 35 teachers from across all subject areas, with at least seven years of teaching experience. They were recommended by school leaders and fellow teachers as having above-average classroom management skills. The novice teacher group consisted of 32 teachers in their first or second year of teaching. Teachers were shown four video clips of classrooms. Their eye movements were tracked and they were asked to share their thoughts on what they noticed in the video clips. The first two video clips showed students distracted and disengaged from the lesson, but contained no clear behavior disruptions. In third and fourth videos, the students were distracted and there were clear classroom disruptions. Data was collected on eye movement, noting where the teacher was looking during the video and teacher thoughts were recorded to determine the teachers' interpretation of what was occurring in the classroom.

The researchers found the experienced teachers revisited more areas of the classroom in all four videos and returned more often to areas of student activity. Experienced teachers appeared to be searching for activity between students, whereas novice teachers returned to areas showing little or no student activity. The experienced teachers appeared to chunk their visual information into meaningful units while the novice teachers appeared to be less selective and more dispersed (Wolff et al. 2016). The experienced teachers often focused on the students around a disruptive student rather than on the disruptive student. This suggests the experienced teacher is determining how the disruption is affecting the others in the classroom. The novice teachers focused on more image-driven patterns, such as bright colors or the location of the disruption. Experienced teachers could skip over irrelevant information in the classroom while the novice teachers often focused on these areas. When describing what they saw in the videos, the experienced teachers used words which were associated with complex thinking. Novice teachers focused only on their own viewpoint. Experienced teachers could utilize different viewpoints; their own, the students, or another observer, when describing the events in the video. This would suggest the experienced teachers are better able to predict problems before they intensify and to keep better track of events occurring in the classroom.

This study focused on the visual perception of the teacher when viewing a classroom with disruptive behavior. It did not consider the instructional content and how that blends in with management of a classroom. It did however, give insight into

what novice teachers focus on in the classroom. This can help with instructing new

teachers in classroom management and what they should be looking for while teaching.

Group and Individual Management

Effective managers are able to maximize student achievement and minimize

behavioral disruptions in the classroom. They do this through effective management

practices they put into place in their classrooms to manage both the group and

individual students. In this section, the author will discuss several group and individual

management models that research has shown to be successful in the classroom. The

models to be discussed are, CHAMPs, ENVoY, Classroom Check-Up, and ABC function

based intervention. CHAMPs stands for conversation, help, movement, and

participation. This model focuses on clarifying routines and expectations, organizing the

physical environment, and managing student behavior (Back, Polk, Keys, & McMahon,

2016). ENVoY, educational non-verbal yardsticks, is a program that focuses on using

systematic non-verbal communication to manage students through influence instead of

power (Grinder, 2009). Classroom Check-Up is a classroom consultation model that uses

performance feedback to increase praise and decrease the use of reprimands by the

teacher in the classroom (Reinke, Lewis-Palmer, Merrell, 2008). The ABC function based

intervention is a method which identifies the antecedent, behavior, and consequence of

a given behavior, and develops an individual plan for the student to decrease the

unwanted behavior and increase on-task behavior (McKinney, Campbell-Whately, &

Kea, 2005).

Group Management

According to Back et al. (2016), classroom management is an "umbrella term for techniques employed by teachers to create a positive environment that allows students to effectively focus on academics" (p. 398). The CHAMPs management model uses strategies that clearly state the classroom expectations for the students. Beginning with **C**onversation, which explains how students talk to each other. **H**elp focuses on how the students get questions answered and assistance from the teacher when needed. **A**ctivity is the goal of the learning experience, identifying the learning objective for the students. **M**ovement gives guidance to students on how and when they may move about the classroom during the activity. Finally, **P**articipation addresses the engagement of the students during the task, how do they look and act during the lesson or activity.

