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Middle and High School Administrators' Perceptions of Classroom-Management Support for Novice Teachers

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Walden University
2020

Abstract

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Jerome C. Johnson

MS, Texas A&M San Antonio, 2010

BS, Wayland Baptist University, 2003

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

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Abstract

Administrator support of classroom behavior management increases teacher retention and improves student academic achievement; consequently, campus-level, district-level, and principal preparation personnel need to understand how to prepare principals to support teachers. The purpose of this basic qualitative study was to understand how middle and high school principals and assistant principals provide classroom behavior management support to novice teachers in an urban school district in a southern state. Alig-Mielcarek and Hoy's simplified model of instructional leadership formed the conceptual lens. The research questions focused on administrators' perceptions of classroom-management support for novice teachers. Data were collected from semistructured interviews with 11 middle and high school principals who had 2 or more years of administrative experience at their campuses in the southern United States. Content analysis using a priori, open, and pattern coding was employed to identify the following themes: helping teachers become more skilled and comfortable with building relationships with students and parents, providing accountability to novice teachers to address instructional challenges and improve classroom management, and offering professional development to assist novice teachers with classroom management skills. Participant administrators recommended one-to-one administrator mentoring with the teacher, peer mentoring, peer observations, classroom walkthroughs, and classroom observations with critical and constructive feedback to enable new teachers to manage and instruct classes. Positive social change may occur if administrators support novice educators to develop classroom management skills that improve the classroom learning environment and increase student academic achievement.

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Dedication

       I dedicate the completion of this study to the memory of my mother. She instilled the necessity of finishing what you start. I also thank my family for their patience, encouragement, and support. I could not have finished this project without your love and understanding. Most of all, I thank God for being my everything.

Acknowledgments

I am fortunate and thankful for all my chair, Dr. Kathryn Swetnam, did to help me through this dissertation process. I also thank my second member, Dr. Jerry Collins, and Dr. Christina Dawson, URR, for their insight and recommendations. God placed the right people on my team to ensure I finished this lifelong dream. Each of you have my gratitude forever.

Table of Contents

List of Tables

List of Figures

Chapter 1: Introduction to the Study

One of the most important responsibilities of a school principal is to hire highly qualified teachers who hold a bachelor's degree or higher and are fully certified and knowledgeable in the subject they teach (U.S. Department of Education, 2003). A principal's job is to transform and equip the novice teacher with resources and training to attain competency in classroom management (Fessler & Christensen, 1992; Greenberg et al., 2014; Spillane et al., 2015). Principals provide instructional resources and offer constructive feedback, both informal and formal, to all teachers in the school environment; however, classroom behavior management is a significant challenge for novice teachers that often leads to teacher attrition, principal distrust, and teacher burnout (Skaalvik & Skaalvik, 2017; Van Maele & Van Houtte, 2015). New educators are expected to teach content, meet campus and district expectations, and maintain a healthy classroom culture (Avalos, 2016). Teachers may have received some instruction about classroom management in their coursework and student teaching; however, the experiences do not adequately prepare educators to meet the demands of managing students full time (Flower et al., 2017; Kennedy, 2016). Classroom management is one of the many skills new teachers must master to deliver effective instruction and maintain an environment suitable for all learners. The implementation of classroom-management support measures by principals and assistant principals for new teachers could reduce teacher frustration and attrition, which would positively influence student achievement and teacher retention (Albright et al., 2017).

In this chapter, I focus on the phenomenon of the instructional and administrative practices of principals and assistant principals concerning support for novice teachers with classroom behavior management. I also discuss the conceptual framework that positions this study within the larger field of research. The chapter includes a presentation of background information for the problem statement, the purpose of the study, research questions, operational definitions, assumptions, limitations, scope and delimitations, and a brief description of the methodological approach. The discussions of each of these topics provides information as to the significance of the problem researched and the need for this study.

Background

Principals are instructional leaders (Hallinger, 2005; Mestry, 2017; Naidoo, 2019). As instructional leaders, principals are responsible for mentoring; coaching; developing teachers; providing training; advising; encouraging teacher reflection; supporting collaboration; and promoting teacher conversations about instructional delivery, results, and strategies (Blasé & Blasé, 2002; Pogodzinski, 2015). Principals have extensive responsibilities that include modeling, mentoring, coaching, instructing, and providing classroom behavior management training and resources to novice teachers (S. Ng & Szeto, 2016). Principals are inherently responsible for providing training to new teachers to maintain a conducive learning environment, and the lack of principal support is one of several reasons educators new to teaching leave the profession within 5 years (Walker & Kutsyuruba, 2019). The lack of or inadequate preparation of novice teachers

in classroom management leads to high rates of teacher turnover in urban school districts (Sezer, 2017).

Moreover, strong university-based support cannot replace a lack of administrative support (Walker & Kutsyuruba, 2019). Walker and Kutsyuruba (2019) conducted research relating to administrative support and found teachers leave because administrators do not support them. A gap in research about practice remains in understanding how principals and assistant principals provide classroom-management support to novice teachers. More information is needed to understand the methods and practices principals and assistant principals use to support novice teachers, defined as educators with 5 or fewer years of teaching experience.

Problem Statement

Principals have a responsibility to hire highly qualified teachers who hold bachelor's degrees or higher and are fully certified and knowledgeable in the subjects they teach (U.S. Department of Education, 2003). New teachers frequently lack the skills for effective classroom management (Blake, 2017; Touchstone, 2015). Classroom behavior management is one of the many skills new teachers must master to deliver effective instruction and maintain an environment suitable for all learners (Marzano et al., 2003). Principals are responsible for ensuring new teachers receive appropriate training to maintain a classroom environment conducive to learning (Burke et al., 2015; Walker & Kutsyuruba, 2019). Novice teachers require a variety of supports that include mutual effort from both the administrator and educator to overcome instructional deficiencies (Helou et al., 2016; Yariv & Kass, 2017). Principals' lack of practices for equipping and

strengthening novice teachers in classroom behavior management has led teachers to leave the educational environment (Martin et al., 2016; Walker & Kutsyuruba, 2019).

The problem is administrators vary in their practices of classroom behavior management support for novice teachers in urban schools (Shepherd & Devers, 2017). Principals provide instructional feedback and offer constructive, informal, and formal feedback to all teachers in the school environment; however, classroom behavior management is a significant challenge for novice teachers that leads to teacher attrition, principal distrust, and teacher burnout (Van Maele & Van Houtte, 2015). Specifically, new teachers feel unprepared and poorly supported by administrators with classroom management (Albright et al., 2017) and experience frustration because of disruptive student behaviors (Sezer, 2017). Principals should possess the expertise to assist novice teachers in mastering classroom behavior management (Baker-Gardner, 2015). Principals need continued assistance to increase their leadership skills and instructional practices to provide classroom management help for new teachers (Davis, 2016; Kearney & Valadez, 2015; Wang et al., 2018). This study will contribute to filling the gap in research about practice relating to how principals and assistant principals provide classroom behavior management support to novice teachers in urban middle and high schools in a southern state.

Purpose of the Study

The purpose of this qualitative study was to understand how middle and high school principals and assistant principals provide classroom behavior management support to novice teachers in an urban school district in a southern state. I used a basic

qualitative study design and interviewed 11 secondary principals to gain an understanding of their perceptions of the problem and their practices. Patterns and themes emerged from the principals' interview responses that may be used by partner district administrators to increase administrator support of classroom behavior management strategies for novice teachers.

Research Questions

The research questions for this study were:

1. How do high school principals and assistant principals in a southern state perceive classroom behavior management support of novice teachers in urban schools using instructional leadership practices?

2. How do middle school principals and assistant principals in a southern state perceive classroom behavior management support of novice teachers in urban schools using instructional leadership practices?

Conceptual Framework

The conceptual framework for this research was grounded in Alig-Mielcarek and Hoy's (2005) simplified model of instructional leadership. Alig-Mielcarek and Hoy amalgamated elements of Hallinger and Murphy's (1985) model of instructional leadership, Murphy's (1990) amended model of instructional leadership, and Weber's (1996) paradigm of instructional leadership to form a simplified model of instructional leadership (see Figure 1). The simplified model of instructional leadership has three functions: (a) defining and communicating goals, (b) monitoring and providing feedback on the teaching and learning process, and (c) promoting and emphasizing the importance

of professional development (Alig-Mielcarek & Hoy, 2005). Defining and

communicating goals requires the principal to collaborate with teachers to utilize shared

organizational goals to achieve academic success. Monitoring and providing feedback are

intentional practices of the principal to praise teachers and provide critical feedback about

teaching and learning. The principal promotes school-wide professional development by

requiring teachers to analyze data to achieve organizational or school goals.

Figure 1

Simplified Model of Instructional Leadership
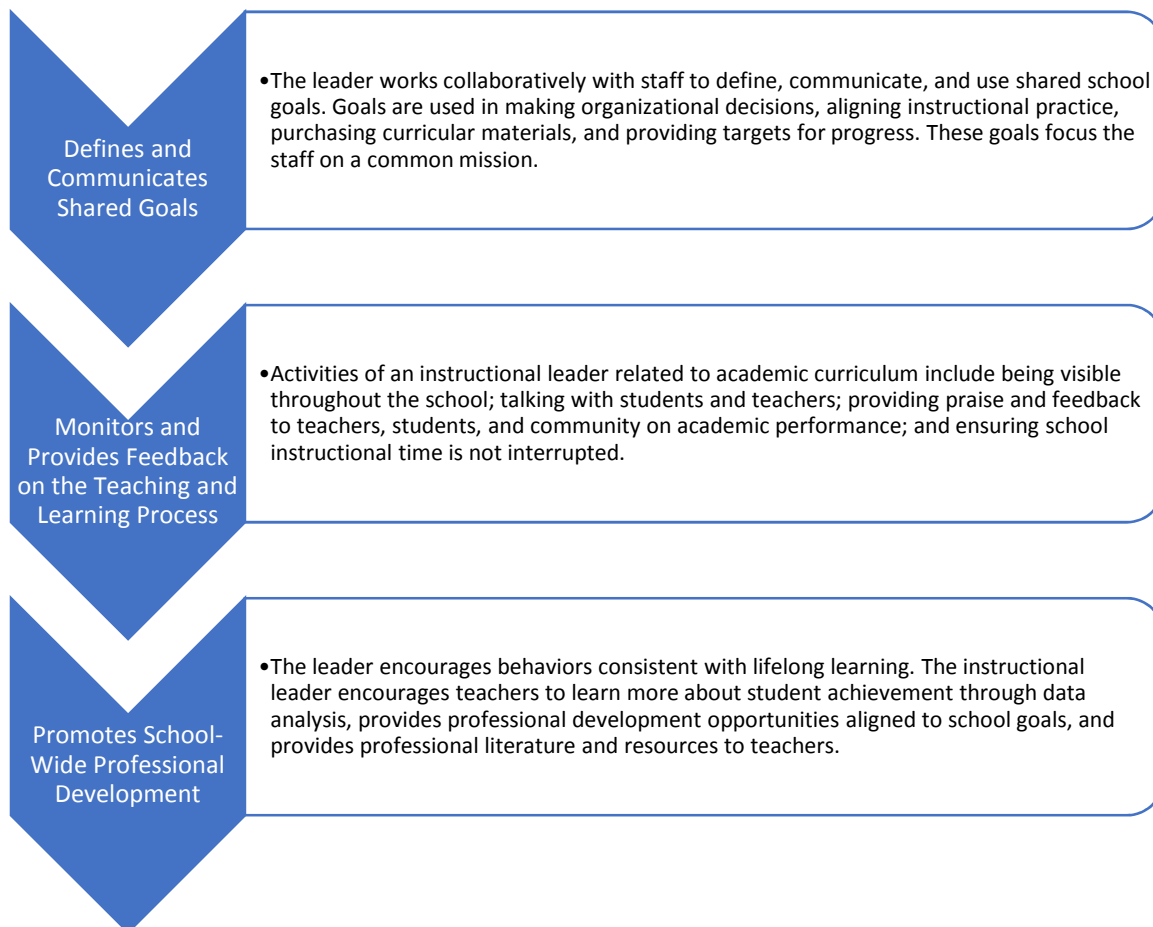
Note. Adapted from *Educational Leadership Reform*, by J. M. Alig-Mielcarek and W. J. Hoy, 2005, p. 34. Copyright 2005 by Information Age Publishing.

All aspects of the simplified model of instructional leadership applied to this research; however, the component of monitoring and providing feedback on the teaching and learning process specifically encompasses how principals and assistant principals assist novice teachers with classroom management. An administrator may use the simplified model of instructional leadership to inform, teach, critique, model, create, and sustain a productive principal–teacher relationship, which may result in the novice

teacher improving classroom-management skills. I will elaborate on the simplified model of instructional leadership in Chapter 2.

The conceptual framework and research questions aligned with this investigation to learn about the strategies, training, and feedback principals and assistant principals give to beginning teachers to manage student behaviors in their classrooms in an urban district in a southern state. I researched the phenomenon by interviewing 11 practicing principals and assistant principals and gathering their perceptions of how they provide classroom-management support to novice teachers in urban middle and high schools. For data analysis, I used a priori codes based on Alig-Mielcarek and Hoy's (2005) model of instructional leadership. Then, I looked for patterns to develop categories and themes to answer the research questions.

Nature of the Study

I employed a basic qualitative study design and conducted semistructured interviews with active middle and high school principals and assistant principals to explore their perceptions concerning the classroom-management support for novice teachers. The use of a qualitative method of inquiry was appropriate because this approach allows a researcher to (a) study a phenomenon in naturalistic environments, (b) investigate the perceptions of the participants, (c) delve into issues in the real world that can be evaluated in greater detail, (d) contribute findings that help explain constructivist thinking and current social morés, and (e) open new areas for further research based on participant responses (see Yin, 2016). The application of the basic qualitative design helped answer the research questions.

The conceptual framework supported the research questions designed to understand how middle and high school principals and assistant principals provide classroom behavior management support to novice teachers in an urban school district in a southern state. I collected data from 11 purposely selected principals and assistant principals for this study to gain insights into their perceptions of how they use instructional leadership practices to assist novice teachers in urban middle and high schools with classroom behavior management. The practice of selecting research participants who understand and can relate to the nature of a problem using available resources and time was appropriate (see Ravitch & Carl, 2016). I was an observer in this data collection process. The data for this research came from participant responses in one-on-one, videoconference, interview sessions conducted using an interview protocol with semistructured questions. Prior to interviews, I also consulted experts who were not participants in this study to ensure content validity of the interview questions.

To increase the trustworthiness of the study, I triangulated the data from the principal and assistant principal interviews with reflective bracketing notes and study themes and used member checking of the findings. When I began to analyze the interview data, I used reason, intuition, and insight based on Alig-Mielcarek and Hoy's (2005) simplified model of instructional leadership to identify the initial topics. On subsequent analysis of the data, I looked for patterns to develop categories and themes to answer the research questions (see Yin, 2016). In Chapter 3, I will further explain the nature and methodology of the study.

Definitions

Definitions specific to this study are presented as follows:

Attrition: Job stresses in teaching may influence teachers to depart from their instructional positions to work in other occupations (Ingersoll, 2003). Attrition refers to teachers leaving the field, whereas migration refers to teachers leaving a school.

Burnout: The destructive process of wearing down a teacher; a stressful and prolonged condition characterized by symptoms of withdrawal, exhaustion, and thoughts of ineffectiveness (McCarthy et al., 2016).

Classroom management: Stratagems and reflections bound in daily routines that result in productive teaching and learning are practices by which teachers manage a classroom to maintain an orderly and thriving learning environment (Lester et al., 2017).

Migration: The movement of teachers to a different school to instruct at a school with students who have fewer academic and behavioral challenges (Ingersoll, 2003).

Assumptions

Three assumptions are associated with this study. First, I assumed participants would respond truthfully and accurately. Principals and assistant principals might have been tempted to exaggerate their perceptions of the level of support they provide to novice teachers to avoid a negative opinion. Principals and assistant principals might have embellished their responses regarding classroom behavior management support with novice teachers because of fear that inadequate responses would reflect poorly on their performance as administrators. In addition, principals and assistant principals might have provided positive answers based on the phenomenon being studied and the presence of a

researcher. This is termed the Hawthorne effect, in which participants give responses they think the researcher wants to hear (Mayo, 1946). To promote truthful and accurate responses, I assured all participants that their identities would be kept confidential.

Another assumption of this study was that the criteria for the purposely chosen participants of this study were appropriate for this topic. I assumed that each participant would have the expected experience related to the study to answer the research questions.

I also assumed that the instrument used in this study accurately assessed the participants' perspectives of training, motivation, and support. Interview questions were created based on the conceptual framework and peer-reviewed literature to gauge the extent, frequency, and quality of classroom behavior management support given by middle and high school principals and assistant principals in an urban district.

Scope and Delimitations

The scope of this study included the perceptions of 11 principals and assistant principals regarding classroom behavior management support for novice teachers. The decision to limit the scope to principal and assistant principal support was based on the exploratory nature of the research questions. I interviewed each participant only once for this study. As the researcher, I did not consider or control for other factors, such as where the administrator obtained his or her master's degree, principal preparation program, years of experience as a principal or assistant principal, or biases that might influence responses provided during the interview. The scope of this study also was bounded by the selection of principals and assistant principals in middle and high school settings in an urban district in a southern state.

This study had several delimitations. I did not include district administrators with experience as a principal or elementary school administrators. Neither I did include principals and assistant principals from neighboring districts. In this instance, as a researcher, I wanted to explore the participants' perceptions of how practicing principals and assistant principals provided classroom behavior management support to novice teachers.

Limitations

As with the majority of studies, the design of the current study is subject to limitations. The basic qualitative approach of the study contains limitations related to (a) the participants not reflecting a larger population, (b) the small number of participants, and (c) potential bias on my part as a researcher. First, the study drew from 11 practicing principals and assistant principals in middle and high schools in one urban district in a southern state; therefore, the results cannot fully reflect the practices that administrators use to provide classroom behavior management support to novice teachers in other geographical areas. Second, the number of participants was a limitation. Eleven purposefully chosen middle and high school principals who were able to answer the research questions of this study were included as participants. Third, the research quality was dependent on my individual skills as a researcher. As the primary instrument for data collection, I might have been susceptible to personal biases and idiosyncrasies. My presence during data gathering, which was unavoidable, might have influenced participants' responses. Finally, issues of confidentiality were challenging when presenting the findings. Each of these limitations is addressed in future chapters of this

dissertation. Despite limitations, this study has potential to address the gap in research about practice relating to how principals and assistant principals provide classroom behavior management support to novice teachers in urban middle and high schools.

Significance

The findings of this study may contribute to filling the gap in research about practice relating to how principals and assistant principals provide classroom behavior management support to novice teachers in urban schools. Limited research exists addressing the amount of involvement, strategies, or professional development concerning classroom behavior management support that principals and assistant principals provide to new educators. Fifty percent of early career teachers leave teaching within 5 years for a variety of reasons, including lack of administrative support (Glazer, 2018). Principal support positively affects teacher self-efficacy and retention (Boyd et al., 2011). Insufficient evidence exists on how principals support early career teachers with classroom behavior management (Shepherd & Devers, 2017).

The results of this study provide the partner school district with information regarding interventions and strategies that may assist administrators in increasing the support of novice teachers with classroom behavior management techniques in middle and high schools. The findings may also be used to help district leaders, principals, and assistant principals implement meaningful professional development for new teachers related to classroom management. Positive social change may result from the findings of this study if district administrators systematically address the factors that challenge the

2classroom behavior management skills of novice teachers during onboarding and throughout the first 5 years of teaching.

Summary

In Chapter 1, I discussed the background, problem, and significance of this study. I also presented the significance of principals and assistant principals supporting novice teachers with classroom behavior support. In Chapter 2, I will present a literature review that reinforces this qualitative study through synthesis and theoretical grounding by including previous works related to principal support of novice teachers in classroom management, the simplified model of instructional leadership, and a review of research methods. In Chapter 3, I will provide details of and justify the use of the qualitative approach based on the scope of the study. In Chapter 4, I will present results of the data analysis. Chapter 5 concludes the study with a discussion of the findings.

Chapter 2: Literature Review

The problem that I investigated in this study was that administrators vary in their practices of classroom behavior management support for novice teachers in urban schools. The purpose of this qualitative study was to understand how middle and high school principals and assistant principals provide classroom behavior management support to novice teachers in an urban school district in a southern state. The findings of this study may help to improve how principals and assistant principals support and interact with novice educators, resulting in an improved classroom learning environment and an increase in student academic achievement.

The literature review has four main sections. In the first section, I define classroom management and identify seminal theorists that contributed to current knowledge and understanding about classroom management best practices. Next, I discuss what principals are taught in principal preparation programs concerning supporting novice teachers with classroom behavior management. The third section of this literature review includes a focus on the needs of new teachers and classroom behavior management, concentrating on what they learn in teacher preparation programs and student teaching about classroom behavior management. This section also contains a discussion of mentoring and induction systems for novice teachers supported by principals and assistant principals. In the fourth section, I review the role of principals with a focus on how administrators support beginning teachers with addressing student behavior concerns in their classroom environment.