Back et al. (2016) developed a study which observed the relationship between classroom management, staff relations, and school climate in predicting ACT scores. The study took place in a large urban district which had issues with student disruption and low standardized test scores. Staff were given a three-day training in classroom management strategies using CHAMPs. The study involved 208 teachers from 38 high schools. Of the participants, 63% were female, 25% African-American, 50% white, and 20% Asian-American and Latino. The average teacher reported 8.44 years of teaching experience. Data was collected on multiple areas including classroom management, staff relations, school climate, and academic achievement. Classroom management and staff relations data was collected through a self-reported teacher survey. School climate

data was also collect through a survey, and the ACT was used to measure academic achievement over three years.

The study found a link between classroom management, staff relations, school climate, and academic achievement. Classroom management and staff relations created a positive school climate, which in turn resulted in greater academic achievement. Having clear rules and expectations, which the CHAMPs model employs, created a positive learning environment for the students and held them accountable for their behavior. Using the CHAMPs model also allowed for teacher collaboration which increased positive staff relations. This, in turn, created a positive school climate where students achieved greater academic gains on the ACT. However, this was one of the areas where this study had some limitation. Only using one type of assessment, namely the ACT, does limit the scope of the results. Using multiple sources of data would create greater validity. Back et al. (2016) did conclude that there is a clear relationship between management, teacher relations, school climate, and student achievement.

A second classroom management model is ENVoY, educational non-verbal yardsticks. This model was developed by Grinder (2009) after thousands of hours of classroom observations. The focus of ENVoY is using non-verbal communication, allowing the teacher to lead the class using influence rather than power. Grinder identified the four phases of a lesson as: getting attention, teaching, transitions, and seatwork. Within those phases, Grinder has identified seven gems which are used to increase on-task behavior and decrease off-task behavior. The gems are: freeze body, above pause whisper, raise hand vs. speak out, exit directions, most important twenty

seconds, off/neutral/on, and influence approach. The gems are designed to be easily implemented into any classroom setting to increase on-task student behavior.

A study conducted at two schools in Texas, Joseph Rhoads Elementary and Lucile Gregg Elementary, sought to determine if the use of ENVoY Non-Verbal Classroom Management would affect student behavior, academic performance, and teacher satisfaction in classroom management (Joseph Rhoads Elementary, 2009). Both elementary schools had a high percentage of minority students, Rhoads 89% and Gregg 100%, with low socioeconomic status and transient populations. The staff was largely composed of teachers with fewer than ten years of experience, Rhoads 56% and Gregg 66%. All teachers at both schools were coached in ENVoY, therefore there was no control group in the study. Teachers were taught the seven gems during a two-day workshop. There were pre and post scores for the implementation of the seven gems, and coaching was implemented. There were several data items collected; teacher surveys at the end of year two and three, Texas Assessment of Knowledge and Skills Assessment results for pre-ENVoY and at the end of year three, and discipline referral numbers for pre and post ENVoY implementation.

The study found a decrease in discipline referrals at both schools. Gregg had a 58% reduction in referrals and Rhoads had a 68% reduction in referrals. Both schools saw increases in the Texas Assessment of Knowledge and Skills Assessment (TAKS). Before ENVoY implementation both schools were in the "Academically Acceptable" category on the TASKS assessment. After three years, Gregg elementary achieved a "Recognized" rating and Rhoads attained "Exemplary", the highest rating. These results

cannot be tied directly to the implementation of ENVoY, but as research has shown, there is an increase in student achievement with effective classroom management (Jeanpierre, 2004; Stronge et al., 2007; Wright, Horn, & Sanders, 1997). The teacher survey showed positive results in perception and attitude regarding ENVoY implementation, with the greatest increases in the ability to cover more curriculum and overall academic performance of students. Teachers also stated that they felt an increase of overall classroom control and 100% of the teachers felt ENVoY produced a positive difference in their school and classroom (Joseph Rhoads Elementary, 2009).

Another study of the ENVoY management system focused on determining if the practices of ENVoY, along with ENVoY coaching, make a difference in the environment of elementary and middle school students (Houston, 2007). ENVoY was implemented in four elementary schools and three middle schools located in the inner city of Houston, Texas. Similar to the previous study, all teachers were coached in ENVoY, however there was additional coaching for some of the teachers. This resulted in three groups of data; pre-ENVoY, post ENVoY coached teachers, and post ENVoY non-coached teachers. The study was both quantitative and qualitative in nature. The quantitative study was based on observations of classrooms before and after ENVoY implementation. Observers completed environmental scans which focused on the seven gems and the percent of students on-task. The qualitative portion of the study included surveys completed by the teachers, along with written comments by teachers, coaches, and program staff. The researcher also compared TAKS assessment data to determine if academic achievement differed before and after ENVoY implementation.