Literature Search Strategy

I used several databases to find articles relevant to the research topic, including Academic Search Complete, Business Source Complete, Education Source, ERIC, PsycINFO, SAGE Journals, Taylor & Francis Online, SocINDEX with full text, and Teachers Reference Center. I began my search using the terms *principal* and *classroom support for novice teachers* and obtained limited articles and resources to support the research topic about principals' support to novice teachers with behavior management strategies. I then broadened the search using the descriptors: *middle school and high school administrators, role of principals, perceptions, classroom management and definition or define or meaning or description, classroom management support, history of classroom management, novice teachers, principal training, principal preparation programs, principal or administrat* or school leaders or educational leaders*, support or teacher induction or initial teacher education, perceptions or attitudes or opinion or experience or view or reflection or beliefs, principal or school leader* or school administrat*, new teachers or beginning teachers or novice teacher, leader* perception or principal perception or administrat* perception, new teachers or beginning teachers or novice teacher, mentoring or mentorship or mentor or mentor program or mentoring program, coaching and mentoring, professional learning, school responsibility, educational leadership,* and *the simplified model of instructional leadership.* These searches produced 976 peer-reviewed research articles related to the purpose of the study.

To insure I saturated the topic of this study, I also reviewed information about the history of classroom management, how principal preparation programs equip

administrators to lead and guide teachers in classroom management, the role of the

principal with regard to instruction, and background information about the conceptual

framework. I used seminal books and articles to learn about the history of the

phenomenon and prioritized articles and sources published from 2015 to 2020 to glean

data specific to the research topic. The searches assisted me in identifying the concepts

for organizing Chapter 2 and helped me locate current research trends about principal

practices concerning novice educators and classroom behavior management, information

about principal preparation programs that prepare administrators to work and evaluate

new teachers' classroom management strategies, and details about what aspirant teachers

learn in teacher preparation programs regarding classroom management strategies.

Conceptual Framework

The research relating to how principals and assistant principals support novice

teachers with classroom-management strategies has been centered around a conceptual

framework of the simplified model of instructional leadership, developed by Alig-

Mielcarek and Hoy (2005). Alig-Mielcarek and Hoy's paradigm of instructional

leadership was derived from three previous models of leadership: (a) Hallinger and

Murphy's (1985) model of instructional leadership, (b) Murphy's (1990) revised model

of instructional leadership, and (c) Weber's (1996) model of instructional leadership. In

their model, Alig-Mielcarek and Hoy synthesized the main components of prior studies

concerning instructional leadership practices and maintained the importance of

fundamental instructional leadership functions.

In their seminal studies, Hallinger and Murphy observed a lack of empirical research in the literature regarding principals' instructional leadership behaviors, an appropriate assessment process by which leadership could be competently measured, and an absence of systems to support instructional leadership practices (Hallinger et al., 1983). As a means to research principal behaviors, Hallinger et al. (1983) created the Principal Instructional Management Rating Scale, which identified 11 principal behaviors that corresponded to specific job functions of principals. The rating tool was the first of its kind to measure principal instructional leadership behaviors (Hallinger et al., 1983). This Hallinger et al. model emphasized the importance of creating a positive school culture by insisting principals protect instructional time, promote high academic expectations of students, incentivize learning for students, and dedicate time for professional development (Hallinger & Murphy, 1985).

Murphy's (1990) model of instructional leadership followed Hallinger and Murphy's (1985) model but increased the descriptive elements and expanded evidence of instructional leadership to 16 behavioral attributes. Murphy's additional elements emphasized the importance of developing a supportive work environment. In this model, evidence of a positive school environment included (a) creating learning environments without disruptions and distractions, (b) building team collectiveness, (c) partnering with families and community, and (d) obtaining all resources the school required to achieve success (Abdullah & Kassim, 2011). Murphy's emphasis on developing a supportive work environment clearly demarcated the role of principals as instructional leaders, team builders, and the main conduit for relationships in and out of the school environment. I

created a figure of Murphy's model of instructional leadership to depict the four major

facets of the conceptual framework and the relationship of the model to the study (see

Figure 2).

Figure 2

Hallinger and Murphy's Instructional Model
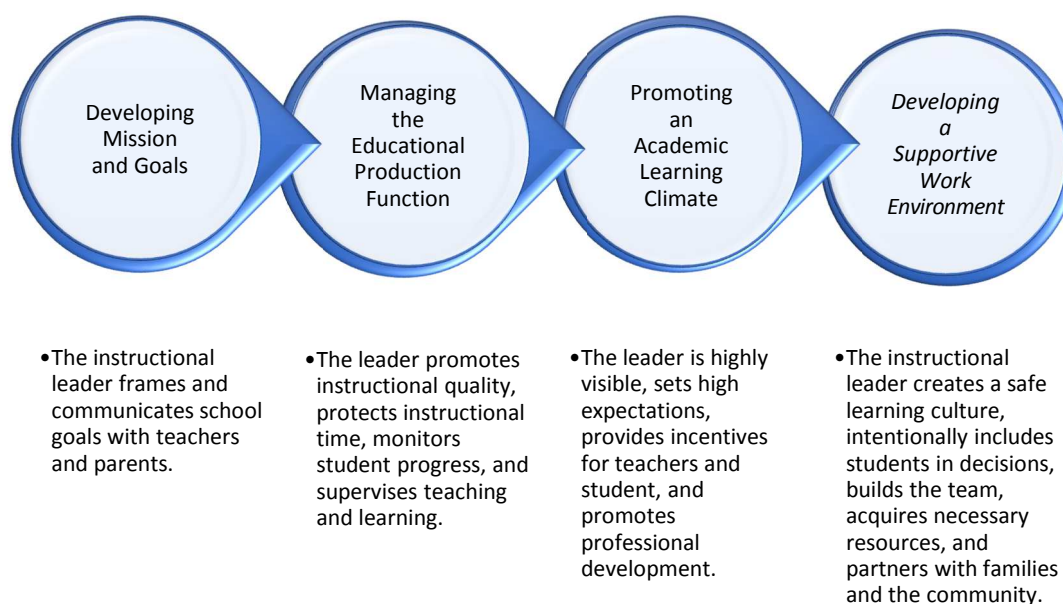
Note. Adapted from *Educational Leadership Reform*, by J. M. Alig-Mielcarek and W. J. Hoy, 2005, p. 31, Information Age. Copyright 2005 by Information Age Publishing.

Weber's (1996) instructional leadership model built upon Murphy's (1990)

paradigm with a focus on shared leadership, building teacher leaders, and academic

achievement. The Weber archetype categorized five instructional leadership dimensions:

(a) defining the school's purpose, (b) managing the learning environment, (c) promoting

a positive learning climate, (d) observing and improving instruction, and (e) assessing the

instructional program (see Figure 3).

Figure 3

Weber's Model of Instructional Leadership

Defining the School's Mission	Managing Curriculum and Instruction	Promoting a Positive Learning Climate	Observing and Improving Instruction	Assessing Instructional Programs
•The principal uses a shared leadership approach to develop and implement common goals	•The principal uses data to drive instruction and acquires necessary resources to improve quality	•The principal sets expectations by communicating goals and insures a quality learning environment	•The principal provides professional development and systematically monitors teaching and learning	•The principal participates in developing and implementing assessments and evaluates the quality of teaching and resources

Note. Adapted from *Educational Leadership Reform*, by J. M. Alig-Mielcarek & W. J. Hoy, 2005, p. 33, Information Age. Copyright 2005 by Information Age Publishing. Also see "Leading the Instructional Program", by J. Weber, 1996, in S. Smith and P. Piele (Eds.), *School Leadership: Handbook for Excellence* (3rd ed., pp. 253–278), ERIC Clearinghouse on Educational Management.

The Weber (1996) model complemented both the Hallinger and Murphy (1985) and Murphy (1990) models in the areas of developing mission and goals, managing instructional quality, and establishing a positive learning climate. However, Weber emphasized that observing and improving instruction and assessing the instructional programs were essential elements of leadership behaviors. In the Weber model, the domain that addressed observing and improving instruction inculcated (a) collaboration, (b) teacher observations with critical feedback, and (c) principal use of research-based instructional practices to improve instruction and academic achievement. Assessing the

instructional programs emphasized (a) what the assessment data showed regarding inputs, processes, and results or outcomes and (b) intentional and ongoing program assessment by the principal (Alig-Mielcarek & Hoy, 2005). The program assessment component revealed what the school did well and identified areas in need of improvement. Weber speculated even with equal acceptance of these leadership components by all stakeholders, a need remained for central leaders to address the development and improvement of the school environment.

Each of these three seminal versions of instructional leadership served as the basis for Alig-Mielcarek and Hoy's (2005) simplified model of instructional leadership. Alig-Mielcarek and Hoy's paradigm focused on (a) defining and communicating goals, (b) monitoring and providing feedback on the data of teaching and learning, and (c) promoting professional development to fuse into the simplified model of instructional leadership (see Figure 1). The authors then defined these three elements by specific indicators of the practice of instructional leadership.

First, a shared goal of principals and teachers is to ensure every classroom has established rules and procedures for managing students (Alig-Mielcarek & Hoy, 2005). The mission and vision must be indoctrinated collaboratively in each aspect of the learning environment (Alig-Mielcarek & Hoy, 2005). The rudiments of the mission and vision may include curriculum choices, teaching materials, and teaching skills to advance students' academic achievement (Alig-Mielcarek & Hoy, 2005).

Second, in this model, the authors specifically presented school administrators as part of the instructional team and responsible for monitoring and providing feedback on

the teaching and learning processes. Principals may accomplish this practice by monitoring hallways and classrooms, providing feedback on classroom instruction and student learning, and offering teachers praise and feedback about classroom management and instructional practices (Alig-Mielcarek & Hoy, 2005). The main responsibility of the principal is to ensure instructional time is protected and provided in an equitable manner to all students (Alig-Mielcarek & Hoy, 2005).

Third, the element of promoting professional development in Alig-Mielcarek and Hoy's (2005) simplified model requires principals to provide professional development based on teachers' instructional needs and requests. Principals need to make suggestions to improve instruction, give feedback, model, use inquiry, and give praise to fulfill the element of promoting professional development (Blasé & Blasé, 2002). Professional development may include providing professional learning communities where educators collaboratively discuss individual student learning goals, behavior techniques, or other resources necessary to align with the goals of the school (Walker & Kutsyuruba, 2019). The critical instructional leadership tasks of principals include providing direct assistance to teachers, group development, staff development, curriculum development, and action research (Glickman, 1985; Vogel, 2018). All educators in the learning environment are considered to be lifelong learners (Archipova et al., 2018).

Alig-Mielcarek and Hoy's (2005) simplified model of instructional leadership was appropriate for this basic qualitative study because this conceptual lens allowed me to explore how middle and high school principals provide classroom behavior management support to novice teachers in an urban school district in a southern state.

The components focused on in this study were working collaboratively with all school staff to achieve the mission and vision of a campus; monitoring academic learning by administrators in a positive, professional manner that elevates teachers to achieve shared goals; and providing professional development for all members of the learning community. I used the elements of Alig-Mielcarek and Hoy's simplified instructional leadership model to analyze the data from this study to gain insights into providing well-managed classrooms conducive for academic learning and success.

Literature Review Related to Key Concepts and Variables

In this section of the literature review, I present and synthesize studies related to the purpose of this qualitative study to understand how middle and high school principals and assistant principals provide classroom behavior management support to novice teachers in an urban school district in a southern state. In this section, I define classroom management and discuss the role of principals in assisting new teachers with creating a positive academic classroom environment as well as principal and teacher preparation programs. The literature reviewed is related to the research questions, and I provide information to illustrate why the research approach selected is meaningful to this study.

Classroom Management

Classroom management is a methodical system of enforcing rules and routines; redirecting off-task student behaviors; and emphasizing student expectations during instruction, movement, and transitions (Brophy, 1981; Lester et al., 2017; Scott, 2017; Vasa, 1984). Classroom management also is often a major struggle for novice teachers (Emmer & Stough, 2001; Headden, 2014; Stough & Montague, 2015). Researchers have

described effective classroom management as a fundamental skill required for teaching and student learning (Marzano et al., 2003). The seminal research of Kounin (1970) explored how classroom procedures and instruction affected student learning, and the author identified strategies and techniques for teachers to use to manage a productive classroom environment with appropriate student behavior. Kounin and Gump (1974) identified environmental conditions that influenced behavior, such as teacher awareness of what is happening in the classroom (i.e., withitness), using a system to randomly call on students (i.e., group alerting), consistent rate of teaching (i.e., momentum and smoothness), regularly checking student progress (i.e., accountability), and seamless classroom transitions to avert off-task behaviors (Vasa, 1984). Kounin's research provided a basic understanding of classroom management for future studies.

Classroom management includes awareness of everything that is happening in the classroom; knowledge of student strengths, weaknesses, and general behaviors; and actions and strategies to resolve behaviors (Blake, 2017). The establishment of classroom rules is an essential feature of classroom management (Lester et al., 2017). The salient qualities of an effective classroom environment include classroom rules of behavior that are (a) cocreated by teacher and students, (b) few in number, (c) expressed in a positive manner and associated with both positive and negative outcomes, (d) exact in expectations, (e) posted visibly within the classroom, and (f) reviewed regularly with students (Alter & Haydon, 2017).

In addition to resolving classroom conflicts, effective classroom management necessitates positive student–teacher relationships (Robison, 2019). Classroom

management also involves teacher responses to the academic and behavioral needs of learners (Emmer & Stough, 2001; Evertson & Weinstein, 2006; Wolff et al., 2015) and the expectation for students to be academically stimulated, follow rules and expectations, and interact with peers (Farmer et al., 2014). Additionally, classroom management incorporates the teacher's self-examination of how the teacher manages the classroom, including knowing the learners, practicing effective teaching strategies, and building positive relationships with students and parents (Davis, 2017). Emmer and Stough (2001), Farmer et al. (2014), and Robison (2019) provided operative definitions of classroom behavior expectations and the need for the teacher to build relationships with both parents and students. Effective classroom management allows the teacher to instruct, develop, and sustain positive student relationships and meet students' diverse learning needs.

Classroom management is a vital learning-environment skill for teachers to help students to achieve academically; however, novice teachers learn classroom management through trial and error (Kwok, 2018). Novice teachers also tend to depend on reactive strategies to correct misbehaviors, such as the use of bodily proximity or a teacher look to control or redirect off-task student behaviors (Demanet & Van Houtte, 2012; Emmer & Stough, 2001). Classroom management is a concern for beginning teachers because of their lack of experience, inadequate administrator or mentor support, and limited training in teacher preparation programs (Alter et al., 2013; Blake, 2017; Simonsen et al., 2017). By their roles, principals and assistant principals are required to teach inexperienced teachers how to instruct and conduct lessons. In the following subsections, I discuss

administrative preparation and ongoing professional development for principals to provide classroom behavior management support to novice teachers. Additionally, I address teacher preparation programs that train preservice classroom instructors.

Principal Preparation, Professional Development, and Mentorship Induction Programs to Improve Classroom Management

Administrative support is a major role for a principal to help new teachers to maintain classroom behaviors. The primary tasks of principal instructional leadership include (a) direct assistance to the teacher, (b) group development, (c) staff development, (d) curriculum development, and (e) action research (Glickman, 1985). Principals need to set aside specific time daily to assist new qualified teachers, provide feedback, and deliver professional development to teachers (Wang et al., 2018). Principals, assistant principals, and teacher leaders should receive formal coursework and training in principal and teacher preparation programs that prepare candidates to perform their responsibilities with efficacy using best practices. In the following subsections, I address principal preparation programs, ongoing professional development, and administrator mentorship and induction programs.

Principal Preparation Programs

Aspiring principals attend a principal preparation program to ready for the role of leading and guiding a campus. Principal preparation programs vary in length, depth, and scope. Upon completion of the principal preparation program, the aspirant must pass the state exam to become a certified administrator (Grissom et al., 2017). Principal preparation programs instruct and qualify aspiring principals to meet the demands of

principalship. Principal preparation programs also prepare aspirants to accomplish the goals and responsibilities of the position, which should include helping teachers with academic and behavior concerns or supporting student achievement. Researchers have reported that effective principal preparation programs are offered to candidates who are chosen by a stringent admissions process and provide (a) internships with administrative support, (b) instruction of management techniques to apply best practices for teachers and students, (c) practice of essential leadership skills, (d) applications for self-appraisal of strengths and areas of growth, and (e) professional training in leadership skills to collaborate and build capacity with professional oversight (Quin et al., 2015).

Administrators require a variety of leadership skills and practices to build an academic learning community. Principal training to prepare candidates for academic campus environments should focus on building relationships with stakeholders, improving school culture, increasing student achievement, growing the capacity of staff, and including best practices (Archipova et al., 2018). Taylor-Backor and Gordon (2015) posited that principal preparation programs should improve the curriculum taught to principal candidates to increase student academic achievement in mandated state testing and share practical ways to increase the learning environment on school campuses. Quin et al. (2015) scrutinized principal preparation programs and recommended that faculty teach school administrators how to help teachers to establish classroom rules, procedures, and consequences. Quin et al. also recommended principal program leaders strategically choose potential administrators for enrollment and that candidates receive curriculum and instruction training. Strategies taught during principal preparation programs are critical

factors that could lead not only to school success but also to increased student academic achievement.

However, not all leadership skills are mastered during preparatory education of potential new administrators. A majority of principal preparation programs do not adequately prepare principals to lead and guide schools to improve student learning outcomes and culture in the classrooms (Taylor-Backor & Gordon, 2015). Critics of principal preparation programs suggest an excessive amount of instruction centers on educational philosophy, when principals actually require a practical curriculum teaching new administrators how to establish rules, set expectations, and enforce class procedures (Kuriloff et al., 2019). Principal preparation programs should include practical training and provide immersive coaching experiences on school campuses for candidates to learn effective leadership behaviors (Kearney & Valadez, 2015).

Principal preparation programs equip principals to meet the arduous exigencies of steering and cultivating a school. A role of principals and assistant principals is to help newly qualified teachers by providing administrative feedback and support to improve student learning outcomes and classroom management (Park & Ham, 2016). Additionally, principals have expressed a need to learn systems that screen and monitor discipline data and strategies of behavioral and instructional support for teachers (Lane et al., 2015; Larson, 2016). Principal preparation programs are an effective and necessary means to initially train school leaders for the role of principal administration.

An analysis of the literature suggested principal preparation programs inadequately prepare completers to fulfill their roles of educating students with

disabilities, addressing cultural diversity, providing effective strategies for teachers to manage classroom behaviors, and effectively leading schools (Louie et al., 2019; Shepherd & Devers, 2017). A viable solution for preparing principal candidates for administration is the use of principal and assistant principal induction systems with regular and targeted principal professional development to facilitate the transitions from teacher to assistant principal and assistant principal to principal.

Principal and Assistant Principal Professional Development

Beyond the principal preparation training programs offered to principals and assistant principals, school leaders require ongoing professional development. As the chief instructional leader and lifelong learners, principals must invest time for ongoing professional development to meet the demands of guiding instruction, supporting teachers, and managing the day-to-day activities of the campus (Baker-Gardner, 2015). Continuing professional development equips administrators with knowledge and skills to develop and enrich novice teachers (Kearney & Valadez, 2015; Taylor-Backor & Gordon, 2015). The professional development needs of principals must include more experience working with individual teachers (S. Ng & Szeto, 2016). Continued learning opportunities in the form of professional development for principals and assistant principals is vital for building a positive school climate.

Principals need practical professional development experience to support teachers with instructional and behavior management strategies. In one study, principals articulated a need for continuous professional development to provide support to underperforming staff members (P. T. Ng, 2015). This finding was corroborated by

researchers in Texas, who examined principal preparation programs and recommended ongoing professional development for school administrators (Kearney & Valadez, 2015; Parsons et al., 2016; Taylor-Backor & Gordon, 2015). Other studies revealed an urgent need for principals to provide increased instructional assistance to new educators as well as a practical model of how to manage a safe and productive classroom environment (Cortez-Rucker et al., 2011; O'Malley et al., 2015).

The professional training or development of assistant principals is sometimes informal and generalized; therefore, practicing and aspiring assistant principals need formal professional development as well as targeted, specific training (O'Malley et al., 2015). Principals and district administrators also need a means of appraisal to evaluate how well principals cultivate instructional and leadership skills of assistant and deputy principals (Barnett et al., 2017). Assistant and deputy principals require targeted and system-based professional development that aligns with campus and district initiatives (Leaf & Odhiambo, 2016).

Principal and Assistant Principal Mentorship and Induction Programs

The promotion from assistant principal to principal and the advancement of teacher leaders to the role of assistant principal are immense changes in job responsibilities. Principal preparation programs inform, train, and prepare new administrators for some of the tasks of administrative leadership; however, the programs cannot prepare a new administrator for a specific job. In a poll by the National Association of Elementary School Principals, 40% of novice principals perceived they were inadequately prepared to fulfill the responsibilities of principal on their initial day

on the job (Gimbel & Kefor, 2018; Superville, 2015). The use of campus or district induction processes, or a combination thereof, is a common means of preparation for new administrators when they commence organizational and managerial duties (Hall, 2008).