The results from the quantitative portion of the study showed that coached teachers made statistically significant improvement on seven out of ten scales on the environmental scans and they were more effective for all ten items than the non-coached teachers. The percent of students on-task was 56.4% before ENVoY implementation and increased to 82.6% for non-coached teachers and 92.3% for coached teachers. The qualitative results showed that teachers do not implement new practices after just one workshop. Students must learn the new management strategies to become a part of their behavior and hands-on coaching is vital to the continued use of a new management system. Finally, Houston looked at the results of the TAKS assessment after one year of ENVoY implementation and found in the middle schools that 18 out of 27 assessment comparisons saw an increase and the elementary schools saw 27 out of 32 comparisons increase over the year. Again, these results cannot be tied directly to ENVoY implementation, but both studies have shown an increase in student achievement after ENVoY implementation.

Reinke, Lewis-Palmer, and Merrell (2008) developed the Classroom Check-Up model. This model utilizes classroom consultation that focuses on class-wide changes and motivational strategies. Classroom Check-Up is comprised of five steps in which classrooms are observed, goals established, and monitoring occurs. The process begins with an assessment of the classroom with a teacher interview and observation to establish a baseline. The observer then meets with the teacher to provide feedback on both their strengths and weaknesses. The observer and teacher then determine strategies which the teacher will implement to create a positive classroom culture. The

teacher chooses the strategies to apply to the classroom and completes self-monitoring using a checklist of the strategies chosen to implement.

The researchers sought to find out the effects of the Classroom Check-Up model along with visual performance feedback on teacher and student behavior. The study included four white female teachers ranging from first through fifth grade at two elementary schools with five to twenty-five years of experience. The teachers were selected based on their request for classroom management support which may have affected the results. The data focused on the class, not individual students. The student population was mainly white with 76% of the students at one school on free and reduced lunch, the other had 44% free and reduced lunch. The study focused on two teacher variables, occurrence of praise and reprimands, and one student variable, occurrence of disruptive behavior. Teachers were assessed with a baseline, then self-monitoring, followed by a visual performance feedback phase. At the one month follow up, all four classrooms had higher rates of praise and lower rates of disruption when compared to the baseline. During the visual performance feedback phase, teachers consistently increased praise, but it was not consistent during the self-monitoring phase. Over time, all teachers decreased their use of reprimands, which may be due to reductions in student disruptions and/or redirection of teacher attention on positive behavior. The study found that one-time consultation was not enough to effectively train teachers and create change in the classroom, continued support and reinforcement is needed.

Pas, Larson, Reinke, Herman, and Bradshaw (2016) conducted a study using the Classroom Check-Up model as well, with the focus being on culturally responsive teaching. They used the Classroom Check-Up method of teacher interview, collect data, provide feedback, goal setting, and progress monitoring along with additional cultural competence domains. The study took place over two years. The first year, teachers were given the option to participate in coaching. The second year, teachers volunteered to be coached or placed in a control group. This was one of the limitations of the study, all teachers who participated volunteered which may affect the results because all participants were willing to be coached.

The study included 146 teachers from 18 schools in a large East Coast school district. The first year, 51 teachers were coached and the second year 95 total teachers participated in the study and were randomly assigned to be coached or placed in the control group. Two coaches were hired for the first year and two additional coaches were hired for the second year of the study. All coaches were trained in the Classroom Check-Up model. The participants followed the five steps of the Classroom Check-Up model with an emphasis on culturally competent teaching. The coaches prompted the teachers to choose a goal that focused on culturally relevant teaching 80% of the time, and a positive behavior support goal 97% of the time. Most teachers, 87.4%, focused on one goal.

The results of this study suggested that the Classroom Check-Up model is an efficient process for teachers to increase their management skills. Teachers did not feel that the coach took too much of their time and most teachers, 95%, believed that time

spent with the coach was productive. At the completion of the study, 90% of the

teachers stated that coaching benefited the students and 80% increased their

understanding of cultural and classroom management (Pas et al., 2016). The Classroom

Check-Up model provided continued observation and support for teachers to help

implement strategies and improve their overall classroom management.

Individual Management

Group management strategies work when trying to focus the entire classroom

and engage all learners. All teachers have times when an individual student will not

follow the expectations that have been set for the group. At that time, the teacher must

have a plan in place to manage the individual, while at the same time continue to keep

the group on task and engaged in learning.

One study, by Scott, DeSimone, Fowler, and Webb (2000) used the ABC method

for individual management. The ABC method uses observation to identify the

Antecedent, Behavior, and Consequence (ABC) of the individual student who is not

following the classroom expectations (McKinney, Campbell-Whately, & Kea, 2005).

Through observation, a narrative is created of what occurs before the behavior, along

with identifying the behavior, and finally the result of the behavior or action of the

individual. Scott et al. (2000) completed three case studies which observed a teacher

and her management of individual students in the classroom.

The first student was a fourth grader, Lou, who was identified as having a

learning disability in written language. Using the ABC process, the antecedent observed

took place during individual work time. During this time, off-task behaviors and avoiding

work completion was observed. The consequence of the behavior was negative attention from the teacher for the off-task behavior. A plan was developed that included an organized notebook with a chart which Lou could mark off tasks as he completed them. He was also given a positive reward each day when the assignments were complete. Over the observation period, Lou's work completion increased and stabilized at a high rate. This plan allowed the teacher to accommodate the individual while still managing the other students in the classroom.

The second case study, Andy, was a sixth grader with a learning disability in several areas and received speech services. The antecedent to the off-task behavior Andy exhibited was when the teacher was addressing the class and during independent work time. The behaviors included being out of his seat, talking to other students, and not following the directions of the teacher. These behaviors resulted in the consequence of avoiding the activity he did not want to participate in. The plan developed for Andy, using examples and non-examples, gave increased positive reinforcement for on-task behavior and teaching Andy how to ask for teacher assistance when needed. A contract was also developed which allowed Andy to earn a treat at the end of the day if he reached a specific level of time on-task. When the plan was implemented, there was an initial increase in his performance, but then a decrease in performance occurred. It was found that once a day was not enough reinforcement and the plan was switched to twice a day to meet the performance criteria. This individual management strategy used positive reinforcement and replacing an undesirable behavior with an acceptable behavior, hand raising, to obtain teacher assistance.

The third case study identified a third grader, Jake, who was identified as learning disabled and exhibited behaviors such as stomping feet, tapping hands on the desk, and talking without permission. Using the ABC method, the antecedent was identified to be when the teacher was working with other students and not giving direct attention to Jake. The consequence of the behavior was the attention of the teacher. The individual plan developed for Jake included monitoring his behavior during 30 second intervals using a point system. The criterion for success was set at 80% of the intervals to have a positive result. Initially the results showed 50-55% of the intervals being positive results, where Jake did not display the undesired behaviors. Over time, there was an increase in desirable behavior which became consistent. Providing attention when Jake displayed the desirable behavior, and not giving attention during undesirable behavior, resulted in positive changes over time.

These case studies cannot be generalized for all students, but the process of using the ABC strategy allows an individual plan to be developed for a student that will allow for more time on-task and student engagement in classroom activities. The plan developed also focused on positive behaviors and ignoring the negative behaviors, teaching students to be successful in the classroom environment.

The ABC strategy has been used to develop function based interventions for students to decrease an unwanted behavior and increase a desired behavior. The strategy works for the individual student when a plan is developed and used with fidelity by the teacher. However, the previous study looked at the ABC process overall and did not note if one part of the process played a greater role than the others in the

success of the implementation. Janney, Umbreit, Ferro, Liaupsin, and Lane (2012)

studied the ABC intervention process, looking specifically at the component of

extinction. Extinction takes place during the consequence phase of the intervention,

focused on eliminating the undesired behavior and increasing the implementation of

the desired behavior.