The induction process varies on every level because of campus, district, or state autonomy to prepare leaders to accomplish administrative responsibilities. Researchers have found that novice principals faced uncertainty and lacked a clear understanding of the full scope and responsibilities of principal leadership, which indicated a need for a mentor in the early phases of principalship (Davis, 2016; Oplatka & Lapidot, 2018; Shore & Walshaw, 2018). The mentor is a seasoned or veteran administrator who serves in multiple roles as advisor, guide, companion, confidant, spokesperson, and safe harbor to new principals or new educators (Sowell, 2017).

The role of a principal-mentor colleagueship is complex and requires trust in both partners along with support to learn to grow and fail in some tasks. Researchers found this relationship entailed (a) asking probing questions to make the principal think more deeply, (b) providing open dialogue and communication, (c) both mentor and mentee participating in reflective actions, and (d) allowing the principal mentee to assert any final decision-making process (Gimbel & Kefor, 2018). Mentors should possess a profound knowledge and expertise to help novice administrators at various levels of development and the ability to assist new teachers pedagogically and instructionally (Vikaraman et al., 2017).

The extant peer-reviewed literature provided rich information regarding the value of a trusted mentor and mentee relationship that is both professional and personal. S. Ng

and Szeto (2016) suggested the importance of mentors for new administrators. Researchers have noted the importance of connection and compatibility between mentor and mentees that promotes trust, acceptance, and objectivity when processing data (Shapira-Lishchinsky & Levy-Gazenfrantz, 2015; Sowell, 2017). A crucial element of the mentoring process involves making intelligent, safe, and student-centered decisions that align with the district vision, school vision, and goals (Augustine-Shaw & Hachiya, 2017). The benefits of mentorship help the new principal or assistant principal understand their responsibilities, implement policies and procedures, and furnish advice for solving campus-level problems (Augustine-Shaw & Hachiya, 2017).

Kansas provided an example of effective mentoring training for principals that addressed the varied needs of administrators in rural, urban, and suburban educational settings across the state (Augustine-Shaw & Liang, 2016). The Kansas Department of Education requires newly licensed administrators to complete a full year of mentoring and coaching support, and mentors must complete 2 years of training before supporting new principals (Augustine-Shaw & Liang, 2016). The mentors in the study were veteran and expert administrators charged with guiding mentees with making campus and district-level decisions for the benefit of the school and community. The principal advisors in the study maintained a safe, confidential, and reflective partnership with mentees. Mentees of the institute commented how the mentor assisted them during their initial time of administrative responsibilities and shared that, without the mentor relationship, they would not have known whom to ask for assistance concerning specific issues in their new role (Augustine-Shaw & Liang, 2016). Principals and assistant

principals require regular and specific training to stay current about best practices and the most effective ways to support novice teachers with classroom management (Kearney & Valadez, 2015). Although ongoing training and professional development are important, school leaders also need inductive systems and individualized support in the form of a qualified and vested mentor to lead, guide, and support them during the initial principal internship into school administration.

New principals require specific training and mentorship from administrative leaders and peers to accomplish the responsibilities of principalship. Mentoring for neophyte principals is a critical need; however, other sources of research indicated mentors do not always provide adequate support to new principals, specifically in the area of instructional leadership (Archipova et al., 2018; O'Malley et al., 2015). Researchers also noted principals require extensive experience working with individual teachers in addition to support from mentors with the responsibilities of principalship (S. Ng & Szeto, 2016). The guidance from a personal advisor or instructor far exceeds the support provided by district-level supervisors as well as professional development (Turnbull et al., 2015).

The relational dynamic between a new principal and adviser also may positively affect student achievement scores (Clayton et al., 2013). To achieve the outcome of academic excellence, district leaders and university leaders require mentoring systems that focus on instruction and culture (Clayton et al., 2013). However, some research findings indicated that mentorship advice may be directive in nature and unwelcomed by principals. In one research study, principals expressed concerns about the mentor's

influence on their decisions, noting the adviser influenced the situation by directing an action on inaction, although other principals described the assistance provided by the mentor as instrumental, beneficial, and without controlling influence (Oplatka & Lapidot, 2018).

In summary, this literature review revealed evidence of the importance of competent principal preparation programs. Additionally, continued professional development is an avenue to increase effective administrative leadership behaviors. Principals and assistant principals may acquire organizational and management skills through mentorship. Each of these aspects of training for administrators assists them in providing support for staff and beginning teachers concerning classroom academic instruction and behavior management.

Teacher Preparation and Administrator Support to Improve Classroom Management

Teachers acquire classroom experience in the same manner as principals and assistant principals. Classroom instructors receive teacher preparation training at colleges and universities prior to the hiring process and are required to participate in ongoing professional development as stipulated by state or district-level requirements; however, administrator support that provides the expectation of accountability, on the part of the classroom instructor, is vital for new teachers in the classroom (Kwok, 2018). Each of these aspects is succinctly discussed in the following subsections to provide an inclusive review of how middle and high school principals provide classroom behavior management support to novice teachers.

Teacher Preparation Programs to Improve Classroom Instruction and Management

Classroom management is a broad term that describes the actions educators use to promote learning and maintain a safe teaching and learning environment (Lester et al., 2017). All classroom educators require skills not only to teach the curriculum but also to manage the learning environment skillfully. Teacher preparation programs offer limited and inconsistent training in classroom management to preservice educators (Greenberg et al., 2014; Simonsen et al., 2017; Stough & Montague, 2015). Because classroom management is an important factor in the teaching-learning process, educators require training, experience, and ongoing professional development in classroom-management strategies to help increase student academic achievement (Archipova et al., 2018; Kearney & Valadez, 2015).

Researchers in the literature suggested classroom management is foundational for teachers to effectively instruct and for students to learn and absorb content. Findings from the literature also recommended new teachers establish a system of rules, procedures, and expectations with strategies to maintain a safe, orderly, and productive learning environment (Alter & Haydon, 2017; Lester et al., 2017). Students in orderly and conducive learning environments learn with minimal distractions. Classroom management is a challenge for early career teachers because of inexperience, inadequate principal support, and limited training in teacher preparation courses (Blake, 2017; Touchstone, 2015). On average, teacher preparation programs provide teacher candidates 8 hours of instruction establishing and enforcing procedures, rules, and expectations (Nelson et al., 2015). The insubstantial focus of some teacher preparation programs

addressing student behaviors may account for why some beginning teachers resign teaching, migrate to another campus, or leave the district.

Bard College provides an example of a teacher preparation institution that specializes in providing effective instructional and behavioral strategies to educate inner-city youth. Researchers at Bard College in New York City established a 1-year urban teacher program catered to preparation of novice teachers to meet the demands of educating poverty students at public schools in all school district boroughs (Hammerness & Craig, 2015). The designers of the program trained teachers about various inner-city characteristics and cultural features as well as federal and state laws. Novice teacher participants faced challenges teaching students who were academically below grade level in inclusive classrooms with high numbers of special education and English language learners, while faced with the stress of academic accountability. However, the results of the study indicated that over 50% of the participants continued to teach in the New York City boroughs because of the specified training and strategies they received to address the challenges of teaching in urban classrooms (Hammerness & Craig, 2015). Teacher preparation programs such as these provide evidence of success for educators in diverse and challenging urban school environments.

Early career teachers can learn how to manage classrooms during field observations and student teaching. Student teaching experiences augment the novice teachers' schema concerning managing a learning setting; however, the prospective educator needs formal instruction on how to establish and maintain order in the classroom. The principal or assistant principal is responsible for ensuring new teachers

receive appropriate training, coaching, and mentoring to do their job (Walker & Kutsyuruba, 2019).

Some alternative teacher preparation programs do not require student teaching. Graduates of alternative teacher preparation programs who do not obtain student teaching experience may be unaware of how to establish and maintain control in the class setting, which results in chaos, teacher frustration, and low academic achievement. The absence of respected rules and procedures directly influences individual and group learning outcomes. Poor classroom management is deleterious to student achievement, campus culture, and class culture (Blake, 2017; Kwok, 2018).

In a meta-analysis of teacher preparation programs, only 7 of the 26 programs examined taught classroom management as a single or stand-alone course (Oliver & Reschly, 2017). The National Council on Teacher Quality sponsored a study of 122 teacher preparation programs that directly addressed classroom management. The findings revealed the teacher preparation programs offered candidates a maximum of eight class periods of classroom-management experience (Greenberg et al., 2014). Additionally, teacher preparation programs lacked in-depth courses in classroom-management techniques. The teacher preparation curriculum focused on content rather than the art of teaching (Kennedy, 2016).

Classroom-management skills is a vital topic to learn in teacher preparation programs. Preservice teachers learn classroom-management techniques through field experiences and practice teaching in classrooms with established routines, rules, and procedures; however, the training does not teach aspiring teachers how to set up and

establish classrooms of their own (Nelson et al., 2015). Student teaching in educational environments with culturally diverse learners did not ensure effective teaching practices; however, student teaching in schools with effective teacher collaboration, low turnover, and consistent gains in student achievement prepared novice teachers for the demands of instructing students (Ronfeldt, 2015). Teacher preparation programs that emphasized social justice improved teachers' sense of preparedness and confidence to manage their classroom (Whipp, 2013). Nevertheless, one study revealed that 72% ($n = 378$) of novice educators did not feel prepared to teach diverse students in urban classroom environments (Kuriloff et al., 2019). Novice teachers must manage classroom behavior but need the assistance of administrators and peer teachers in the learning community.

The support and development of new educators are critical for public education. The training provided by teacher education programs, school districts, and principals is critical for efficacy and retention of novice educators. Mentoring, coaching, and building relationships with students are invaluable collaborative skills to assist teachers with providing lessons that are relevant and engaging, discouraging student misbehavior. Current research findings suggested the connection between mentors and mentees can positively improve classroom academic and behavioral concerns (Burke et al., 2015; Lavigne, 2014; Martin et al., 2016; Reddy et al., 2015; Stough & Montague, 2015; Van Maele & Van Houtte, 2015). Classroom management in the form of professional development through coaching (Pas et al., 2016; Sezer, 2017) and positive teacher– student relationships can improve student achievement (Blake, 2017; Kwok, 2018).

Teacher preparation and skills are important to improve classroom management to increase academic achievement.

Principal and Assistant Principal Administrative Support to Improve Classroom Instruction and Management

Administrators providing support to novice teachers perceive the importance of classroom-management skills to increase student academic achievement. Shepherd and Devers (2017) found principals reported that teacher preparation programs lacked the quality of training necessary to prepare teachers to use behavior management techniques to implement an effective classroom environment. The failure of teacher preparation programs to adequately prepare novice teachers to address classroom behavioral concerns substantially affects teaching and learning, adds to teacher pressures, and may incentivize teachers to leave the profession (Brunsting et al., 2014). Teacher preparation programs sufficiently instruct preservice teaching candidates to teach the curriculum content; however, the programs that include field observations and student teaching do not adequately train aspiring educators to manage student misbehaviors in their classrooms (Kuriloff et al., 2019). As such, the school administrator must monitor and assist novice teachers with classroom-management practices.

Administrators should provide assistance and accountability for a positive learning environment in all classrooms. However, early career teachers described administrators as unhelpful with classroom-management concerns and found administrator feedback ambiguous and poorly timed during the school year (Kwok, 2018; Lochmiller, 2016). Middle school and high school novice teachers exhibited difficulty

with classroom management and building relationships with students. The researchers determined having a skilled practitioner to assist with classroom management on campus and a process of follow-up were strengths of the study and recommended evidence-based classroom-management strategies in teacher program coursework (Garwood et al., 2017).

Researchers reported that teachers leave their careers because of inadequate administrative support with managing the classroom (Burke et al., 2015; Walker & Kutsyuruba, 2019). Limited instruments are available to measure administrative support structures provided to new teachers by principals and assistant principals (Warsames & Valles, 2018). The body of literature suggested districts and campuses need training systems to augment skills and knowledge of novice teachers and campus administrators, who sometimes inadequately support novice teachers with classroom behavior management. Additionally, ongoing professional development provides principals with leadership behaviors that support novice teachers to improve classroom management, instruction, and student engagement (Davis, 2016; Liu & Liao, 2019; Wang et al., 2018). Provision of principal and assistant principal administrative support and accountability is required to improve classroom instruction and management for novice teachers.

Summary and Conclusions

This literature review included research concerning how principals provide classroom-management support to new educators. A significant body of research suggested classroom management is a foremost challenge for novice teachers who teach at urban schools and in communities with high poverty. The data indicated both teacher and principal preparation programs pose variances that may adversely affect classroom

student behavior and potential for learning. Several studies indicated teacher preparation programs provided limited contact for aspirant teachers to acquire skills and techniques to manage student behaviors in the classroom environment. Preservice teachers need more coursework and practice establishing rules and procedures in a classroom, specifically managing students with learning and behavioral challenges in the learning environment. Some studies indicated principals start administrative positions ill equipped to provide instructional and behavioral support to beginning teachers. Principal preparation programs require more coursework, practical experience, and time for principal candidates to acquire leadership practices to help novice teachers in classroom academic instruction and behavior management.

As the primary instructional leader, the principal's responsibilities include providing in-service and professional development to new educators to augment training obtained in teacher preparation programs. Principal and assistant principals who provide behavioral training, professional development, and support for novice teachers to increase student achievement increase teacher development, maximize teacher retention, as well as safeguard class and campus safety. Principal support, peer mentoring, professional development, and induction programs serve as avenues to help beginning educators control their teaching environments using effective classroom practices.

To guide the research in this study, I utilized the simplified model of instructional leadership (Alig-Mielcarek & Hoy, 2005), specifically monitoring and providing feedback on the teaching and learning process and the promotion of school-wide professional development. Limited research exists regarding needs and leadership

practices of principals and assistant principals to support new educators in classroom behavior management. Researchers, principal preparation program faculty, and administrators need a comprehensive understanding of principals' perceptions of how they support novice teachers with classroom management.

I explored the research findings of beginning teachers concerning their needs of assistance from administrators. Additionally, I addressed principal perceptions of how teacher preparation programs may ineffectively prepare teachers to employ the best instructional practices of classroom management. This research adds to the body of literature relating to the practices of principals to support new educators with classroom behavior management. I will discuss the methodology for this research in Chapter 3.

Chapter 3: Research Method

The purpose of this qualitative study was to understand how middle and high school principals and assistant principals provide classroom behavior management support to novice teachers in an urban school district in a southern state. Limited research is available concerning how administrators assist novice educators with classroom management. In Chapter 1, I introduced the nature of the problem for this dissertation and explained the background to the problem of varied administrator practices of classroom behavior management support for novice teachers in urban schools and a related gap in research about practice. I addressed the literature review, conceptual framework, key concepts, and variables in Chapter 2.

In Chapter 3, I provide information about the research design with an accompanying explanation of why I chose the research strategy. In this chapter, I also define the role of the researcher, provide a rationale for the selection of participants, explain how I interviewed the participants, discuss the process for collection of research data, and provide the plan for analyzing the data collected for this study. The steps taken to protect participants and initiate procedures that aligned with the Walden University Institutional Review Board (IRB) requirement to present this research in an ethical manner are also described. An explanation of trustworthiness and validity in this study are provided. Trustworthiness is the culmination of steps taken to collect accurate data, and validity refers to the consistency of data pattern and theme interpretation (Yin, 2016).

Research Design and Rationale

The research questions for this study were:

1. How do high school principals and assistant principals in a southern state perceive classroom behavior management support of novice teachers in urban schools using instructional leadership practices?

2. How do middle school principals and assistant principals in a southern state perceive classroom behavior management support of novice teachers in urban schools using instructional leadership practices?

A gap remains in the research about practices principals use to assist novice educators with managing student behavior in their classrooms. With this study, I sought to learn about participant perspectives to make meaning from the qualitative data obtained from interviews (see Bogdan & Biklen, 1999). Stake (1995) observed the importance of research that is a bounded system of specific, working, and complex parts. This basic qualitative study was bounded by exploring the perceptions of how principals and assistant principals render classroom behavior management support and training to novice teachers. The study did not focus on reinforcements offered by the school district. The study incorporated peer-reviewed research of novice teachers' perceptions concerning administrative support for classroom behavior management; however, teachers' perceptions were not the focus of this study. The concentration of the study was exclusive to working middle and high school principals and assistant principals in a single urban district in the southern United States.

Quantitative researchers use mathematical data to enumerate a particular problem, and the findings can be applied to a large population (Yin, 2016). Quantitative researchers employ hypotheses, models, and theories to a study a particular phenomenon (Ravitch & Carl, 2016). As a means of data analysis, quantitative researchers use deductive reasoning and statistics and draw conclusions at the end of the research (Yin, 2016). In contrast, qualitative researchers use ongoing data analysis in the form of categories and themes to find meaning (Bengtsson, 2016). Qualitative research is also time consuming and allows use of deductive and inductive reasoning (Bengtsson, 2016). Qualitative research cannot be applied to a large population because investigators use a small sample to obtain findings (Bogdan & Biklen, 1999). The basic qualitative design is apposite when the researcher interprets the perceptions of participants' assessments and practices that relate to the research problem (Ravitch & Carl, 2016). In this basic qualitative study, I analyzed the perceptions of how practicing principals and assistant principals assist novice teachers with classroom behavior management. Dawidowicz (2011) found the basic qualitative study is appropriate for recognizing how participants understand a phenomenon.

The basic qualitative research approach investigates how individuals or groups know and experience a phenomenon (Merriam, 1998). In a qualitative approach, the person conducting the study collects research-related data and utilizes the information to discern meaning (Polit & Beck, 2006; Stake, 1995). In a qualitative research study, the researcher also studies an experience in its appropriate context through the lens of the participants (Baxter & Jack, 2008). Essential components of scholarly qualitative

research include (a) acknowledgement of the purpose and motive of the study, (b) alignment between the philosophic approach and the method of data acquisition, (c) stratagems to ensure consistency or rigor, and (d) recognition of preconceptions that may affect the researchers' analysis of the data (Caelli et al., 2003).

Creswell (2007) identified five qualitative research designs: narrative research, phenomenology, grounded theory, ethnography, and case study. The approaches are similar in how data are collected; however, they differ in how they attain the goal of the research method. In narrative research, the investigator directs the focus of research to the stories of the individual or group. Phenomenological researchers investigate the lives and experiences of individuals or groups in an effort to describe the crux of the phenomenon. Researchers using a grounded theory approach collect data to develop a theory. Scholars use ethnography to describe the experiences of a group within the context of their culture, and case study allows the researcher to ascertain an in-depth understanding of a phenomenon by studying the perspectives of individuals (Creswell, 2007). A basic qualitative approach aligned with the purpose and design of this research project.

Role of the Researcher

I was the sole instrument to collect data in this study. In this basic qualitative study, I interviewed middle and high school principals and assistant principals; however, I was not an active participant in this study. In the role of the researcher for this study, I developed the protocol and interview questions for this study and analyzed all data collected.

I serve as a middle school assistant principal in the district of this study. In previous years, I also served as an elementary and middle school principal within the same district. In this study, principals and assistant principals who worked at middle and high schools were interviewed using research questions and an interview protocol to discern meaning from the collected data. In the capacity of assistant principal, I did not supervise or have personal relationships with any of the possible or actual study participants. To minimize influence, the principal and assistant principals where I currently administrate were not interviewed. Additionally, I did not interview the principal or assistant principals at the middle school where I formerly served as the instructional leader and principal. As a requirement of the Walden University IRB policy, I ensured each participant understood that participation in the study was voluntary and they could leave the study at any time.

In this basic qualitative study, I focused on understanding how middle and high school principals and assistant principals provide classroom behavior management support to novice teachers in an urban school district. The responses of volunteer participants were used to construct meaning to learn how they perceived support for new teachers. The interpretation of the data could be skewed because of my personal knowledge of district traditions of new-teacher onboarding, middle and high school campus mentorship practices, and my personal training and experiences supporting teachers. I used open-ended, semistructured, and nondirective interview questions as the primary method to minimize bias (see Ravitch & Carl, 2016).

Because of my role in this school district, awareness of my biases was important for the study. Merriam (2009) recommended identification of biases to maintain credibility. Bracketing is a research process to compartmentalize preconceptions and allow the researcher to arrive at logical conclusions (Bengtsson, 2016). A reflective journal is a bracketing tool that can help the researcher circumvent misinterpretation of the data based on experiences and knowledge (Wall et al., 2004). I used a reflective journal to acknowledge presuppositions, made notes during interviews related to my biases, and included my biases within the study conclusions as appropriate. Prior to collecting data, I acknowledged my subjective biases by writing a research identity memo detailing my opinions about district and personal classroom behavior training, instructional strategies, practices, and support for novice teachers (see Ravitch & Carl, 2016). Additionally, I remained analytically honest by triangulating data from participant interview responses, themes, reflective bracketing notes, and member checking study conclusions with participants (see Miles et al., 2014). In the subsequent section, I describe the study participant qualifications and the methodology for the selection of the sample.

Methodology

The location of this study was a moderate-sized urban school district in a southern state. The district employs over 3,000 teachers who instruct approximately 24,000 students. Some schools within the district incur teacher migration and attrition rates annually as high as 20%. Educators leaving the district are primarily beginning teachers with 5 or fewer years of teaching experience. The schools with the highest turnover and

migration have large numbers of students achieving at low academic levels and residing in low-income neighborhoods. Training new teachers following teacher turnover is expensive and directly impacts school culture and learning (Sutcher et al., 2019). As a result of teachers leaving, teaching positions are vacant in crucial subject areas, such as reading and mathematics, throughout the school year. In an effort to fill classrooms with highly qualified teachers, middle and high school administrators expend numerous hours verifying teacher résumés and interviewing potential staff members during the summer months and into the onset of an upcoming school year. Reducing turnover is a possible outcome of improving administrator support for novice teachers in classroom management, which was a motivation for conducting this study. In the subsections that follow, I explain the participant selection of this study, the instrumentation used to collect data, procedures for recruitment and participation, and the data collection process. I also address trustworthiness for this study and efforts to execute ethical research procedures.

Participant Selection

I used purposive sampling to select participants for this study. Purposive sampling required me to identify and recruit individuals who could provide appropriate information to reduce the gap in the research about practice relating to how principals and assistant principals provide classroom behavior management support to novice teachers in urban schools (see Marvasti, 2004; Tongco, 2007). The school district selected for this study has approximately 40 principals and assistant principals who support students and faculty at 12 campuses. As stated earlier, I excluded interviewing administrators from the campus at which I served as principal, allowing 31 eligible candidates to be invited to

participate in this study. The interview sample included 10–12 individuals, representing

over a third of the district secondary administrators who could appropriately respond to

the study research questions to provide rich descriptions based on their experience and

knowledge (see Ravitch & Carl, 2016; Yin, 2016). Because this study exclusively

focused on the perceptions of middle and high school principals and assistant principals

within the school district, I invited 31 middle and high school principals and/or assistant

principals to participate.

I interviewed four principals and seven assistant principals in the district of study.

Ravitch and Carl (2016) referred to this type of participant as a "key informant" (p. 131)

who can broadly inform the research investigator about the research inquiry and provide

thick information. Starks and Trinidad (2007) claimed sample sizes of fewer than 10

participants could produce a plethora of data to answer research questions. The

participants should assert critical and wide-ranging standpoints on the research topic

(Creswell, 2007; Ravitch & Carl, 2016). Based on the research inquiry, purposive

sampling was the most appropriate sampling strategy because the research questions

could only be answered by middle and high school principals and assistant principals

with knowledge and experience related to supporting new teachers with classroom

behavior management.

The participants in this study had to have administrated at a middle or high school

within the district of study during the 2019–2020 school year, possessed a current

principal certificate, and had at least 2 years of administrative experience at their current

secondary campus. Personnel in leadership positions as principals and assistant principals

were best suited to answer the research questions pertaining to this study because they are the primary instructional leaders and directly responsible for equipping and enabling novice teachers to instruct and manage their classroom environment.

I obtained permission from the superintendent of the district of study to conduct the research. The district superintendent signed a partner organization agreement form permitting me to collect data from district personnel using a Walden University IRB preapproval process. The preapproved agreement specified I could interview leaders within the district and stipulated a requirement to utilize a leader interview consent form. The leader interview consent form detailed interview procedures, the voluntary nature of the study, the risks and benefits of participating in the study, and my responsibility to maintain privacy and confidentiality in accordance with Walden University's IRB. The superintendent's signature allowed me to contact potential candidates via email who could answer the research questions of the study.

The district of study requires all administrators to maintain a current principal certification to work in the district. I emailed the district human resources office to request a list of individuals with 2 or more years' experience at their current campus and who administrated at a secondary campus in the district of study. Upon Walden University IRB approval, I sent an email to the resulting 31 prospective interview candidates. I included in this initial email the consent form information and an overview of the research, method of interview, length of the interview, participant qualifications, and the entitlement of the participant to withdraw from the study at any time. I requested potential candidates to respond within 7 days to the email with the reply, "I consent." The

consent response in the respondent's emails met Walden University's requirement for participant informed consent. As a reminder of the 7-day response request, I sent potential candidates who did not respond a follow-up email after 5 days. After receiving acceptance email responses to participate in the study, I selected four principals and seven assistant principals to participate. Thereafter, I sent the chosen sample a second email suggesting a time and date for the interview. Both emails also noted the candidate's right to withdraw from the interview at any point in time via phone or email.

Planning for contingencies is important when conducting research. If I were not to receive the desired number of willing participants, I would send another email to district secondary-level administrators soliciting interest in the study. In the event a chosen participant withdrew, I would choose another individual to interview who met specified criteria. If I had collected information or interview data from a person who chose to withdraw from the study, I would maintain privacy and lock the information in a locked drawer in my home for 5 years, as required by university policy. In the next section, I elaborate on the instrument I used in this research study.

Instrumentation

As the primary research instrument for this study (see Yin, 2016), I used semistructured interviews to investigate how principals and assistant principals perceive classroom behavior management support to novice teachers. I used an interview protocol to sequence the questions to make best use of the respondents' reactions to the interview guide questions and probes (see Saldaña, 2016). According to Rubin and Rubin (2012), the interview guide, when used appropriately, functions as a discussion manual. The

interview guide included a standard introduction, the study's research questions, interview questions with probing questions, and a closing. I used the interview protocol with each participant (see Appendix). I developed the interview guide questions to answer the research questions of this study using Alig-Mielcarek and Hoy's (2005) simplified model of instructional leadership conceptual framework, the study research questions, and research questions and probes from other literature.

Content validity indicates the interview protocol is representative of the body of research literature related to the subject and knowledgeable practitioners (McKenzie et al., 1999). I established content validity of the interview questions using experienced principals, who were not a part of the district of study, to provide input into the protocol and interview questions. Administrator 1 is a retired superintendent and current professional service provider with more than 30 years of educational experience who has also served as principal (middle, high, and elementary), assistant principal, and teacher. This administrator currently works on campuses of schools that have failed to meet federal or state accountability to provide instructional strategies to improve academic achievement. Administrator 2 is a former assistant principal as well as a previous regional service center principal trainer currently teaching as a professor of a principal preparation program at a state-funded university. After I received feedback from both expert reviewers, I modified the interview protocol instrument and semistructured interview questions based on their recommendations (see Creswell & Poth, 2018; McKenzie et al., 1999). In the subsequent section, I elaborate on participant qualifications, sample information, and data collection procedures.

Procedures for Recruitment, Participation, and Data Collection

A method of establishing trustworthiness and validity includes explaining steps and measures performed that can be replicated by other researchers (Creswell & Poth, 2018; Yin, 2016). In the subsections that follow, I discuss the details of recruitment, participation, data collection, and how I conducted the interviews.

Recruitment

Individuals recruited for this research work within the district of study were practicing principals and assistant principals with at least 2 years of experience at their campus. The administrators who met the specified criteria were invited to participate in the study. I list the steps taken to validate recruitment procedures before the collection of interview data:

1. Obtain permission from the district of study superintendent.

2. Obtain final approval from Walden University IRB to interview district leaders.

3. Contact the district of study human resources department to acquire a list of principals and assistant principals.

4. Recruit up to 12 study participants using a personal email invitation.

5. Send a follow-up email to solicit interested participants if sufficient responses are not received within 7 days.

6. Obtain informed consent via email from each study participant prior to the interview.

7. Explain to study participants that participation is voluntary and withdrawal from the study can occur at any point.

8. Schedule interviews using a videoconferencing program.

Determine Study Participant Criteria

I investigated how principals and assistant principals perceive provision of classroom behavior management support to new teachers, with strategies that might include job-embedded professional development, mentoring, modeling, individualized training, or distance learning training. I obtained permission to interview district leaders from the superintendent of the district of study July 2019. Using my personal email, I contacted the human resources department of the partner school district to obtain a list of principals and assistant principals who possessed a current principal certificate, administrated at a secondary campus, and had worked at the middle or high school campus for 2 years or more. The study participants must supervise and appraise novice teachers at a middle or high school campus within the partner district. The partner district had 31 eligible candidates who met these qualifications and were not part of the campus on which I serve.

As already described, after the proposal was approved and I was assigned a Walden University IRB number, I sent an email to recruit up to 12 potential volunteer participants. Interviewing individuals whose experience and perceptions could provide answers to the research questions was essential for this study. The consent form contained within the recruitment email, described the purpose of the research; inquired about informant background information; explained the participant could withdraw from

the interview or study at any time; and discussed how the research may benefit new teachers, the district, and local teacher preparation programs. The consent form also contained information about participant contact data and confidentiality.

Data Collection

The steps listed detail the process I used for the collection of study data:

1. Contact participants.

2. Determine the time and location for the interview.

3. Conduct the interview with participants using a videoconference platform.

4. Review and transcribe the interview data.

Contact Participants. Following Walden IRB approval, I contacted the list of qualified and potential study participants from district human resource offices using my Walden email. I requested interested study participants to respond to the email within 7 days. The study contributors would sign an informed consent form via their email response in their reply email, "I consent." I included the Walden University informed consent information exactly as stated in the Walden University Partner Organization Agreement within the body of the email. As a measure to maximize contribution and alert potential participants that the email was not a commercial solicitation, I mentioned in the email subject line that this email was an invitation to contribute to an educational study from a district employee.

Determine the Time and Location of the Interview. Once a participant responded with consent to the initial invitation email, I responded with a follow-up email to thank them for their consideration to be part of this study and arrange a time to conduct

the interview. The study participant and I agreed to a date to conduct the interview during a predetermined time free of interruptions and not interfering with faculty- or student-related responsibilities. I conducted the interview using a videoconference platform providing a secure link to ensure privacy. I anticipated this one-time interview arrangement would last 30–45 minutes. The interview participant might need more than the allocated 45 minutes to answer the interview questions with fidelity. In the event an interruption occurred or the respondent became unavailable to meet at the agreed-upon date and time, I would reschedule the meeting at their convenience.

The Interview. I used a responsive interview format to ask semistructured interview and probing questions to obtain the respondents' perceptions on the topic of study (see Merriam & Tisdell, 2016). I audio recorded the videoconference meeting using an audio recorder and my cell phone as a backup. According to Creswell and Poth (2018), the use of an audio recorder during an interview empowers the researcher to concentrate on the participants' responses to interview guide questions and probes, mannerisms, and expressions during the discussion.

Prior to beginning the interview, I provided the respondent with an overview of the research and asked if they had questions. I wanted to maintain a relaxed comportment, remain neutral, and present interview questions with a rate and tone appropriate for achieving a quality interview to obtain thick and rich data (see Yin, 2016). In addition to using the interview protocol and semistructured questions, I might ask clarifying questions (see Yin, 2018) to learn more about how principals and assistant principals perceive their support of new teachers with classroom behavior management,

such as strategies, modeling, mentoring, and professional development. Rubin and Rubin (2012) noted the importance of exercising flexibility during interviews to develop a relationship with the interviewee.

Additionally, I used contextual memos and a reflexive journal to increase the trustworthiness of the study. I used the journal before the interview to record any biases and bracketing during the interview to document noteworthy comments, rival thinking, and discrepant data. A reflexive journal includes four phases: (a) prereflection, (b) reflection, (c) learning, and (d) action as a result of learning. The prereflection process starts with documenting presuppositions about the research. Afterwards, the researcher reflects on influences and describes how to implement bracketing. The third phase is the learning phase. In this stage, the researcher notes new learning from interview experiences and details how bracketing was achieved. The fourth segment of reflective journaling requires the researcher to process study findings and consider transferability and generalizability (Wall et al., 2004). I reviewed the journal notes after the interview to study new learning and ensure trustworthiness.

During the interview, I made annotations to capture nonverbal communication resulting from the interview questions, which might include facial expressions, smiles, nods, tapping, head movements, hand gestures, eye contact, as well as the participants' general stature and demeanor during the recorded meeting (see Yin, 2016). This additional information assisted me during the analysis of the transcripts as I recalled the text. Because a goal of this study was to establish and maintain content validity, I also used bracketing during the interview to accomplish credibility and reliability (see Ahern,

1999). I bracketed my biases to responses that arose during the interview. If a participant veered from responding to the interview guide questions, I restated the pertinent portion of the participant's reply and asked a probing or a different question to redirect the individual.

At the completion of the interview, I checked for questions the participant might have, discussed how I would disseminate the findings, and assured the individual of their privacy rights and how I would protect their information. I reminded the study participants that their responses would be coded to protect their identity, and the audio recording and transcription would be secured in a locked drawer in my home and destroyed after 5 years, as required by university policy. Any data stored on a portable drive or computer would be given a passcode to protect the information and destroyed after 5 years. At the end of the interview, I thanked the participant and informed each respondent I would contact them by email after I completed all interviews and analysis process to share the findings of the study for their review and comments. This process provides a means of member checking the findings to increase the trustworthiness of the study.

Transcription Plan. After the interview, I planned to transcribe the audio-recorded session within 3 days to maximize my memory of the meeting. Burkholder et al. (2016) endorsed the process of self-transcribing interview data to attain completeness and for the researcher to adequately plan the data analysis process. However, due to an injury, I obtained the services of a transcription company, using a nondisclosure agreement to protect participants' confidentiality. I recorded the meeting using a digital audio recorder

as the primary recording instrument and my cell phone as a backup recorder. After receiving the transcriptions, I listened to the taped interview and read the transcriptions, making minor corrections where necessary. I transcribed the reflection notes from the interview guide on a different document and assimilated the observations and notes during the coding process and analysis stage.

Data Analysis Plan

The interview questions related to the primary study research questions:

1. How do high school principals and assistant principals in a southern state perceive classroom behavior-management support of novice teachers in urban schools using instructional leadership practices?

2. How do middle school principals and assistant principals in a southern state perceive classroom behavior-management support of novice teachers in urban schools using instructional leadership practices?

To glean meaning from the collected data, I used content analysis to develop emerging themes and discover the findings of this study. Content analysis is germane for both qualitative and quantitative studies and may use inductive and deductive reasoning. The goal of content analysis is to organize and provide credible and authentic suppositions from the data (Polit & Beck, 2006). Manifest and latent analyses are approaches that may be used in content analysis. Manifest analysis concentrates on participants' exact responses and responses to questions, whereas latent analysis delves into what the researcher determines participants might have intended to express in the interview (Downe-Wamboldt, 1992). I used a combination of both manifest and latent

analysis to analyze interview data and participant responses. Content analysis is a process of developing inferences from visual, written, or verbal data to find meaning, intention, or context (Bengtsson, 2016; Downe-Wamboldt, 1992).

Because the primary means of data acquisition for this basic study was interviews, content analysis was an apropos approach to investigate how principals perceived the support given to novice teachers concerning classroom management. The sequence for examining data was (a) compiling, (b) disassembling, (c) reassembling, (d) interpreting, and (e) concluding (see Yin, 2018).

The primary data for this study came from text collected during the interview. I used the process of induction to analyze the data and categorize data based on the research questions and the conceptual framework (see Saldaña, 2016). The analysis cycles were fluid, and I might visit the cycles multiple times throughout the analysis phases (see Yin, 2016). I coded the interview data manually and compiled the conversational information using a Microsoft Excel spreadsheet to provide a graphic display. I did not use any software program to code transcription data.

Following transcription, to become familiar with the data, I read through the transcripts and wrote notes in the margins on printed hard copies of each transcript. Creswell (2007) emphasized the importance of immersing oneself in the data. I made comments and notations that corresponded with the conceptual framework of the study.

Content analysis processes include reading the interview transcripts and marking phrases or words that relate to the conceptual framework, labeling phrases (coding),

grouping the codes into categories, and combining major categories into themes. I used the following steps for the qualitative data analysis:

1. Prepare and organize the data by printing transcripts and assembling the data.

2. Review and explore the data.

3. Designate introductory codes to the data that relate to the content.

4. Examine the codes, revise as necessary, and search for patterns or categories in the codes from all of the interviews.

5. Identify, describe, and name the themes.

6. Portray the themes that reflect the purpose of the research with associated quotes from participants (see Bengtsson, 2016; Yin, 2018).

After reading and rereading hard copies of the transcripts and handwriting notes in the margins based on the conceptual framework of this study, I compiled the data and entered exact words and phrases from the data into a Microsoft Excel spreadsheet to assist with identifying connections for analysis. To disassemble the data, I selected words or phrases to create smaller units of meaning and begin to code the data using open coding. These manageable chunks allowed me to make connections for later interpretation of the data. I placed these open codes into the spreadsheet template in a separate column. Afterwards, I reassembled the data on the template in another column and used pattern coding to refine possible subcategories and categories to develop and observe emerging themes.

The next step was to identify, describe, and name themes. To interrelate the data, I arranged the data on the spreadsheet to create groupings and label the themes (see Yin,

2018) and reviewed each category to make certain all coded data were represented on the spreadsheet. After studying the themes, to provide a conclusion, I selected portions of the interviews from the transcripts to provide narrative evidence for each theme interpreted from the data. Finally, I explored any discrepant data that conflicted with the themes as a technique of ensuring trustworthiness (see Bogdan & Biklen, 1999; Yin, 2016). The end stage of data analysis required the formation of a study finding or conclusion based on all of the accumulated data (Yin, 2016).

Trustworthiness

The objective of this research study was to understand how middle and high school principals and assistant principals provide classroom behavior management support to novice teachers in an urban school district in a southern state. Findings would provide credible evidence to contribute to filling the gap in research about practices concerning how principals and assistant principals provide classroom-management support to novice teachers. Trustworthiness in qualitative studies ensures the validity of the research and substantiates to the reader that the data and conclusions are dependable (Yin, 2016). Trustworthiness also requires a congruency between the research study design, research questions, research goals, and the planning process (Ravitch & Carl, 2016). Erlingsson and Brysiewicz (2013) stressed the importance of systematic organization to realize trustworthiness could persuade the reviewer that the data and findings are accurate. In the next sections, I detail steps to establish trustworthiness using credibility, transferability, dependability, and confirmability.

Credibility

A credible study reflects and assures the reader that the research processes include informed contributors and that the investigational approach and assumptions are accurate and believable (Ravitch & Carl, 2016). Bengtsson (2016) described credibility as an array of procedures to ensure the researcher accounts for all research-related data. Credibility accounts for the congruence between the design of the research, the research questions, the data, and the interview protocol in an effort to establish validity. Specific strategies to gain validity include triangulation, member checking, and reflexivity (Creswell, 2007; Miles et al., 2014; Ravitch & Carl, 2016).

Triangulation is a strategy I used to establish credibility. Yin (2016) described data triangulation as the use of multiple data to validate research. I triangulated the participants in the partner district to include both middle and high school campuses and participants with varying levels of experience supervising novice teachers to ascertain specific classroom behavior management strategies used to assist beginning educators (see Ravitch & Carl, 2016). I also used interview data, reflexive journal notes, bracketing connotations, and respondent excerpts to triangulate study findings (see Yin, 2016).

Researchers categorize the corroboration of data by participants as member checking (Miles et al., 2014; Yin, 2016). The validation of the research themes and findings with study participants added trustworthiness to the study. I used member checking to substantiate interpretations and confirm the findings from the study. I asked each participant to affirm, clarify, or present a clarification of the findings by replying via email (see Korstjens & Moser, 2018; Lincoln & Guba, 1985; Ravitch & Carl, 2016). I

considered participants' responses to the research study findings as an additional measure of safeguarding credibility and adding authenticity (see Amankwaa, 2016; Creswell & Poth, 2018).

Reflexivity is a self-reflective process of observing biases and providing explanations for decisions throughout the research study (Yin, 2016). The strategy I used to exercise reflexivity was the use of a reflexive journal. I recorded my feelings and experiences regarding the topic of study that might skew the data, show patterns of inconsistent procedures, or negatively affect the research conclusions (see Yin, 2016). Prior to analyzing data, I reflected on personal assumptions about the research, district practices, personal experiences, and the participants in a reflexive journal. Reflexive journaling served as a tool to reference biases and influences that might affect the study analysis and findings (see Ahern, 1999).

Transferability

Transferability in qualitative research pertains to the applicability of study data, interpretations, and findings to other groups and contexts from the reader's perspective (Ravitch & Carl, 2016). As a measure of ensuring trustworthiness to increase transferability, I used purposeful sampling and had each respondent respond to the same interview questions (see Lincoln & Guba, 1985). Two means by which I planned to increase the transferability of this study were by provided rich descriptions and by using variation in the selection of the volunteer participants.

Yazan (2015) posited transferability of findings related to a specific phenomenon depends on the researcher providing thick description, which enhances the readers'

understanding of the context and meaning. The researcher creates a thick description of

the data by combining observational findings and an identifiable context to allow the

reader to make sense of the behavior (Ravitch & Carl, 2016). To obtain a thick

description, I planned questions that induced a specific recollection of the phenomenon of

study, exercised interview skills to evoke meaningful responses that answered the

research questions to address the gap in practice regarding the phenomenon, and

consistently used questions and probes with each participant that encouraged a detailed

response. I documented observations of participant responses to provide a thick

description of the interview process (see Amankwaa, 2016). I used rich descriptions from

the participants' own words to substantiate conclusions and allow the reader an

opportunity to scrutinize the findings and determine meaning for other settings or

contexts (see Ravitch & Carl, 2016).