Janney et al. (2012) conducted three case studies to determine if the results of a

function-base intervention using the ABC strategy would be altered when the

reinforcement was removed during the consequence phase of the intervention. Three

students were selected and were chosen based on: student behavior during the

previous year, the current teacher seeking assistance from the behavior team, and there

was no behavior or academic improvement after the behavior team intervened.

Baseline observations were conducted and a ABC plan was designed and implemented

in multiple phases. After the initial baseline was established, the first phase was full

implementation of the intervention, using all parts of the ABC function intervention

including extinction. Following full implementation, another baseline was observed,

then full implementation, partial implementation (no extinction), another full

implementation, and finally a follow-up observation session.

The initial baseline showed an average of on task behavior of 2.25%, 41%, and

23% for each of the three students. During the first full implementation of the

intervention all the students increased their on-task behavior to 56%, 74%, and 75%

respectively. When the intervention was removed the students decreased their on-task

percentage close to the initial baseline. When the full intervention was put in place

again, the percentage increased again. In the fifth phase, the antecedent adjustment continued, but the extinction procedures were removed in the consequence phase. This resulted in a decrease in percentage of on-task behaviors for all three participants. When the full intervention was implemented again, the three students increased their on-task behavior to 75%, 84%, and 75% respectively.

The results from these case studies demonstrate the need for extinction procedures to be a part of the implementation of a function based intervention for students who struggle with classroom expectations and need further intervention to become active participants in the classroom. Effective classroom managers use both group and individual management strategies to create a classroom environment which encourages learning for all students (McKinney, Campbell-Whately, & Kea, 2005).

When a teacher must deal with an individual student management issue, it must be done in the context that the other students are able to remain on task and focused on their academic learning. Individual self-management interventions are effective, as shown in the previous studies by Scott et al. (2000) and Janney et al. (2012). However, the individual plans can be time consuming for teachers to implement. A classwide self-management plan can be beneficial because they shift some responsibility to the students to change his or her behavior, decreasing disruptive behavior.

Hoff and Ervin (2012) conducted a study which examined the effectiveness of a classwide self-management intervention designed to decrease the disruptive behaviors in the whole class and three specific students in the group. Four second grade classrooms were selected to participate in the study. The teachers had expressed

increased disruptive behavior concerns to the school psychologist and agreed to implement a classwide self-management intervention. They were all located in one elementary school in the Midwest with 82.7% of the population identified as white and 8.7% were identified as low income. The teachers had between seven and twelve years of teaching experience and classrooms were comprised of 20 to 22 students each. One student in each classroom was identified as experiencing the most difficulty based on teacher nomination, referrals, and pre-baseline observation by the teacher. Teachers participated in a four hour in-service training on the use of the self-management strategies they were to implement. The teacher then worked with a trainer to determine the logistics of the intervention.

Two phases were implemented in the study, a teacher directed phase and a self-management phase. During the teacher directed phase, the teacher explained the classroom rules the students were to follow and the rating scale that would be used. The teacher would signal the students when a rating interval would begin and gave students feedback on the score they received as a group, along with her reasoning for the score. The class also received rewards for their behavior. The second phase implemented classwide self-management where the students would be monitoring their own behavior. They used the same scale as the teacher and voted at the end of the lesson on their class ranking. The teacher compared her ranking to the students and if they matched, the class earned a reward.

Data was collected through classroom observations two to three times per week for 35 minutes each time. The observers rotated between observing the individual

student targeted as disruptive and the whole class. At the conclusion of the study the teacher and students were given a Likert-scale survey to assess their perceived effectiveness of the intervention. Classroom Four data was not included in the results because the target at-risk student did not meet the requirement of sufficient disruptive behavior during baseline observation.