Transferability in this study was enhanced by the selection of knowledgeable

participants, as previously described. I interviewed middle school and high school

principals and assistant principals from seven secondary campuses to gain their

perceptions and develop detailed descriptions about their experiences concerning the

phenomenon. Using these participants allowed readers of this study to relate the

experiences and findings to a different context. I discuss measures to ensure

dependability in the next section.

Dependability

Dependability affirms consistency between the rationale for data collection and

the equanimity of the data (Yin, 2016). Dependability includes all of the steps used to

collect data, an appropriate proposal with clear rationalization of the suppositions, and extensive details about the procedures that can be repeated by another researcher and yield comparable outcomes (Creswell & Poth, 2018; Merriam & Tisdell, 2016). Data are considered reliable when the data answer the research questions (Ravitch & Carl, 2016). To augment dependability, I employed data triangulation, an audit trail, and a data collection plan that appropriately answered the research questions (Creswell & Poth, 2018; Yin, 2016).

For this study, I triangulated the respondents' data with observations, bracketing notes, and reflexive journal notes. Bracketing was previously discussed as a pertinent part of a qualitative study. The benefit of triangulating multiple perspectives is increased dependability (Ravitch & Carl, 2016). I ensured the interview protocol and research questions were aligned and sequenced to ascertain what participants knew about the investigated phenomenon (see Yin, 2016). The reflexive journal served as a tool to address researcher biases and presuppositions.

An audit trail is a step-by-step process of showing interview data, documenting an awareness of what has been done, and serves as a validity check for instrumentation (Erlingsson & Brysiewicz, 2013; Lincoln & Guba, 1985). The audit trail journal may include the researcher's thoughts developing codes and the clustering of categories to create themes (Bengtsson, 2016). I used an audit journal to annotate thoughts, decisions, and processes regarding the data analysis. More specifically, I used an audit journal to annotate the codes obtained from transcribed interview data and explained why I used the code in a table. The significance of documenting the details is to demonstrate to the

reader that the researcher used a logical process to induce and deduce participant data (Creswell & Poth, 2018). As an additional measure of dependability, I reflected concerning how the raw data agreed or disagreed with patterns, categories, and themes. The next step was the establishment of confirmability.

Confirmability

Confirmability in a qualitative study requires the researcher to remain impartial and finalize the study findings using the voices of the participants (Erlingsson & Brysiewicz, 2013). To demonstrate the truth of the study's findings, I could not include personal preconceptions, agendas, or conclusions that did not correlate with data (see Erlingsson & Brysiewicz, 2013). Specific strategies to attain confirmability included bracketing, reflexivity, and an audit trail.

I pursued confirmability of this study using bracketing and a reflexive journal (see Ahern, 1999; Wall et al., 2004). The inclusion of bracketing during interviews identifies a researcher's predispositions and reduces the potential influence of the bias on the research (Lincoln & Guba, 1985; Yin, 2018). Bracketing assisted me to table preconceptions and biases (see Wall et al., 2004) concerning how middle and high school principals and assistant principals provide classroom behavior management support to novice teachers in an urban school district in a southern state. Bracketing requires the researcher to make a conscious effort to refrain from inserting personal feelings or beliefs into the research process (Yin, 2016). I integrated bracketing into the analysis procedure to circumvent biased influences on the analysis conclusions and recommendations (see Ahern, 1999; Miles et al., 2014).

Reflexivity accounts for the influence of the researcher on the participants and the influence the participants might have on the researcher and findings (Yin, 2016). I used a reflexive journal to annotate observations and feelings noted before and after the interview process for each participant. Thereafter, I triangulated interview data from the participants, bracketing notes, and the reflexive journal. Another measure of confirmability included the use of an audit trail to explain and expose the rationale for codes, themes, patterns, and conclusions using an audit journal (Erlingsson & Brysiewicz, 2013; Merriam & Tisdell, 2016). The audit journal elaborated how I instituted the qualitative data analysis process. In the next section I discuss ethical procedures I took to protect participants and data.

Ethical Procedures

Ethical procedures not only protect participants, but also assure that the conclusions, research procedures, and actions of a researcher are trustworthy (Yin, 2016). In this study, I instituted procedures to protect the confidentiality of participants' identity and responses. Failure to protect volunteer participants would negate the benefit the research and findings of this study and harm the reputation of Walden University. I completed the National Institute of Health training on the requirements of an ethical study. Because I accepted this charge, I adhered to Walden University's IRB requirements, protected each subjects' confidentiality, exercised prudence securing and protecting research data, discussed the benefit of research for the participants, and reflected on study limitations. The Walden IRB approval number for this study is #05-29-20-0752289.

Ravitch and Carl (2016) emphasized the importance of the researcher's responsibility to protect the dignity and safety of research participants. I did not approach any potential participant prior to receiving IRB approval for this study. The participants did not receive a remuneration or gift of any kind for their volunteer contribution in this study. Participants volunteered for this study, and I placed no pressure on any person to cooperate in this research. I have formal professional relationships with potential principal and assistant principal participants; however, I do not have a supervisory position that would influence their decision to be part of this study. I did not interview the principal or assistant principals at the campus I currently administrate, and I did not interview administrators at my former campus where I served as principal.

Prior to the interview process and in accordance with Walden University's IRB policy, I reviewed the informed consent with each participant. Research participants could withdraw from the study or rescind agreement to participate at any time, without any adverse consequence, and I would not include any data in the study that I had collected from withdrawing participants. Should an adverse or unanticipated interruption occur during the interview process, I would stop the interview and seek to remedy the event based on the occurrence. If the interview needed to be rescheduled, I would do so as agreed upon with the participant.

Confidentiality of research data and information requires a researcher to safeguard the privacy and identify of study participants (Ravitch & Carl, 2016; Yin, 2016). To protect the identity of participants, I did not reveal the names of participants and used pseudonyms as I made notes during the interview and analyzed informant data (see

Ravitch & Carl, 2016). The protection of participant data and personal information is critical and a moral obligation of a researcher (Ravitch & Carl, 2016). All data will remain secured at all times in a locked drawer in my home office for 5 years as required by university policy. The audio recordings and information stored on data drives will be secured in the same manner. I will erase data drives, delete audio recordings, shred transcripts, and destroy journal notes with research materials related to this qualitative study after 5 years.

I exemplified these standards to present an ethical study to promote positive social change. The district and study participants may benefit from this study by increasing their awareness of how principals and assistant principals provide classroom behavior management support to novice teachers in an urban district in a southern state. As the researcher, I benefited from the study by using the collected data and findings to add to the gap in practice related to the research phenomenon.

Summary

In this chapter, I explained the connection between the conceptual framework and the interview protocol and the rationale for selecting a basic qualitative research design to understand how middle and high school principals and assistant principals provide classroom behavior management support to novice teachers in an urban school district in a southern state. I defined my role as the researcher and described the steps I took to avoid bias. In the methodology section, I explained the qualifications of the participants needed to respond to the research questions and a rationale for the sampling strategy to recruit the study informants. The interview protocol that served as the sole data collection

instrument was vetted by administrator experts outside the district to provide content validity. The contents of the chapter also included informed consent procedures, processes for collecting data, and a comprehensive data analysis plan. I detailed explicit measures to assure content validity and trustworthiness and addressed ethical procedures. In Chapter 4, I will address the setting of the study, provide specifics of the stages of the data analysis, and present the findings of the study based on the research questions.

Chapter 4: Reflections and Conclusions

The purpose of this qualitative study was to understand how middle and high school principals and assistant principals provide classroom behavior management support to novice teachers in an urban school district in a southern state. Limited research exists regarding what principals and assistant principals do to improve the classroom behavior management practices of new teachers. This analysis can be used to inform staff at the participating school district and similar school districts to help increase administrative support for novice educators in urban schools to manage their classrooms. The findings also may lead directors of teacher preparation programs to augment their programs to train prospective teachers how to establish and maintain classroom environments using research-based best practices.

The principles of Alig-Mielcarek and Hoy's (2005) simplified model of instructional leadership served as the conceptual framework of this study and were used to aid in the development of the overarching research questions as well as the interview protocol guide. The research questions for this study were:

1. How do high school principals and assistant principals in a southern state perceive classroom behavior management support of novice teachers in urban schools using instructional leadership practices?

2. How do middle school principals and assistant principals in a southern state perceive classroom behavior management support of novice teachers in urban schools using instructional leadership practices?

To collect data for this study, I conducted semistructured interviews using a videoconference format. Following the interviews, I transcribed the participants' responses and read and reread the interview transcripts multiple times to identify references from Alig-Mielcarek and Hoy's (2005) conceptual framework. I used bracketing during the interviews as well as review of the raw data along with a reflexive journal to help me acknowledge possible personal biases (see Wall et al., 2004).

Chapter 4 contains the research data and study findings. In Chapter 4, I discuss the setting, data collection, data analysis, results, and evidence of trustworthiness before concluding with a summary.

Setting

School District

The participating school district is in a southern state in the United States. The school district enrolls over 22,000 students and employs approximately 1,600 full-time teachers. The demographics of the school district student population are 57% Hispanic, 21% African American, 15% European American, and 7% other ethnicities. Sixty-eight percent of the students come from economically disadvantaged homes, and 12% of the student population are children with disabilities.

The interview participants were principals and assistant principals from six campuses, representing 67% of the secondary campuses in the school district. Participant inclusion criteria for the study required administrators to have at least 2 or more years administrative experience at a secondary school campus. In the district, secondary schools enroll high school students in Grades 9–12 and middle school students in Grades

6–8. I excluded two of the district schools and administrators from the study to avoid conflicts of interest. I interviewed participants using a videoconference format in response to the COVID-19 pandemic, which required social distancing as a safety measure.

I used a basic qualitative approach to learn the perceptions of explicit practices implemented by the participating school district administrators concerning how they perceived the need to support novice teachers in middle and high schools with classroom behavior management skills in an urban school district of a southern state. The basic qualitative study methodology was appropriate for this inquiry to pursue an in-depth understanding of the educational phenomenon of study (see Yin, 2018). The school administrators were qualified to respond to the research questions regarding the classroom behavior management strategies to support beginning teachers. In the next subsection, I detail the participant demographics and years of experience as school administrators.

Participant Demographics

Four principals and seven assistant principals volunteered to participate in the study. Eight participants represented high schools (Research Question 1), and three represented middle schools (Research Question 2). The administrators collectively averaged 3.1 years at their current campus. The participants were of diverse ethnicities and genders, as shown in Table 1. Collectively, these school administrators had 79 years of experience and ranged from 13–30 years in education. I assigned codes for each

participant to ensure confidentiality. Table 2 presents the school role and experience level

for each participant who volunteered to be in this study.

Table 1

Participant Demographics

Participant code	Gender	Ethnicity
1	Male	African American
2	Female	Hispanic
3	Male	European American
4	Female	African American
5	Female	African American
6	Female	Hispanic
7	Male	Hispanic
8	Female	African American
9	Female	African American
10	Female	Hispanic
11	Male	Hispanic

Table 2

Participant School Role and Years of Experience

Participant code	Current position	Grades at school	Years at campus	Years as principal	Years as AP	Years in education
1	Principal	6–8	5	5	5	13
2	Principal	9–12	4	3	5	21
3	Principal	9–12	2	2	6	14
4	AP	9–12	3	0	4	12
5	AP	9–12	2	0	5	12
6	AP	9–12	3	0	3	15
7	AP	9–12	4	0	4	15
8	Principal	9–12	4	6	2	22
9	AP	6–8	3	0	4	12
10	AP	9–12	2	9	9	30
11	AP	6–8	2	0	7	19

Note. AP = assistant principal.

Five of the participants (45%) were principals and averaged 3 years at their current school; only one served at the school campus 5 or more years. The data also showed the administrators ranged from 2–6 years at their schools. Assistant principals averaged 5 years of administrative experience, suggesting these administrators had sufficient experience with supporting teachers to answer the research questions.

Data Collection

Following IRB approval, I sent individual emails to 31 principals and assistant principals employed by the partner district using my Walden University email address with a request to participate in this study. Within 3 days, 11 administrators volunteered to participate. I completed the 11 videoconference interviews on 5 consecutive workdays. I scheduled these one-time interviews at the convenience of the prospective participant.

Prior to the interviews, I rehearsed the interview protocol guide questions to gain familiarity with the sequence of questions and prompts. I designed the seven interview questions to help me understand the practices principals and assistant principals used to assist classroom behavior management skills of beginning teachers with fewer than 3 years of teaching experience. The semistructured interviews afforded the opportunity to ask in-depth questions for elucidation and generate thick descriptions of the phenomenon (see Rubin & Rubin, 2012).

I audio recorded the interviews using a voice recorder with an USB drive. I also recorded the interviews on my cell phone using the Voice Recorder app as a backup measure. Before starting each discussion, I changed the batteries in the voice recorder to ensure I would have sufficient power to record the entire interview. At the beginning of each interview, I explained the purpose of the interview, reminded the participant of the option to withdraw from the study at any time, and shared that I would later transcribe the interview data for analysis. The average length of each interview was 60 minutes, and one interview lasted 90 minutes. During the interviews, I employed reflexive bracketing to acknowledge any biases from the participant responses to the interview questions and probes (see Ahern, 1999).

Post interview, I uploaded each interview into my computer, assigned each recording a pseudonym, and saved the files in a password-protected folder on my computer. I deleted the interview data from my cell phone after the interview data were securely stored on my computer for all 11 participants. I experienced no unusual

circumstances in the data collection. Each participant shared their time and administrative expertise with me and answered the interview questions openly.

Because of a medically documented injury, I was not able to transcribe the interviews. I obtained permission to use an online dictation company to transcribe the 11 interviews; the individual hired signed a standard nondisclosure agreement. Following receipt of the transcriptions, I listened to the audio recordings again, while following the transcripts, and made minor edits for accuracy. In the subsequent section, I describe the procedures for data analysis.

Data Analysis

I compiled, disassembled, reassembled, and interpreted data as steps to perform the analysis process (see Yin, 2018). I used content analysis to study the raw data, assign codes, create categories, and identify the preliminary and final themes (see Bengtsson, 2016). For the initial process of data analysis, I read and reread the printed transcripts, listened to the audio recordings again, and reviewed my handwritten comments. After reading each transcript, I marked each participant quote associated with an a priori theme from the conceptual framework (see Creswell, 2007; Creswell & Poth, 2018) and compiled the data into a spreadsheet (see Rubin & Rubin, 2012). Subsequently, I modified the spreadsheet to store data excerpts from the transcripts that answered the research and interview protocol questions. I assigned a meaning unit or code to each excerpt to discern data patterns and categories (see Bengtsson, 2016). In the next subsection, I describe the details of the coding strategy I used.

Coding Strategy

As a first step, I read the transcripts multiple times to become acquainted with participant responses and synthesize the data (see Bengtsson, 2016). During the reading of transcripts, I highlighted participant quotes that aligned with the primary research questions and themes of the conceptual framework. I then copied and pasted the phrases related to the research questions into a Microsoft Excel spreadsheet for ease of sorting. In the spreadsheet, I highlighted raw data terms. I created a Microsoft Word document with the raw data items and defined the words for consistency. Highlighting transcriptions and compiling data helped me make data connections and led to the next phase of analysis: disassembling.

Disassembling

Vaughn and Turner (2016) recommended content analysis as a procedure to identify and manage data to form themes. In the first phase of the analysis process, I used a recursive process of disassembling the data that required me to look both backwards and forwards at the data for new understandings (see Yin, 2016). I had structured the sequence of interview questions to provide me with thick and rich data to answer the research questions. As I read each participant's responses, I coded statements with a theme from Alig-Mielcarek and Hoy's (2005) simplified model of instructional leadership, which was the conceptual framework for this study. Three themes comprised the instructional leadership paradigm: (a) defines and communicates shared goals, (b) monitors and provides feedback on the teaching and learning process, and (c) promotes school-wide professional development. After organizing the excerpt data by research

question, I associated each extract in the Microsoft Excel spreadsheet with one of the

three conceptual framework themes and then placed an a priori code for each passage in a

successive column. Table 3 represents the a priori codes assigned to excerpts from the

transcriptions.

Table 3

Sample a Priori Coding for Participants

Participant	Sample quote	a priori code
Participant 7	I know that sometimes when you see, well, not sometimes, but most times when you see teachers struggling with the classroom management, that relationship piece is missing, or it's not as strong as it should be. And of course, that's gonna vary from teacher to teacher and what their comfort level is, there's a lot to do with their personalities as well.	Defines and communicates shared goals
Participant 8	I said, but you gotta be able to build teacher relationships with parents. And that was another thing that they struggled with but that tied directly in how they were managing their classes.	Defines and communicates shared goals
Participant 6	I'll go back to an example with one of my teachers. So, last year he wasn't really teaching. The year before the struggle was incredible . . . constantly being called to the classroom . . . kicking students out of class and things like that. So, when I started this year, I made it a point to visit his classroom more often and to sit with him and have tough conversations.	Monitors and provides feedback on the teaching and learning process
Participant 2	Whenever I have conversations I ask, "Can I take some notes?" Just because I want to make sure that when we meet again, I'm referring back to the right information so that my feedback is useful.	Monitors and provides feedback on the teaching and learning process
Participant 2	So, for me, the PD [professional development] part is important that we talk about social emotional behavior, that we talk about those types of learning activities, and that we talk about classroom management, because to a certain extent, classroom management is about relationships.	Promotes school-wide professional development
Participant 3	We assigned someone to go to another classroom that's actually paired with, going in and debriefing with them. "What did you see? What did you learn? What could we do better? What do they do better?" There's actually a conversation that's coordinated.	Promotes school-wide professional development

During the disassembling phase of analysis, I decontextualized the data and assigned codes, which is a fluid process of induction and deduction to develop open codes, subcategories, categories, and themes (see Bengtsson, 2016). In the spreadsheet, I compiled excerpts from participant responses to interview questions, which helped me to visualize relationships and assign codes with a smaller unit of meaning. Next, I used the spreadsheet to filter similar a priori codes and formed open codes for each excerpt after studying the raw data and a priori codes concurrently. Table 4 presents the combination of the raw data from interviews and a priori codes to develop open codes.

Table 4

Sample a Priori Codes to Open Codes

a priori codes	Open codes
Defines and communicates shared goals	Struggle
	Conversations
	Disruption
	Urban
	Culture
	Build relationships [parents and students]
	African American
	Limited experience
	Balance
	Difficult [Parents]
	Know(ing)
	Time management
Monitors and provides feedback on the teaching and learning process	Walkthroughs
	Observations
	Engaged
	Doing
	Expectations
	Procedures
	Structure
	Protect time
	Rules
	Control
	Transitions
	Proximity control
	Seating chart
Promotes school-wide professional development	Classroom management
	Campus professional development
	Planning
	Professional learning communities
	Informal observations
	Lead4Ward
	Collaborative planning
	Book Study
	Peer observations
	Mentor
	Professional growth plan

Reassembling

The next phase of content analysis is to reassemble the data. Ravitch and Carl (2016) described the reassembling phase as reorganizing and combining data to develop categories and observe potential themes. Reassembling requires sorting and amalgamating codes to create categories, which lead to emerging themes (Clark & Vealé, 2018). Using a cyclical analysis process, I reread the participants' excerpts, a priori codes, and open codes to construct categories. I used the Microsoft Excel spreadsheet to sort subcategories and categories to observe emerging themes. With the categories formed during the reassembling phase, I maintained the connotation of the data sources (see Bengtsson, 2016; Saldaña, 2016). During this phase of data analysis, I generated the categories of relationships, routines and procedures, and training. Table 5 displays examples of open coding to categories.

Table 5

Sample of Open Codes to Categories

Open codes	Categories
Relationships Private conversations Culture Diverse students Parent communication Connection Classroom disruption Behaviors Know(ing) Power struggle	Novice teachers require support building relationships with students and parents. Novice teachers lacked confidence communicating with parents. Campus instructional leaders helped teachers develop relationships with students and parents.
Engagement Doing Expectations Routines and procedures Structure Rules Protect time Control Transitions Proximity control Professional Growth Plan Walkthroughs Seating chart Formal and informal observations	Administrators reinforced novice teachers' pedagogical challenges with instruction. Administrators improved classroom instruction using private conversations and providing constructive feedback. Administrators held novice teachers accountable.
Classroom management Planning Lead4Ward Book study Observations Mentor Administrator support Professional learning communities	Administrators and instructional leaders supported novice teachers with classroom management professional development. Administrators paired novice teachers with a mentor teacher to model effective classroom practices. Administrators mentored and provided one-to-one novice teacher support with instructional strategies.

Interpreting

The next phase of Yin's (2016) data analysis process required me to understand and interpret the data. After reassembling data, I interpreted the data to find meaning from the categories to develop the final themes (see Clark & Vealé, 2018). Using the transcription data, the patterns of this study were the product of repetitious coded data. Following the examination of data, I created categories as already described. As a measure to minimize bias, I evaluated data similarities and dissimilarities, grouped participant responses with similar coding, checked for rival or outlier data, and analyzed data and categories for consistency and plausibility (see Yin, 2016).