In all three observed classrooms, disruptive behavior decreased with the implementation of the self-management intervention. During the teacher directed phase, disruptive behavior decreased between five and ten percent in the classrooms. During the self-management phase, disruptive behavior decreased further and the data was more stable. The students who were identified as at-risk also decreased their disruptive behavior. The student in Classroom One decreased his disruptive behavior by 12 percent which brought him to the same level as his peers. The student in Classroom Two decreased his disruptive behavior by 20 percent and the data became more stable during the self-management phase. The student in Classroom Three decreased his disruptive behavior by 26 percent overall. The results from the survey given to teachers and students after the study showed high ratings for the acceptability of the intervention. Teachers also indicated they wanted additional training in the intervention.

The study does support the use of a classwide management system to decrease individual disruptive behaviors. The targeted students' disruptive behaviors decreased to a level closer to or at the level of their peers. One limitation with the study was the use of rewards for student ratings. This may have played a role in the implementation of

the teacher directed and self-management phases of the study. A second concern was

the lack of follow-up observation. Follow-up data would determine if the self-

management system was able to be maintained with the same results over time.

The use of group strategies to aid in individual management of students allows

the teacher to continue teaching the whole group, yet focus in on behavior

management of individual students. Christle and Schuster (2003) conducted a study that

observed the effects of using response cards on student participation, academic

achievement, and on-task behavior.

The study was conducted during math instruction in a fourth-grade classroom at

an urban elementary school. There were nine boys and fifteen girls in the class, with

eight of the students identified as Hispanic. The teacher had 27 years of teaching

experience. The whole class participated in the study, but data was only collected on

five individuals. The teacher selected the five students based on their classroom

performance, participation, and on-task behavior to include a range of students. Three

of the five students selected were girls and two were Hispanic. The response cards used

were made from a folder covered with a sheet protector and the students were given

dry erase markers. The teacher practiced using the response cards with the students for

30 minutes on five consecutive days. Following the practice time, an ABA design was

implemented. First a baseline was established using hand raising for student responses,

then the response cards were used, and finally a return to the baseline conditions using

hand raising. During the 60-minute observation time periods, the five targeted students

were monitored and tallies were kept on how many times they raised their hand, during

the baseline interval, and how many times they wrote on their response card during the response card sessions. The students weekly quiz scores were also observed along with time on-task for each of the five students.

The results indicated an increase in participation, academic achievement, and on-task behavior during the response card sessions. Participation by all students increased when comparing hand raising to response cards. One student never raised his hand during the baseline, but responded 97% of the time during the response card sessions. Another student raised his hand every time during the baseline session and used his response card 100% of the time. The other three students also increased their participation during the response card sessions. All students saw an increase in the weekly quiz scores after the response card sessions going from a mean of 84.8% on a quiz after hand raising sessions to a mean of 96.4% after the response card sessions. Finally, when assessing on-task behavior, the students mean score went from 34.18% during hand raising sessions to 97.4% during the response card sessions.

This study suggests that there is a relationship between using a group management strategy, the response cards, and increased engagement and higher levels of on-task behavior at the individual level. One limitation of the study was the length, only completing 12 sessions total. Continuing the observations to determine if the same results occur over time would be useful. Another limitation was the number of participants. There were only five students observed in this study, a larger data pool with a variety of school settings would give more definitive results.

CHAPTER III: DISCUSSION AND SUMMARY

Summary of Literature

Classroom management is a vital component to student achievement (Back et al., 2016; Marzano, 2003; Stronge, 2007; Wright et al., 1997). Teachers need to be able to establish expectations and follow through with them, allowing students the opportunity to learn. Effective teachers have similar methods and characteristics they put into place to create an environment which allows all students to grow. There are clear differences between novice and experienced teachers in classroom management, but giving all teachers opportunities to develop stronger management skills will benefit all students. Finally, there are effective models used by teachers which support effective group and individual classroom management.

Effective classroom managers have clear procedures for all areas of the classroom (De Jong, 2005; Emmer & Everton, 1980; Little & Akin-Little 2008; Mansor et al., 2012; Sanford, 1983). Effective teachers begin the school year by establishing clear expectations for the students and reinforce these throughout the school year (Emmer & Everton, 1980; Sanford, 1983). Less effective managers often had procedures in place at the beginning of the year, but struggle to reinforce them or did not address them at all later in the school year (Sanford, 1983).