Concluding

Concluding is the fifth and final investigative phase that answers the question why the study is important and associates the applicability of findings to similar organizations or circumstances (Yin, 2016). I used Microsoft Excel pivot tables to analyze the frequency of codes from interview transcriptions. The pivot table displayed the frequency of open coding data from transcriptions, and the data guided interpretation of themes from the categories. The frequency of the data appearing in participant responses determined data groupings, patterns to form categories, and themes. Table 6 illustrates categories and themes that I inducted from the concluding phase of data analysis.

Table 6

Categories to Themes

Categories	Theme
Novice teachers required support building relationships with students. Novice teachers lacked confidence communicating with parents. Campus instructional leaders helped teachers develop relationships with students and parents.	1. Principals and assistant principals collaboratively worked to reinforce novice teachers' skills to build relationships with students and parents.
Administrators reinforced novice teachers' pedagogical skills with instruction. Administrators improved classroom instruction using private conversations and providing constructive feedback. Administrators held novice teachers accountable.	2. Principals and assistant principals provided accountability to novice teachers to address instructional challenges to improve classroom management.
Administrators and instructional leaders supported novice teachers with classroom management professional development. Administrators paired novice teachers with a mentor teacher to model effective classroom practices. Administrators mentored and provided one-to-one novice teacher support with instructional strategies.	3. Principals and assistant principals employed professional development to improve classroom behavior management for novice teachers.

Themes

Coding and grouping methods produced themes (see Clark & Vealé, 2018). I

investigated data iteratively using Post-it notes until plausible and verifiable themes

emerged (Bengtsson, 2016). I developed themes by discerning connections between

codes, merging codes, and discarding codes (see Ravitch & Carl, 2016). I examined data

to answer the research questions of this study to understand the perceptions concerning

how principals and assistant principals helped novice teachers with classroom behavior

management. Through analysis, I developed the following themes from data:

1. Principals and assistant principals collaboratively worked to reinforce novice teachers' skills to build relationships with students and parents.

2. Principals and assistant principals provided accountability to novice teachers to address instructional challenges to improve classroom management.

3. Principals and assistant principals employed professional development to improve classroom behavior management for novice teachers.

Discrepant Data

Discrepant data or outlier data oppose the data and themes mined from content analysis (Ravitch & Carl, 2016). Yin (2016) posited discrepant data create doubt about findings, candidness of participant responses to the research questions, and whether the researcher's preconceived notions were correct. Participant responses varied based on experience and level of responsibility. The more experienced administrators provided detailed experiences and information compared to the less experienced administrators, who provided responses lacking depth related to the research questions and interview protocol. I reassembled data and employed Yin's five phases to analyze data. During the analysis stages, I did not observe negative cases or data that contested the themes.

Results

The study included 11 principals and assistant principals in the partner district. Four of the administrators were principals, and seven were assistant principals. Eight were at the high school level, and three at the middle school level. Each of the administrators served at their campus 2 or more years to meet the participation criteria of the study.

I analyzed the data using content analysis, employing Yin's (2016) five-phase process to develop codes, categories, and themes. I applied the research questions of the study to the developed themes. The research questions, conceptual framework, interview protocol questions, and probes provided rich and thick data to develop each theme. Research Question 1 asked how high school principals and assistant principals perceive classroom behavior-management support of novice teachers in urban schools using instructional leadership practices. Research Question 2 asked how middle school principals and assistant principals perceive classroom behavior-management support of novice teachers in urban schools using instructional leadership practices. Introspection and a method of examining data afforded reliable findings (see Ravitch & Carl, 2016). The themes of the study with supporting participant quotes follow in the next sections.

Theme 1

Theme 1 is that principals and assistant principals collaboratively worked to reinforce novice teachers' skills to build relationships with students and parents. The administrators used a variety of strategies to equip novice teachers with knowledge and tools to assist with the development of relationships with both students and parents. The supporting categories for this theme were that (a) novice teachers required support building relationships with students, (b) novice teachers lacked confidence communicating with parents, and (c) campus instructional leaders helped teachers develop relationships with students and parents. I developed the themes and supporting categories using a recursive process looking at the data from the transcripts.

Communication between teachers, students, and students' parents is a basic element of Alig-Mielcarek and Hoy's (2005) simplified model of instructional leadership, the conceptual framework for this study. Alig-Mielcarek and Hoy's paradigm proposed that principals were responsible for conveying academic and behavioral objectives with teachers, students, and parents to attain academic achievement goals. Researchers also found that teachers should exercise reflection, know students, and make effectual relations with students and parents (Davis, 2017; Robison, 2019). Robison's (2019) study accentuated the significance of constructive student and parent relationships with classroom teachers to acquire and maintain effective classroom management. The following section describes the results related to teacher relationships with students and parents from this study.

Student Relationships

The first category of Theme 1 was that novice teachers require support to build relationships with students. The principals and assistant principals who participated in the study collaboratively worked to reinforce novice teachers' skills to increase communication and build relationships with students and parents. Theme 1 related to the conceptual framework for administrators to support teacher communication of shared goals with students and parents to build relationships.

Of the eight high school principals, six explicitly described a need for beginning teachers to improve practices to develop their relationship with students to increase learning. Ineffective teacher relationships with students resulted from poor classroom

routines and teacher inexperience working with diverse students. Participant 8, a high school principal, stated,

> It doesn't matter how much content the teacher knows or doesn't know. It doesn't matter even if they [teachers] have a master's degree in that content. If they [teachers] can't deliver the content in an environment that is conducive for learning and for teaching, our kids are not going to learn, and if they don't learn, they're not going to perform.

Participant 10 concurred and noted novice teachers needed assistance from principals and assistant principals to build relationships with students. Participant 10, a high school assistant principal, commented, "Sometimes we have issues with the teacher calling the students out [verbally reprimanding] instead of waiting for an appropriate time to talk to the student one on one." Participant 7 shared, "Most times when you see teachers struggling with the classroom management, that relationship piece is missing, or it's not as strong as it should be." This principal added that novice teachers did not understand the students' background and culture, which is a significant part of learning to know students in the classroom.

The middle school administrators observed similar relational challenges between novice teachers and students. Participant 1 framed the necessity of making positive student relationships, stating, "What would be a disruption in the classroom [to one teacher], another teacher would just see as, okay, this student is just hyper and needs something assigned to them that will keep them engaged." The principal commented on a specific observation of a novice teacher:

This teacher developed a bad habit of just yelling at students as a method of trying to get control of [the] class. And that actually backfired . . . where it got the opposite effect. The students got worse because then it became a game to the students on trying to get the teacher to yell.

Participant 9, a middle school assistant principal, noted that novice teachers who expressed a sincere concern for students and their academic growth were able to constructively manage classroom instruction.

Because if . . . the teacher is genuine with students, I would almost say, even if you're struggling to build that relationship with your students, if they know you genuinely care, it does so much in helping out with the classroom management. You know, and I would say that from an admin perspective, if there was PD [professional development] that we could have, like in fostering [teacher relationships with students], that it could help significantly.

The data showed that both high school and middle school administrators reinforced beginning educators and perceived a need for novice teachers to build relationships with students. Common ways to facilitate the teacher–student relationship were by using private conversations; showing genuine care; and becoming aware of the academic, behavioral, and social-emotional needs of the students.

Parent Relationships

Theme 1 revealed a second category that novice teachers lack confidence communicating with parents. Participant 8, a high school principal, articulated the

importance of ensuring novice teachers interacted with parents by all means possible, stating,

> They are not being taught that piece [teachers interacting with parents who curse].
> And it's a very important, we hit that right off the bat, as soon as . . . their first
> lead mentor meeting is talk about talking to parents about setting up procedures in
> your classroom and about the importance of seating charts . . . Classroom
> management is not corrected because they [novice teachers] are afraid to call
> parents.

Participant 2 confirmed that novice teachers needed to communicate with parents about student behaviors similar to the way experienced instructors did. Participant 2 asserted, "Making sure that the teacher is doing everything that a core teacher [experienced teachers] would be doing. So, contacting parents, emailing students, setting up parent conferences, having those difficult conferences." Establishing relationships with the parents of high school students is a requirement for classroom instruction and management.

Middle school administrators also cited examples of inadequate parent communication. Participant 1, a principal, encouraged a teacher to call a disruptive student's home for support from the parent. The administrator advised the novice teacher, "You know, calling home, talking to a parent [and saying], 'Hey, I'm really having some struggles with your student' [is helpful]." Participant 11, an assistant principal, also advised novice teachers to call parents to discuss classroom behavior. The assistant principal said, "I constantly instill in my teachers . . . small ways to help them with

classroom management, how to model, how to talk to students, how to deal with parents."
In both situations, the teachers demonstrated reluctance calling parents until the teachers
received guidance from the administrator. These examples illustrate how middle school
principals and assistant principals observed a lack of confidence among novice teachers
to call parents to discuss classroom behavior issues.

Principals and assistant principals at the high school and middle school levels
exercised similar practices, such as mentoring and modeling strategies, to help beginning
teachers build relationships with parents. However, as I reviewed the transcripts of the
participants, I noted the need for novice teachers to communicate with parents was
greater at the high school level. Administrators stated beginning teachers do not
maximize communication with parents to resolve classroom behavioral concerns,
indicating a need for administrator support.

Administrator Support With Student and Parent Relationships

The third category of Theme 1 revealed that campus instructional leaders
facilitate teacher relationships with students and parents to reinforce novice teachers'
skills to build relationships. Participant 2, a high school principal, stressed the importance
of administrators helping teachers know their students well enough to maintain behavior
to increase academic progress. Participant 2 stated,

> Communication and relationship building is how you get past all of that trauma
> [of classroom behavior] so that they [students] can learn. That's the entire point.
> . . . Kids can't learn until these basic needs are met and they know what . . .
> [novice teachers] really want from them.

Participant 6 supported building teacher–student relationships by conversing with novice teachers to help them create a shared learning environment in the classroom. A high school assistant principal, Participant 6 shared,

[Novice teachers need to make] parent phone calls, definitely following up. And on those students [exhibiting inappropriate classroom behavior] that [novice teachers] really needed to write a referral for, I would make it my priority to talk to that student and the parent and bring the parent in and things like that. So, [I] definitely worked with [novice teachers on the] instructional side also.

Participant 4, an assistant principal, observed students walking out of a novice teacher's classroom during instruction. The administrator shared,

At that point, when the students walked out, I finished my sentence with the classroom, and of course I followed the students, and I disciplined the students, and I notified the parents that obviously this was a pattern, and it was a little bit more severe than just being disrespectful towards the teacher.

Participant 8, a principal, shared a strategy used at the start of the year during campus professional development. To assist beginning educators to establish parental relationships, this principal provided a scripted message for the novice teachers to use to establish a rapport with parents and articulate concerns about the student.

Middle school administrators also encouraged new teachers to develop relationships with students and parents. Participant 1, a middle school principal, shared a teaching strategy with new teachers to create a cooperative learning environment for students to improve classroom management. The strategy allowed teachers to get to a

place in the lesson where the students were working independently and have "a side

conversation with that student to find out . . . why that student is talking" and disrupting

the lesson. This principal encouraged the teacher to "take back the power in [the]

classroom . . . [by] having conversations with students out in the hallway, a quick 2-

minute conversation: 'Hey, you're really disrupting the class.'" The strategy endorsed a

private conversation with the student, protecting the student's self-esteem while

attempting to discern the cause of the student's actions.

Participant 9, a middle school assistant principal, mentored a beginning teacher

and shared the belief that classroom-management strategies must begin from the time

students enter the novice teacher's classroom door. Participant 9 shared how

administrative support was provided to novice teachers:

We started from the get-go. Kid walks in the classroom . . . As you walk in the

classroom, what do they see? What's on the walls? What is the appearance of the

room? How are the desks situated? Are they situated so that students can perform

[a certain] activity? Is it good? Is there anything that's going to be a hindrance to

them? And so, I've had the conversation of just going through from the time a

student gets there [to the classroom] to [when] they leave the classroom.

Participant 1 shared with novice teachers the importance of calling parents to help

with student misbehaviors in the classroom. The principal modeled a friendly phone call

conversation: "Hey, I'm really having some struggles with your student." The principal

implied that a beginning teacher who simply talked frankly with parents to find out ways

to help their child would be appreciated. The principal's action stressed communication

with the parent and a partnership between the teacher and parent addressing behavioral concerns.

In summary, the administrator participants in this study shared various ways they assisted novice teachers to develop relationships with students and parents. The high school and middle school administrators jointly advocated teachers to conduct private conversations with students to address classroom concerns. The school leaders mentored early career teachers with the development of routines and procedures. Additionally, the administrators fostered the practice of novice teachers using phone calls to express concerns to parents and solicit parental support and involvement. Participant 8, a high school principal, was the only administrator to recommend use of a script to aid new teachers in building relationships with parents. The actions and strategies used by principals and assistant principals at high school and middle school to reinforce novice teachers' skills to build relationships with students and parents were similar. Principals and assistant principals exercised comparable practices such as conferencing, modeling, and mentoring to assist teachers in building relationships with students and parents.

Theme 2

The second theme developed in this study was that principals and assistant principals must provide accountability to novice teachers to address instructional challenges to improve classroom management. The categories encompassed within the second theme were that (a) administrators reinforced novice teachers' pedagogical challenges with instruction, (b) administrators improved classroom instruction using private conversations and providing constructive feedback, and (c) administrators held

novice teachers accountable. Theme 2 corroborated the second principle of Alig-Mielcarek and Hoy's (2005) instructional leadership framework, that administrators must provide feedback to novice teachers concerning the teaching and learning process. School administrators need to protect instructional time, offer strategies to teachers about instruction following observation, and show a presence within classrooms and common areas (Alig-Mielcarek & Hoy, 2005). In other researchers' findings, principals were directly answerable for delivering assistance to beginning teachers (Park & Ham, 2016), developing systems to monitor student behaviors and learning outcomes (Lane et al., 2015; Larson, 2016), and holding teachers accountable for the results of the teaching and learning process (Kwok, 2018; Lochmiller, 2016).

Administrator Reinforcement of Instruction

The first category of Theme 2 was that administrators reinforce novice teachers' pedagogical challenges with instruction. Participant 10, a high school assistant principal, defined effective classroom management as "a teacher's ability to have control of the classroom, which means when [the teachers] speak, the students listen . . . and to ensure that the lesson is engaging enough to keep [students] actively involved so that there is no disruption." Administrators strengthened novice teachers' pedagogical skills to improve classroom management by focusing on instruction to engage learners and minimize off-task behaviors.

Administrators provided personal, ongoing assistance in the classroom for novice teachers. Participant 8 supported a new teacher challenged with lesson planning and classroom management by providing practical one-on-one assistance.

> There wasn't structure in the classroom itself. Like the kids didn't have a routine
> when they walked in the door. So, I gave [the novice teacher] a timer [and said],
> "This is what I want. Let me see your lesson plan for tomorrow." . . . I kind of
> walked through the lesson plan with [the novice teacher].

Novice teachers are frequently unaware of how to develop lessons that actively involve students to reinforce learning and reduce inappropriate conduct. Participant 6, a high school assistant principal, met with teachers to assist with classroom misbehaviors and instruction using instructional strategies obtained from a professional training service. Participant 6 shared that training on the playlist from the professional product led students to become more engaged. Administrators improved classroom management by introducing specific activity-based instructive strategies to novice teachers.

Middle school principals and assistant principals met with beginning teachers to monitor data to improve classroom teaching and learning. Participant 11, a middle school assistant principal, also observed that beginning teachers did not present effective lessons and met with teachers to help create lesson plans. Participant 11 gave an example about providing continued support and accountability to a new teacher:

> The [novice teacher's] lesson planning continued to improve because [the need]
> was . . . lesson planning along with the learning of the concepts. The students'
> respect for each other and the teacher was more positive, and it became a very
> good classroom, and they moved forward.

Participant 9, an assistant principal, welcomed a teacher seeking support.

So, [the novice teacher] came to me at the end of the day and said, "So what did

you think, what did you see?" And we had a very long conversation about the

lesson—what the kids were supposed to accomplish, what [the novice teacher's]

expectations were, and the behaviors that were going on. [I questioned the novice

teacher] "Is this a daily thing or is it just this period? Or is it the lesson?" And

then us talking through that [procedure].

Both high school and middle school administrators used individual planning

support, meetings, professionally developed instructional strategies and techniques, and

feedback as measures to help novice teachers provide engaging instruction that supported

the required curriculum. The data revealed consistency among both high school and

middle school administrator instructive practices to improve teaching and counter student

disengagement and misbehavior using movement and discourse between students. The

conceptual framework of this study specifically recommended administrators give

feedback and praise to early career teachers about instructive and behavioral

circumstances in the classroom setting (Alig-Mielcarek & Hoy, 2005). The administrator

practices in this study aligned with the conceptual framework. The following sections

discuss actions administrators used to provide feedback to beginning teachers about

teaching and learning.

Administrator Feedback

The second category of Theme 2 pertains to administrators helping novice

teachers to improve classroom instruction by providing constructive feedback in a private

setting. Alig-Mielcarek and Hoy's (2005) conceptual framework stated the necessity of administrators giving novice teachers constructive feedback.

High school administrators proposed guidance be shared with beginning educators regarding academics and the protection of instructional time using observations and meetings. Participant 2, a high school principal, expressed the critical importance of beginning teachers' abilities to provide effective, engaging instruction to mediate classroom behavior. Participant 2 expressed the following passionate statement:

It's my responsibility to ensure that the kids are safe and that they're getting a quality education. If I can't tell their parents that they have a quality teacher in the classroom that keeps kids safe, then I can't let [a novice teacher] stay here. And if it means that all this documentation helps me to find a different place for [the novice teacher], then I'll do that. But I don't want to do that. I don't think anybody purposely wants to go into teaching to be bad at it . . . If [novice teachers] don't fix it [classroom instruction and management], I can't let [them] keep doing [a poor job]. It's not good for kids.

Participant 7, a high school assistant principal, met with a teacher regularly, providing feedback about progress. "What I was doing was I was taking time, and my teacher took time also during [their] conference, where we were meeting weekly. And we did that probably for the next 3 to 4 weeks." The administrator's conferences regarding instruction equipped the novice teacher with skills to improve instruction and classroom behaviors. Participant 5, another high school assistant principal, also met with a novice teacher who had failed to set practices to establish academic and behavior procedures for

the classroom at the beginning of the school year. The assistant principal required the novice teacher to restart classroom expectations and routines to establish control of the classroom. The assistant principal shared how the novice teacher was advised to "regroup and . . . pretend like it's Day 1 . . . Go into the classroom, talk to the students about the expectations, about the classroom roles and procedures."

Middle school administrators implemented analogous practices to improve instruction and student behaviors. Participant 9, an assistant principal, recommended the novice teacher "rearrange the desks. . . Plan with other teachers who did have engaging lessons in [the] content area. And I questioned why [the novice teacher] wasn't doing the activities that the other teachers were doing." Participant 11, also an assistant principal, observed a lesson in the classroom with a beginning teacher. After class, this administrator met and discussed the level of questioning used by the novice teacher during the lesson. The administrator encouraged the teacher to use "questioning techniques . . . that catered to your students' level of learning, or the student readiness . . . to get students involved." Middle school administrators augmented teachers' level of questioning, provided question stems, offered different seating arrangements, and questioned the consistency of common planning and lesson alignment.

High school and middle school administrators met with novice teachers to offer beneficial advice about classroom instructional practices and procedures. Principals and assistant principals offered similar and consistent supportive actions regarding feedback.

Administrator Accountability

The third category of Theme 2 was that administrators held novice teachers to accountability. Administrators used observations, meetings, and modeled strategies to improve student management and instruction and provide administrator accountability. Participant 2, a high school principal, supported novice teachers using walkthrough observations of the lesson and providing feedback after the classroom visit. Participant 2 commented,

> [Novice teachers] want to know what I think about it [the lessons] when I come in and do another walkthrough. That follow-up is important to say, "You know, I did notice it was better," or "That didn't seem to work well with, for you."

The administrator's follow-through was a deliberate action to hold the novice teacher accountable and simultaneously build a positive relationship. However, some novice teachers required specific intensive interventions. Participant 3, a high school principal, placed a novice teacher on a professional growth plan to improve instructional practices:

> It was at that point we just explained to the teacher that to start next year out, we're going to try something different, and we're going to have you on a growth plan, because we can support you and actually coach you up on the things that you're kinda missing out of in your teacher toolkit right now.

Novice teachers required administrators' time and attention to provide accountability. High school administrators used systematic walkthroughs, professional growth plans, peer observations, formal and informal conversations, mentoring, modeling, and counseling to hold teachers responsible.

Middle school administrators presented similar experiences with novice teachers to provide accountability and improve instruction. Participant 1 encouraged a teacher to observe a skilled teacher and provided time for both teachers to meet for follow-up conversations about classroom-management procedures and teaching strategies the new educator could use. Participant 9 described an experience of working with a novice teacher who did not improve and necessitated counseling. This middle school assistant principal stated,

> [The novice teacher] had multiple people who were administration, the instructional coach, peers who attempted to help. The novice teacher had issues from following lessons or having the kids follow lessons just to keep them on pace. [The novice teacher] had disruptive behavior [in the classroom] and problems with getting work graded.

Participant 9 conducted an informal observation to determine the teacher's instructional needs and placed the teacher on a professional growth plan to assist the beginning educator with instructional strategies and classroom management.