Effective teachers worked to build relationships with students, getting to know them and their needs (Hattie, 2003; Little & Akin-Little, 2008; Mansor et al., 2012). They developed meaningful activities which engaged students in learning and minimized behavior issues (De Jong, 2005; Sanford, 1983). The design of the lessons and work

procedures were clear and organized in the effective teachers' classrooms. Students

knew what to do when the task was completed, where to turn in assignments, and how

to work with other students in the class (Emmer & Everton, 1980; Hattie, 2003; Mansor

et al., 2012; Sanford, 1980).

Effective teachers were not only able to maximize on task behavior, they were

able to increase the academic achievement of the students they taught. Students in

classrooms with effective teachers scored higher on standardized assessments (Stronge

et al., 2007; Wright et al., 1997). Teachers who built relationships with students engaged

them better than teachers who did not build relationships. However, classroom

management is not just relationship building. Teachers must also have engaging and

rigorous content to increase learning in the classroom (Jeanpierre, 2004; Stronge et al.,

2007).

Becoming an effective teacher takes practice and a set of strategies that a

teacher can implement in the classroom. New teachers must be given the time and

opportunities to develop their classroom management system (Monroe et al., 2010;

Neegaard & Smith, 2012; Pankowski & Walker, 2016; Sempowicz & Hudson, 2011).

Allowing student-teachers to practice implementing management skills gives them

opportunities to determine what methods work for them and can be used in their

classroom (Pankowski & Walker, 2016; Sempowicz & Hudson, 2011). The use of

mentoring allows student-teachers and novice teachers to develop their management

system under the guidance of an experienced teacher. This relationship gives the new

teacher the chance to reflect with someone who has experience (Baker et al., 2016; Sempowicz & Hudson, 2011).

When comparing novice and experienced teachers, the novice teachers rely more on control and power. The more experienced teachers develop classroom procedures and expectations that include the students, creating relationships and a team approach to learning (Martin, 1996; Melnick & Meister, 2008). Novice teachers often overlooked problem areas in the classroom, whereas experienced teachers could focus on the problem area and determine if it was affecting the students as a whole (Martin, 1996; Wolff et al., 2016).

Managing a classroom is a challenging task, the strategies that effective teachers utilize have been used to develop group and individual management models that can be implemented by all teachers. Group models the author researched included; CHAMPs, ENVoY, and Classroom Check-Up. The CHAMPs model focused on the students, engaging them in actively learning in the classroom. Developing the relationships of the teachers, students, and community increased student academic achievement (Back et al., 2016). The ENVoY model focused on using non-verbal communication and influence instead of power to engage students in on task behavior (Grinder, 2009; Houston, 2007; Joseph Rhodes Elementary, 2009). The Classroom Check-Up model incorporated classroom consultation, goal setting, and performance feedback to create a positive classroom culture (Reinke et al., 2008).

With a group classroom management model, teachers were given tools and strategies to use to create a positive learning environment for all students. At the same

time, the group management models gave students the responsibility to be accountable for their behavior (Back et al., 2016; Houston, 2007; Joseph Rhodes Elementary, 2009; Reinke et al., 2008). This created an environment where students knew the clear expectations and were a part of the learning community. The models increased the level of teacher satisfaction and created a more positive school climate (Back et al., 2016; Pas et al., 2016). Teachers who were given coaching opportunities increased their implementation of the strategies they learned and found greater gains in on task behavior of the students (Houston, 2007; Pas et al., 2016; Reinke et al., 2008).

The ABC method was researched to determine the effectiveness of using an individual management plan in the context of a classroom. Identifying the antecedent allowed the teacher to determine what triggered the off-task behavior for the student (Janney et al., 2012; Scott et al., 2000). This allowed for the creation of an individual plan which decreased the off-task behavior of the student and increased work completion and on-task behavior.

Using individual management strategies combine with group strategies allowed the teacher to focus on the individual at the same time as managing the group. Teaching students how to use self-monitoring techniques gave the students the ability to reflect on their engagement and learning (Hoff & Ervin, 2012). Using techniques which engaged all learners in class discussions increased academic achievement and decreased disruptive behavior (Cristle & Schuster, 2003; De Jong, 2004; Emmer & Everton, 1980).

Limitations of the Research

Classroom management is a broad topic with many aspects which could be covered. I chose to focus on characteristics of effective managers, novice teachers, and classroom management models.

Teachers spend years developing their classroom management system. In the first few years, many teachers struggle with management and leave the profession due to these struggles. Focusing on the strategies used by effective teachers can give new teachers the tools needed to develop a system which engages students and creates a positive learning environment. Instructional content, another aspect of classroom management, was not included in my research. This allowed for the deeper exploration into the design and development of effective classroom management systems.

Identifying several classroom management models, which utilized the characteristics of effective teachers, gave insight into how to create opportunities for teachers to develop positive classroom environments. Teachers, novice and experienced, are looking for strategies they can implement in their classroom to increase academic achievement while decreasing disruptive behavior. These models tie the characteristics of effective managers to specific strategies that can be taught to teachers. There are other models for management, but I chose models that encompassed the characteristics found in the effective management research.

Implications for Future Research

Looking to the future, research should be done to aid new teachers as they enter the field. Teacher certification programs need to do more to prepare teachers for what

they will encounter in their first classroom. Many new teachers cite that the certification programs focus on theory and do not assist them with the realities of the classroom. Conducting more research into certification programs, which have shown successful outcomes for new teachers, would give insight into what is needed for teacher training programs.

Another area for future research would be to continue to look at the relationship between an effective manager and student achievement. Teachers play a central role in student achievement. Identifying how effective teachers manage their classrooms and get increased student achievement would aid in assisting future teachers. I found several studies which correlated effective teachers and achievement, and studies which focused on what effective managers do in the classroom. However, there needs to be more work done in comparing academic gains to classroom management. Identifying specific strategies effective managers use and how they are tied to academic achievement.

Professional Application

When I began teaching, I was confident in my knowledge of the subject I was going to teach and assumed the students would be excited to learn as well. Reality hit after a week, the students were not as engaged as I expected and behavior issues I had not even thought about began to occur in the classroom. I had learned many theories about management in college, and even observed several teachers who seemed to be in control of their classrooms, but applying those to my own classroom was a whole

different story. As I look back, I realize that it took me years of trial and error before I developed a system that worked for me and my students.

For me, the change occurred when I learned about ENVoY. I was given specific strategies to use in every situation in my classroom. I attended trainings which I could practice my skills with other teachers. Classroom observations gave me feedback on what was working and where I could alter my voice, body, or movement to better engage with my students.

This is what brought me to research classroom management. Teachers should be given the opportunity to develop a management system that supports all students, and creates a safe and healthy environment in which learning can take place. The first step is to determine what effective teachers have in common, then using that research to design courses and trainings to share with other educators. Many teachers struggle with classroom management, feeling alone and often embarrassed to ask for help. Giving all teachers access to tools and systems they can apply to their classrooms will increase student engagement and create a more positive learning community.

The second application of my research focuses on new teachers. Teacher certification programs need to design courses which give education students real world practice and strategies they can use in their classrooms in their first year. It should not take a teacher three, four, or five years to develop a management system. Too many new teachers leave the field citing behavior issues as a factor in their decision. Focusing more time during student-teaching on classroom management techniques and practice

with implementation, will increase the ability of new teachers to find a system that works.

Using the research to identify effective managers, and pairing them with new teachers, would create a mentoring program which would increase the ability and confidence of the new teachers. Using a program such as ENVoY or Classroom Check-Up would give new teachers training, strategies, and feedback that could be adjusted to fit their specific needs. With the diversity we have in schools today, teachers could use the techniques learned to build relationships, manage students, and increase academic achievement.

Conclusion

Effective teachers have clearly defined management systems in place in the classroom. Students understand the expectations and procedures, and know the consequences of not following them. Effective teachers establish these expectations and procedures at the beginning of the year and hold all students accountable throughout the year. Novice teachers often struggle with management and do not have clearly defined expectations for their students. Using group and individual management models can aid in creating a classroom environment where students are engaged and productivity is high.

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