The middle school principal and assistant principals exercised programmatic walkthroughs to monitor instruction and classroom behaviors to provide accountability for the teacher. The school leaders also employed meetings, modeling, conversations, professional growth plans, and counseling as measures to instill responsibility.

In summary, high school and middle school administrators used corresponding approaches to improve instruction and classroom behavior management of novice teachers. The data showed walkthroughs, meetings, conversations, peer observations,

informal observations, professional growth plans, and counseling were common practices school leaders employed to help novice teachers improve instruction and classroom management. Both middle and high school principals' approaches to help teachers were similar in nature, with no distinct differences in practices between principals and assistant principals at the high school and middle school levels.

Theme 3

The third theme of this study is that principals and assistant principals employed professional development to improve classroom behavior management for novice teachers. The categories of the third theme included (a) administrators and instructional leaders supported novice teachers with classroom management training, (b) administrators paired novice teachers with a mentor teacher, and (c) administrators arranged for novice teachers to attend classroom management training at the regional training center. Administrators implemented a variety of interventions in the forms of professional development to increase instructional skills of beginning educators.

This theme is supported by the conceptual framework of the study. Alig-Mielcarek and Hoy (2005) posited that instructional leaders should provide professional development opportunities designed to assist teachers to understand data analysis and learn more about student academic achievement. Findings in the peer-reviewed literature corroborated that principals should support teachers, train staff, and problem-solve challenges unique to the campus (Glickman, 1985; Vogel, 2018) and provide strategies to enrich instruction by means of professional development (Blasé & Blasé, 2002). Professional development includes working together to achieve shared goals, classroom-

management strategies, and supplementary teachings to attain school goals (Walker & Kutsyuruba, 2019). How school administrators in this study provided professional development to novice teachers on their campuses is discussed in the next section.

Professional Development Related to Classroom Management

The first category identified in Theme 3 was that administrators and instructional leaders reinforce novice teachers with classroom-management training at the campus level. Participant 4, a high school assistant principal, commented about the value of reinforcing early career teachers with professional development related to classroom management.

> As an administrator, if I help a teacher do better in managing their classroom, or you have less disruptions and interruptions, then teachers are able to focus more of their effort and their time on instruction. So, you're not spending as much time dealing with the behaviors. So, therefore [teachers] can spend more time helping students achieve more academic success.

Participant 8 spoke about campus professional development designed to assist beginning educators with instruction and managing students. This high school principal shared, "We also have spent a lot of times with Lead4Ward [a professional program] and talking about how to use instructional practices that will engage students." Lead4Ward is an activity-based professional program that provides teachers with instruction strategies that incorporate movement, discussion, higher order thinking skills, and learning checks to engage learners at all levels.

Participant 3, a high school principal, invested time and resources to develop a teacher challenged with managing the classroom. The principal articulated,

> We met in the conference room as a math team: my AP [assistant principal] over math, my instructional coach, the other invited guests. The instructional coach came up with a plan with the teacher, and then a feedback [session] after that would happen in the classroom itself.

The data showed high school administrators collectively suggested professional development for novice teachers that provided instructional approaches involving constructive learning groups to include student discussions, book studies, and mentoring.

Middle school leaders also provided professional development for beginning educators. An assistant principal met with novice teachers to plan strategies to control student misbehavior in the classroom. Participant 9 commented, "I've done one-to-one. Just helping with the planning. Sitting in on the planning. And then I have given them strategies that work with the research-based strategies for the lesson itself that work with that particular content." Participant 11, also an assistant principal, invited an administrator from outside the campus to observe the classroom of a teacher struggling with managing behavior. Approaches that provide individualized professional development help novice teachers with classroom instructional strategies that improve behavior management.

The participating administrators discussed using campus professional development and planning meetings to equip novice teachers with effective classroom management strategies. The data showed both middle and high school administrators

offered corresponding instructional strategies to alleviate classroom management concerns and increase instructional rigor. Administrators offered beginning-year campus professional development meetings, including classroom-management book studies, and provided development throughout the school year in common planning sessions and meetings. High school and middle school professional development practices to aid new teachers with classroom management were consistent except for the actions of two administrators. Two administrators used an outside observer to assist novice teachers with classroom instruction and behavior management.

Mentoring Strategy

The second category of Theme 3 was that principals and assistant principals pair mentor teachers with novice teachers to improve classroom behavior management. Beginning teachers were allowed to observe constructive instructional delivery and effective routines in the mentee classroom.

High school administrators consistently used pairing to improve classroom management and instructional practices of beginning teachers. Participant 5, an assistant principal, discussed the assignment of a mentor for novice teachers to provide suggestions and techniques to use in the classroom. Participant 3, a principal, talked about assigning mentors and during monthly teacher meetings used role play designed specifically to hone new teacher classroom-management practices. Participant 3 stated,

> We of course assign them [novice teachers] a mentor. But once a month, we bring
>
> them in and actually have a full agenda. One month it may be scenarios about

apathetic students and how to get a student to want to do something. We actually

role play.

Middle school principals and assistant principals also assigned new teachers a

mentor. Participant 9, an assistant principal, elaborated about equipping a novice educator

with classroom-management strategies in one-on-one meetings to discuss how to

establish classroom procedures and plan aligned lessons. Participant 1, a principal,

discussed the use of mentoring to help new teachers instructionally.

It may not necessarily be me who does it every time. But you know, maybe one of

the assistant principals, maybe my academic coach. You know, someone that will

have some dialogue with that novice teacher to help them. That would be my

main way of helping them [new teachers] from an instructional standpoint.

Both high school and middle school administrators used mentoring as an

important strategy to support new teachers with classroom management. The data showed

consistency, with few differences between principal and assistant principal actions at the

high school or middle school level supporting beginning teachers with classroom

behavior management.

Regional Training Center Classroom Management

The third category that emerged in Theme 3 was that administrators arrange for

novice teachers to attend classroom-management training at the regional training center.

Some beginning educators required intense classroom-management training that campus

administrators did not have precise knowledge or sufficient time to provide. In such

cases, the beginning teachers attended training at the regional training center specifically

for classroom-management professional development. Participant 3, a principal, invested time and resources to develop a teacher challenged with managing their classroom. The principal said,

> I sent [the novice teacher] to a class on classroom management [at the regional training center]. They were giving a classroom-management strategy class. So, we gave [the novice teacher] enough material for that day to go to the class and try to come up with some procedures that would help organize and manage [the] class better because [the novice teacher] was having a lot of [student] behaviors.

Administrators mentored and provided one-to-one professional development for novice teachers with instructional strategies to improve classroom behavioral challenges and sent teachers to the regional training center. Participant 2, a high school principal, attended professional development with the teacher to achieve consistency for classroom expectations. Participant 2 explained,

> In my case, I even attended professional development [regional training center] with a struggling teacher. We signed up together so that we would hear the same information and would be able to speak the same language when we got back to campus.

Middle school leaders also provided professional development for beginning educators using regional district-level services. Participant 1, a principal, discussed reinforcing novice teachers with professional development and sending the teachers to the regional training center for classroom-management development. Participant 11 used a combination of professional development with a professional growth plan to aid a

teacher's classroom behavior management practices. This assistant principal shared, "I also, in between [one-on-one meetings], sent [the novice teacher] to a professional development, and [the novice teacher] also had the opportunity to go visit two other classrooms that were doing those practices."

The data showed secondary administrators consistently directed teachers with inadequate classroom-management skills to attend training at the regional training center. Principals and assistant principals at the high school and middle school levels used similar practices including book studies and professional growth plans to equip beginning teachers with necessary skills to manage the classroom. Participant 2, a high school principal, was the only administrator to mention attending a professional development training at the regional training center with the teacher.

Summary

In summary, I used semistructured interviews to understand school administrators' perceptions concerning how they supported novice teachers with classroom behavior management. Three themes emerged from the data after analyzing the transcripts (see Table 6). The data revealed that principals and assistant principals at middle and high schools help novice teachers by building relationships with students and parents, assigning mentors to model best practices in classroom behavior management and instruction, and arrange for professional development to meet beginning teacher instructional needs.

Evidence of Trustworthiness

The purpose of this qualitative study was to understand how middle and high school principals and assistant principals provide classroom behavior management support to novice teachers in an urban school district in a southern state. Trustworthiness is a vital component of qualitative research that indicates the credibility and certainty of the data, interpretation, and the method used to authenticate the study (Ravitch & Carl, 2016). The alignment between the research data and study's findings confirm trustworthiness (Yin, 2016). Trustworthiness of a qualitative study is dependent on credibility, transferability, dependability, and confirmability (Ravitch & Carl, 2016). I discuss each of these components in the following sections.

Credibility

The credibility of a study ensures the reader that the methods of research involve knowledgeable participants and the research outcomes are true and authentic (Ravitch & Carl, 2016). Another measure of credibility requires the researcher to account for all data (Bengtsson, 2016). The study participants were principals or assistant principals who supervised teachers at a partner school district middle or high school for 2 consecutive years. I applied triangulation, member checking, and reflexivity to establish validity (see Creswell, 2007; Miles et al., 2014; Ravitch & Carl, 2016; Yin, 2016).

Ravitch and Carl (2016) defined triangulation as a means of confirming data and conclusions using multiple sources. I used data-source triangulation by selecting the participants in this study from middle and high school settings and obtaining the perspectives of both principals and assistant principals (see Patton, 2015). Consistency

throughout data from various sources contributes to the credibility of a study (Patton, 2015). Additionally, I triangulated multiple data sources including reflective journal notes, bracketing notes, and interview data (see Yin, 2016).

The second way I sought to provide credibility in this study was by requesting responses from the participants to validate findings of the analysis (Miles et al., 2014; Yin, 2016). Through member checking, I shared preliminary findings with study participants by email to confirm study themes and categories (see Korstjens & Moser, 2018; Lincoln & Guba, 1985; Ravitch & Carl, 2016). The disclosure of initial categories and themes with participating administrators afforded trustworthiness (Yin, 2016). I reflected on the participants' accounts on the study outcomes as another step towards the pursuance of credibility and fostering validity (see Amankwaa, 2016; Creswell & Poth, 2018).

A third measure of validating the research, reflexivity, required me to be introspective to search for personal prejudices and generate rationale for choices I made during the study (see Yin, 2016). I accomplished reflexivity using a journal to document preconceptions, personal beliefs, thoughts, or feelings that could skew the data (see Yin, 2016). I annotated knowledge about district practices and thoughts about contributors prior to reviewing data (see Yin, 2016). An additional measure of achieving validity involved use of thick descriptions to produce thorough accounts and understandings of the data (see Yin, 2016). I obtained thick description through interview protocol questions and probes. I also applied rival thinking by asking aligned interview questions that confronted my predispositions and beliefs (see Ravitch & Carl, 2016). During the

interview process and analysis of transcripts, I looked for possible rival thinking to ensure credibility (see Ravitch & Carl, 2016).

Transferability

Transferability refers to the adaptability of findings to other settings or situations maintaining the essence of the data from the readers' perspective (Bengtsson, 2016; Ravitch & Carl, 2016). The alignment of the conceptual framework, research questions, and interview protocol questions present the reader with an opportunity to apply results to other groups or phenomena (Ravitch & Carl, 2016). The explanation of data of this study supports the instructional paradigm of Alig-Mielcarek and Hoy's (2005) simplified model of instructional leadership. To achieve transferability and connect findings, a researcher must provide the reader with adequate contextual data for application to a different setting (Ravitch & Carl, 2016). I attained transferability by making use of thick descriptions; providing comprehensive responses to interview questions and probes; and selecting volunteer participants from each area of the partner district, which broadened the scope and variability of experiences in reaching deductions. A reader can make sense of these data by combining conclusions with recognizable context (see Ravitch & Carl, 2016). The use of purposeful sampling strengthened transferability, and I used identical questions with each participant (see Lincoln & Guba, 1985). Rich descriptions from interview data permit a reader to evaluate the applicability of findings to a different situation (Ravitch & Carl, 2016). I provided supplementary procedures to extend transferability that included describing the setting, sample size, participants, and study limitations (see Abdalla et al., 2018).

Dependability

The concept of dependability requires that the data satisfy the research questions and that the study demonstrate consistency between how the data were obtained and conclusions (see Bengtsson, 2016; Ravitch & Carl, 2016). Dependability encompassed the sum of phases for data collection, a plausible proposal with accompanying suppositions that were cogent, and research actions that another researcher could use to produce similar findings (Creswell & Poth, 2018; Merriam & Tisdell, 2016). I employed a data collection plan that properly aligned with the research questions, included an audit trail journal, and used data triangulation as measures to demonstrate dependability (see Creswell & Poth, 2018; Yin, 2016). The interview protocol questions were reviewed for alignment between the conceptual framework and research questions by principal experts from outside the district as an inquiry for dependability. The two principal experts provided feedback, and I implemented recommendations to the interview protocol questions. Administrator responses to the research and interview protocol questions with probes led to findings (Korstjens & Moser, 2018). Dependability was also achieved through the use of an interview protocol (see Ravitch & Carl, 2016). I provided an audit trail journal with code definitions and reflective journaling to annotate my rationale when I assigned the data codes at the a priori, open coding, category coding, and theme coding levels (see Bengtsson, 2016; Korstjens & Moser, 2018). In the reflexive journal I recorded observations during data analysis, which were triangulated with bracketing notes to enhance dependability (see Ravitch & Carl, 2016). I annotated prejudices and postulations in the reflexive journal.

Confirmability

The precept of confirmability indicates the degree of neutrality for the study (Bengtsson, 2016; Ravitch & Carl, 2016). Ravitch and Carl (2016) stressed the researcher must remain objective and ensure the data and conclusions are confirmable. Before each interview, I reread the interview protocol and the notes I made during other interviews to bring attention to preconceptions or potentially biased thoughts (see Ahern, 1999; Ravitch & Carl, 2016). During interviews, the questions and probes I used generated thick descriptions enabling other researchers to recreate the study using a comparable situation (see Korstjens & Moser, 2018). Also, as I interviewed participants, I made notes of personal biases on the interview protocol for later review. I used reflexive journaling and bracketing as procedures to diminish bias (see Ahern, 1999; Ravitch & Carl, 2016). During the reassembling phase, I searched for rival thinking and compared remarks from participants for differences as a measure of trustworthiness (Yin, 2016) and used bracketing to address subjective preconceptions (Wall et al., 2004). I created an audit trail using a journal to record my rationale for assigning and relabeling codes. The journal was instrumental in assigning consistent codes and developing categories and themes (see Bengtsson, 2016; Korstjens & Moser, 2018). I selected participants from all areas of the partner district to learn how principals and assistant principals perceive supporting novice teachers with classroom behavior management. I used member checking as a means of reaching confirmability by sending the participants an email with preliminary categories and themes to review and comment on the findings. Confirmability helped me present the findings of the research and accurately represent the perceptions of the participants.

Summary

The purpose of this basic qualitative study was to understand how middle and high school principals and assistant principals provided classroom behavior management support to novice teachers in an urban school district in a southern state. In Chapter 4, I detailed the analysis process used and the findings to understand the strategies and training principals and assistant principals implemented to improve the classroom behavior-management skills of novice educators. The themes of the study included (a) principals and assistant principals collaboratively worked to reinforce novice teachers' skills to build relationships with students and parents, (b) principals and assistant principals provided accountability to novice teachers to address instructional challenges to improve classroom management, and (c) principals and assistant principals employed professional development to improve classroom behavior management for novice teachers. In Chapter 5, I describe the meaning of the data recommendations, study limitations, and future implications of the research. Positive social change and social influence are discussed in the following chapter.

Chapter 5: Discussion, Conclusions, and Recommendations

The purpose of this basic qualitative study was to understand how middle and high school principals and assistant principals provide classroom behavior management support to novice teachers in an urban school district in a southern state. A gap exists in research regarding the explicit practices principals and assistant principals use to reinforce novice teachers with classroom-management support. A basic qualitative approach is chosen when researchers want to examine what knowledgeable participants understand about a phenomenon (Merriam, 1998). I used Alig-Mielcarek and Hoy's (2005) simplified model of instructional leadership to analyze the data collected in this study because the framework aligned with the purpose of the study and method of research. The framework provides a focus on the following: (a) principal collaboration of shared goals, (b) principal feedback and accountability, and (c) principal professional development to novice teachers. I collected data from principals and assistant principals in a calm and courteous videoconference interview setting to understand their actions aligned with Alig-Mielcarek and Hoy's simplified model of instructional leadership framework (see Rubin & Rubin, 2012). This discussion of a review of literature and the study conclusions may offer insight to leaders of similar-sized organizations on how to assist training principals and assistant principals and imparting the knowledge and skills to support novice teachers with classroom behavior management.

The key findings of the study included the following: (a) administrators assisted novice teachers with building relationships with students and parents, (b) principals held novice teachers accountable, and (c) principals provided classroom behavior management

professional development to novice teachers. In Chapter 5, I present an interpretation of the findings, limitations of the study, recommendations, present and future implications of the research, and a conclusion.

Interpretation of the Findings

I developed the study findings by labeling data as codes, categories, and themes from the analysis of the interview transcripts. The conclusions drawn from this research add to the gap in knowledge regarding specific practices principals and assistant principals use to build relationships with students and parents, help novice teachers manage their classrooms, and use professional development to improve novice teachers' classroom-management skills. I used Alig-Mielcarek and Hoy's (2005) simplified model of instructional leadership as a lens through which to analyze the data.

Principal Support to Build Student and Parent Relationships

Based on findings from this study, patterns and themes emerged indicating the need for increased administrator support of classroom behavior management strategies for novice teachers. Administrators need to provide novice teachers with support and building strategies to create relationships with students and parents using collaborative approaches, such as mentoring, modeling, and individual conversations.

Alig-Mielcarek and Hoy's (2005) simplified model of instructional leadership model, the conceptual framework of this study, also emphasized the principal's responsibility to communicate shared goals with students, parents, and teachers. As instructional leaders, skilled principals use mentoring, modeling, and facilitating practices to help novice teachers with instruction and classroom management (S. Ng & Szeto,

2016). Positive teacher–student relationships have a direct correlation with academic performance (Blake, 2017; Kwok, 2018; Robison, 2019).

Participating district administrators observed some early career teachers were unable to provide engaging lessons using restorative classroom-management practices to increase student academic achievement. Novice teachers were observed employing improper methods that included yelling, identifying students of color improperly in front of peers, and presenting low-rigor curriculum content that engendered classroom disruptions and interruptions of learning for all students. Consequently, ineffective teacher–student relationships impaired learning in general and produced behavior-management issues for the teacher.

The participating administrators supported beginning teachers by helping them to create an engaging and culturally rich classroom environment. Principals encouraged novice teachers to understand the cultural behaviors of diverse student groups using praise, conversations, meetings, and scripts. Davis (2017) concluded classroom management is dependent upon the teacher's knowledge of students and creating positive relationships with both students and parents.

The high school principals and assistant principals involved in this study noted beginning teachers failed to communicate with parents regarding student misbehaviors because of the strong personalities of parents and limited parental involvement with the students' education. Participant 10, a high school assistant principal, discussed encouraging educators to communicate with parents to solicit participation. The administrator suggested novice teachers should "talk to students and parents quickly and

not waiting until the end of term or the end of semester to start talking to students and parents about behavior." Participant 7, a high school assistant principal, also supported novice teachers in communicating directly with parents about their child's classroom behavior. Boyd et al. (2011) found beginning teachers required administrative support to build positive relationships with students and parents. Administrators in the current study emphasized the importance of sitting with the beginning teacher to discuss how to relate to students and parents in the urban district. Relationship-building activities were woven into beginning-teacher mentor meetings, department meetings, and training to build a professional learning community. The actions of principals to develop relationship-building skills with new educators add to the literature about practices to equip and assist novice teachers with approaches to build professional relationships with students and parents (Boyd et al., 2011). The findings of this study reveal that administrators must assist novice teachers with relationship-building and communication skills with students and parents to achieve a distraction-free classroom; however, the data suggest increased direct support is required for principals.

Administrative Accountability With Classroom Management

The second finding of this study revealed that principals and assistant principals must be responsible for providing accountability structures for novice teachers in need of improvement in instruction and classroom management. The participating principals and assistant principals held novice teachers accountable using classroom walkthroughs, informal observations, mentoring, modeling, and honest conversations about areas in need of improvement for instruction and classroom management. The observations,

mentoring, and modeling included feedback to the early career educator about deficiencies. This finding is supported by the conceptual framework and in peer-reviewed literature.

In the simplified model of instructional leadership Alig-Mielcarek and Hoy (2005) suggested principals monitor and provide feedback to teachers by visiting classrooms and establishing visibility in common areas. Principals need to safeguard instructional time and ensure students learn equitably through monitoring and providing feedback to teachers about the teaching and learning process (Alig-Mielcarek & Hoy, 2005). Shepherd and Devers (2017) found novice teachers required school administrators to make time to provide accountability to help teachers manage classroom behavior and instruction.

The principals in the current study provided instructional and classroom-management training to new teachers and staff during beginning-of-the-year campus professional development training, professional learning community meetings, mentor meetings, department meetings, and afterschool training. During these trainings, early career teachers learned specific instructional and classroom behavior management strategies. Methods to improve student classroom behavior included activity- and movement-based professional programs, modeling of how to implement transitions, role plays, seating charts, peer observations, mentoring, conversations, and debriefs after classroom visits. Effective management of student behaviors in the classroom is a challenge for new educators because of limited teaching experience and inadequate preparation by teacher preparation programs (Blake, 2017; Stough & Montague, 2015;

Touchstone, 2015). Classroom management is a consistent regimen of routines and procedures with established expectations (Lester et al., 2017) and an understanding of student academic needs and behaviors (Blake, 2017). The participating administrators defined effective classroom management as engaging instruction, questioning, pacing, two-way positive interactions, conversations, independent work, cooperative learning, control, transitions, movement, dialogue, learning happening, and correction of disruptive behaviors.

The principals and assistant principals in this study recommended that novice teachers who struggle to create an engaging learning and culturally-rich environment use balanced teacher talk, know and apply state learning standards, plan curriculum-based lessons, and understand the cultural behaviors of diverse student groups. The study participants shared beginning teachers struggle to manage their classrooms appropriately in the areas of delivering rigorous and aligned instruction, establishing routines and procedures, creating transitions during the instructional cycle, and handling student misbehaviors. Similarly, O'Malley et al. (2015) and Cortez-Rucker et al. (2011) determined that early career teachers need to see examples of effective lesson delivery and classroom-management routines and procedures to create a safe classroom.

According to the participating administrators, some new teachers were aware of their need of help to maintain classroom management and requested assistance, whereas other beginning teachers with classroom behavior management concerns were identified during campus administrator walkthroughs or through parent complaints. Principals in this study commented that teachers' instructional strategies and classroom management

improved with administrative support. One high school principal shared how a struggling teacher developed amazing classroom-management skills with support and later served as a model for beginning and veteran teachers. However, despite principal actions, such as mentoring, modeling, conversations, professional growth plans, and counseling to improve instruction and classroom management, other novice educators resigned or were referred to human resources for further administrative action. A high school assistant principal commented teacher preparation programs do not sufficiently prepare new teachers to establish routines and procedures and educate diverse student groups. The assistant principal remarked, "There was not really a course [in teacher preparation programs] on how to manage a classroom or how to manage students with difficult behaviors. You know, how to manage the students that may have special needs or special, emotional disturbances." The participating administrators exercised a variety of measures to help novice teachers with classroom management, such as campus trainings, campus meetings, mentoring, modeling, and one-to-one assistance.

Quin et al. (2015) concurred with this finding of the current study and suggested teacher preparation programs integrate measures to teach preservice educators how to establish routines and procedures. The high school and middle school administrator participants in the current study implemented walkthroughs, observations, conferences, mentoring, and modeling to hold beginning educators accountable. In their study, Harvey et al. (2019) used formal and informal observations, campus walkthroughs, pre- and post-observation conferences, goal setting, mentoring, and modeling to monitor the teaching and learning process. In the current study, the participating administrators took steps to

hold early career teachers responsible for using research-based management strategies and referred struggling teachers to the regional training center to gain knowledge and skills concerning classroom behavior management approaches.

Administrators Provide Classroom-Management Professional Development

The participants of this study offered supportive actions to improve novice teachers' classroom management and instructional skills. However, in certain cases, administrative behavioral support was not sufficient for novice teachers. To advance classroom behavior management skills, principals must provide professional development on classroom behavior management to novice teachers initially at the campus level; novice teachers who do not show adequate improvement can receive more intense training at the regional training center. The administrators in this study provided classroom-management professional development at the campus level, including book studies, modeling, and peer observations with feedback. The regional training center is a state-supported educational service for districts to provide training for administrators and teachers to increase effective instruction and leadership to improve student academic performance.

Alig-Mielcarek and Hoy's (2005) simplified model of instructional leadership required principals to develop the teaching skills of educators. Blasé and Blasé (2002) reinforced the concept of administrators providing feedback and delivering professional development to new teachers. Wang et al. (2018) recommended principals make time to develop and train teachers, while Walker and Kutsyuruba (2019) noted professional development may include classroom-management training. Glickman (1985) and Vogel

(2018) identified the need for principals to give direct assistance to early career teachers. Practices, such as teaching and knowing student needs, are necessary to control the classroom (Emmer & Stough, 2001; Evertson & Weinstein, 2006; Wolff et al., 2015). Another necessary teaching practice is delivering engaging lessons with consistent classroom routines and procedures from the beginning to the end of the class period (Farmer et al., 2014). Early career teachers sometimes lack the skills to manage their classrooms because of inexperience and insufficient training by teacher preparation programs to teach preservice educators how to establish routines and procedures (Alter et al., 2013; Blake, 2017; Simonsen et al., 2017). Before directing beginning teachers to attend classroom behavior management professional development at the regional center, principals and assistant principals in the current study mentored and modeled classroom-management strategies or assigned a mentor teacher or academic coach. Novice teachers who required intensive help were provided with professional development support at the regional training center. The findings of this study reveal that administrators must provide professional development for novice teachers to effectively provide classroom instruction in a well-managed environment.

In summary, the key findings of this study corroborate the peer-reviewed literature and conceptual framework to extend the knowledge about practices of principals and assistant principals to equip novice teachers with skills to improve classroom behavior management and increase student academic learning. These findings emphasize the importance of administrative support to (a) build student and parent relationships, (b) hold beginning educators accountable for meeting student academic and

behavioral needs, and (c) offer professional development on the campus as well as at the regional training center for novice teachers to increase instructional strategies and develop classroom behavior management practices.

Limitations of the Study

Each research approach has limitations, depending upon research design, methodology, and interpretation (Price & Murnan, 2004). The basic qualitative approach of the study contains limitations related to (a) the participants not reflecting a larger population, (b) the small number of participants, and (c) potential bias on my part as a researcher.

The experience of the participants may affect transferability of the results and function as a limitation. Transferability refers to the extent research outcomes may be applied to different situations and places, based on the reader's perspective (Yin, 2016). By describing the setting and circumstances, the researcher helps the reader relate to the findings and use the information in a similar context (Ravitch & Carl, 2016). A study criterion was participants had served as a current principal or assistant principal at a middle or high school within the partner district for 2 years or more. The 11 purposely selected school leaders were supervisors of novice teachers and were capable of answering the research questions and providing rich data. I collected data from middle and high school administrators in an urban school district. As such, rural school systems and urban elementary schools were not represented in this study.

As a means of achieving trustworthiness and transferability, I triangulated data from semistructured interviews, reflective journaling, data analysis, and purposeful

sampling (see Babbie, 2017; Ravitch & Carl, 2016). I interviewed participants privately via videoconference calls, using the same interview questions with probes. The semistructured interviews produced thick descriptions of practices used by the participating administrators to support novice teachers with classroom behavior management strategies. The study outcomes may not apply to school systems that have administrators with more experience or school districts that dedicate more time delivering onboarding training to beginning teachers, specifically in the area of classroom behavior management. However, the findings from this study may apply to different schools, districts, and situations, and the transferability of study conclusions is dependent on a reader's perspective.

The second limitation of this study is the small purposive sample. I chose the study participants because of their knowledge about the phenomenon of study and ability to answer the research questions (see Erlingsson & Brysiewicz, 2013; Ravitch & Carl, 2016). Erlingsson and Brysiewicz (2013) also noted qualitative studies with a small number of participants may provide meaningful data without negating the validity of the study. Starks and Trinidad (2007) found qualitative studies with 1–10 participants appropriate, and the contributors may produce rich data. The 11 administrators represented 6 of the 9 secondary schools in the district and afforded perspectives from across the school district. I neither worked with nor supervised the participating administrators. Study parameters required participating administrators to work at their current high school or middle school for a minimum of 2 years. I provided credibility of

findings by triangulating data from high school principals, high school assistant principals, a middle school principal, and middle school assistant principals.

Researcher bias is another limitation of the study. Throughout the research processes, I monitored bias and implemented steps to achieve confirmability to ensure the findings in this study derived from the participants' perceptions (see Erlingsson & Brysiewicz, 2013). I worked in the partner district for 10 years as principal and assistant principal. During that time, I accrued certain biases that had the potential for me to misinterpret participants' perceptions and influence the findings of the study. To address researcher bias, I exercised self-examination. Prior to beginning the interview process, I recorded my preconceptions in a reflexive journal (see Ravitch & Carl, 2016). During the interview process, I bracketed (see Wall et al., 2004) my thoughts and potential bias, and while analyzing the data, I referred back to my journal to record possible biases. The use of the reflexive journal and the reading of bracketing notes before, during, and after data analysis assisted me to authenticate the findings, interpretation, and recommendations of the study. Finally, to ensure an accurate understanding of this study, I emailed the findings to each participant for member checking to validate these findings and recommend changes.

Recommendations

This study revealed how administrators within the partner district reinforce and train early career teachers with strategies to manage instruction, students, and the classroom learning environment. Further research would benefit principals to determine how administrators prepare beginning teachers with behavior-management strategies.

Additionally, a qualitative study should investigate how novice teachers perceive classroom behavior management and training they require. In Chapter 2, I found peer-reviewed literature that addressed principals' administrative responsibilities, principals' perception of the challenges novice teachers face to control classroom management, principals' professional development, and classroom management. However, limited research concerned how middle and high school administrators assisted novice teachers with classroom behavior management. Based on the findings of this study, the following recommendations may improve principal efficacy to assist novice teachers regarding classroom instruction and management to build positive student and parent relationships and create content-rich and procedurally sound learning environments that allow all children to learn.

The outcomes of this study revealed that novice teachers have difficulty building relationships with diverse students and parents. Reasons for this challenge include inexperience, poor communication skills, and lack of professional development in strategies to address student conduct. A future study exploring what local teacher preparation programs offer preservice educators in the areas of establishing the classroom and managing student behaviors could provide more insight for school district and campus leaders regarding the professional development novice teachers need during onboarding and beginning-year campus training. Because some novice teachers struggle establishing relationships with diverse students and parents, administrators may require formal training at the campus and district levels on how to prepare beginning teachers with research-based strategies to relate to diverse students and parents. A future study

focused on identifying what principals and assistant principals do to help novice teachers
establish relationships with student and parents could improve the learning climate and
increase student achievement scores and learning. Districts may develop trainings to meet
the administrators' needs to assist novice teachers with building relationships. A related
quantitative study may add to the body of literature and inform districts, regional training
centers, and principal preparation programs about administrator practices to build
relationships and additional measures required to accomplish proficiency and
consistency.

The participating administrators used strategies such as one-to-one administrator
mentoring with the teacher, peer mentoring, peer observations, classroom walkthroughs,
and classroom observations with critical and constructive feedback to enable new
teachers to manage and instruct classes. As a result of administrator practices, some
beginning career teachers advanced classroom behavior-management practices, and
others were held accountable to improve skills and required to attend additional
professional development. More qualitative research is needed to discover explicit
practices administrators find helpful for beginning teachers to acquire effective
instructional skills and student behavior-management techniques. Data from a
quantitative study may complement this study and broaden the understanding of how
school administrators equip novice teachers with strategies to manage classrooms and
reduce student disruption. A well-rounded understanding of comprehensive practices by
administrators may include larger school systems as well as elementary and rural schools.
The inclusion of research data from smaller and larger entities may contribute to the

existing body of research about practice related to understanding how principals and assistant principals assist novice teachers with strategies to improve classroom management.

Implications

The purpose of this qualitative study was to understand how middle and high school principals and assistant principals provide classroom behavior-management support to novice teachers in an urban school district in a southern state. The implications of this study may influence administrator practices supporting novice teachers with classroom behavior-management skills at the campus level, district level, and potentially at principal preparation programs. Depending on the needs of the school, principals require additional training (Kearney & Valadez, 2015) and continuous professional development (Davis, 2016; DiPaola & Hoy, 2010; Nasreen & Odhiambo, 2018). In this study, I explored steps taken by administrators to improve classroom behavior management practices of new educators in a moderate-sized urban school district. The future implications of this study include methodological implications, recommendations for practice, and positive social change.

Methodological Implications

I used a basic qualitative study to understand how middle and high school principals and assistant principals provide classroom behavior-management support to novice teachers in an urban school district in a southern state. The study participants conveyed rich and thick descriptions of practices used to develop classroom-management skills of novice educators. A more in-depth study of explicit principal practices

implemented on a larger scale using a quantitative approach may complement the findings of this study and broaden the understanding of principal practices. Such a study could help reduce the gap in practice within the body of literature regarding how principals and assistant principals assist novice teachers with classroom behavior-management strategies. The complementary data from a quantitative study may inform policymakers and higher education leaders who manage teacher and principal preparation programs with a research-based rationale to implement curricular changes in establishing expectations, routines, and procedures. Findings could be used to help train administrators how to assist early career educators and could benefit students academically, increase parent involvement, increase teacher efficacy managing the classroom environment, improve principal leadership supporting novice teachers, and benefit the greater community.

Implications for Practice

I used the research themes from the study to provide implications for practice. The study themes emerging from data analysis are (a) principals and assistant principals collaboratively worked to reinforce novice teachers' skills to build relationships with students and parents, (b) principals and assistant principals provided accountability to novice teachers to address instructional challenges to improve classroom management, and (c) principals and assistant principals employed professional development to improve classroom behavior management for novice teachers. The ensuing section address recommendations for each theme.

The study data show participating administrators strengthen novice teachers with strategies to build positive relationships with students and parents from personal experiences. District and campus leaders may improve the depth of reinforcement and consistency of strategies offered to starting teachers by offering district-level training to school principals and assistant principals. The training of consistent district relationship-building practices may resolve relational challenges, increase parental involvement, and improve student classroom behaviors.

The second theme reveals school leaders use a variety of actions to aid beginning teachers with classroom-management routines. The study participants averaged 4.9 years' experience as school administrators and provided significant research data. Principals offered classroom recommendations to novice teachers from personal experiences as teachers rather than from formal training or professional development. Participant 4 said, "So, it's kind of the same as a teacher prep program. Most of my training came from being a teacher, you know, being a teacher and knowing how to manage a classroom." The participating administrators noted a need for professional development to assist beginning teachers with classroom management. Participant 2, a high school principal, described the experience of teaching new teachers how to manage the classroom as "on-the-job training." Participating administrators also commented that principal preparation programs did not prepare them to teach new teachers how to establish classroom environments. Taylor-Backor and Gordon (2015) recommended principal preparation programs focus on curriculum to increase state scores. However, Quin et al. (2015) suggested principal preparation programs prime aspiring administrators with strategies to

help beginning educators establish expectations, routines, procedures, and consequences. School administrator feedback indicated a need for principals to attend professional development and training related to helping novice teachers create classroom expectations, routines, and procedures.

The third theme developed from research data of this study indicates school leaders directed beginning teachers with extensive classroom-management deficits to attend professional development at the regional training center. The requirement for teachers with significant classroom-management challenges to attend training at the regional training center may signal school administrators' need for specific professional development training concerning how to help novice teachers establish classroom management and instructional systems. School districts should provide principals and assistant principals with regular and targeted in-service training related to assisting beginning educators with classroom management.

Implications for Positive Social Change

A goal of research at Walden University is to promote positive social change through scholarly change, applied change (Walden University, n.d.). This study may add to the knowledge base and inspire change at campus and district levels with the implementation of effective systems to develop administrator skills to assist novice teachers establish expectations, routines, and procedures. The study may apply change by adding to the knowledge base to provide change at the district and campus levels to implement classroom behavior management professional development to administrators. A system of consistent professional development at the district level could improve

administrators' strategies to increase novice teachers' classroom behavior management skills, extend instructional time, and retain novice teachers by providing classroom behavior management professional development support. The classroom behavior management training provided at the district level to campus administrators may enhance new teacher retention, lower student misbehavior, and increase academic scores (Albright et al., 2017). As administrators learn research-based strategies and receive training to assist beginning teachers with classroom management, teachers may improve instructional methods to increase student academic achievement scores. The findings from this study suggest targeted professional development and training concerning behavior management for school administrators, which may result in positive social change for principals, novice teachers, and students. If principals and assistant principals adequately prepare novice teachers to provide bell-to-bell instruction with rigor; establish classroom expectations, rules, and procedures; and build relationships, classroom management could improve and teachers could provide more stable and productive learning environments for students. With fewer classroom interruptions and more respectful interactions between students and teachers, student learning outcomes likely would increase. Finally, the findings from this study may provide social change that could inform principal preparation programs with evidence to consider providing specific training to aspiring administrators concerning how to teach novice teachers to establish rules, routines, and procedures.

Conclusion

The purpose of this qualitative study was to understand how middle and high school principals and assistant principals provide classroom behavior-management support to novice teachers in an urban school district in a southern state. This study addresses a gap in the literature about practice concerning how principals and assistant principals equip novice teachers with training and strategies to manage classroom behaviors and instruction. The findings from this study include that (a) some novice teachers struggle controlling the classroom environment because of inadequate relationships with student and parents and require administrator assistance; (b) administrators exercise a variety of strategies, including walkthroughs, observations, mentoring, and modeling, to help novice teachers manage their classrooms; and (c) principals and assistant principals provide novice teachers who experience challenging classroom-management issues to attend professional development training at the regional training center. The research data provide evidence that administrators must make efforts to help novice teachers build positive relationships with students and parents, must exercise accountability measures, and must support beginning educators to provide learning environments conducive for learning. The data also show administrators safeguard instructional time supporting early career teachers in managing classrooms with consistent expectations, routines, and procedures. District supervisors should review the findings of this study to furnish campus principals and assistant principals professional development to prepare novice teachers to establish expectations, routines,

and procedures using research-based best practices and foster positive relationships with

diverse students and parents.

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Appendix: Interview Protocol

	Observations/Notes
Interview start time: _____	
I. Introduction and Greeting Hello. My name is Jerome Johnson. Thank you very much for participating in this interview today. The purpose of this interview is to gather administrators' perceptions about how you support new teachers with classroom management strategies and training. The interview should last about 30 to 45 minutes. After the interview, I will transcribe your responses for data analysis purposes. I will protect your privacy by assigning an interview code number and securing all documents related to this study in a locked drawer in my home. You can choose to stop this interview at any time. Also, I need to let you know that this interview will be recorded for transcription purposes.	
II. Review Consent Form Before I begin the interview, I would like to review the consent form.	
III. Background Information Before we start the interview, I would like to learn a little about your background in education and current position. Name:_____ Participant Code: _____ 1. What grades do you administrate at your middle or high school? _____ 2. How many years have you served as an administrator at your present campus?_____	

3. How many years have you served as a Principal?_____ Assistant principal?_____ 4. How many total years do you have in education? _____ 5. Was your principal preparation program online, in-person, or a combination of online and in-person coursework and training? _____ 6. How many teachers with 0–3 years teaching experience did you supervise and appraise this current school year? _____ 7. How many teachers with 0–3 years teacher experience did your supervise and appraise during the 2018–2019 school year? _____ 8. On average how much time, using hours, do you support beginning teachers with classroom management per week?_____	
IV. Study Research Questions 1. How do high school principals and assistant principals in a southern state perceive classroom behavior management support of novice teachers in urban schools using instructional leadership practices? 2. How do middle school principals and assistant principals in a southern state perceive classroom behavior management support of novice teachers in urban schools using instructional leadership practices?	

V. Interview Questions I have 7 questions that I'll ask you during the interview. I may ask probing questions to seek clarification. I'd like to learn your perceptions about what instructional practices you've done to support novice teachers with managing their classroom. I will audiotape the interview and take notes as we work through the questions. Can I answer any questions for you before we begin? 1. How would you define effective classroom management? 2. What are the challenges new teachers face with classroom management at your campus? Tell me more about… Can you elaborate on… What did you mean by…? 3. What instructional practices have you used to support novice teachers with classroom behavior management? Prompt: Examples of instructional practices include job-embedded professional development, mentoring, modeling, individualized training, and distance learning training. Tell me more about… Can you elaborate on… What did you mean by…?	

4. As an administrator, how do your actions supporting novice teachers with classroom behavior management affect student academic accountability? Tell me more about … Can you elaborate on… What did you mean by…? 5. Provide an example how you supported a novice teacher struggling with classroom management that improved student behavior management. Tell me more about… Can you elaborate on… What did you mean by…? 6. Tell me about a time when you supported a teacher struggling with classroom management and the teacher did not develop effective skills to manage the classroom. Tell me more about? Can you elaborate on… What did you mean by…?	

7. What training have you received to support teachers
   with classroom behavior management?
   Principal preparation program? _____
   District training(s)? _____
   Campus-level training(s)? _____
   Individual training(s)? _____
   Self-study? _____

   Tell me more about?
   Can you elaborate on…
   What did you mean by…?

8. Is there anything else you would like to add?

VI. Close of Interview	
Thank you, I appreciate your participation in this study. Your responses and experiences will contribute to a gap in research about how principals and assistant principals perceive support to novice teachers with classroom behavior training and professional development. Once I have completed transcribing, coding, and looking for themes from our interview, I will provide you with a draft of my findings. How would you like for me to share the findings and conclusions? After you receive the findings, if you want to add information, or have questions, please email me so that we can set up a time to discuss the findings. Do you have any questions for me before we stop the audio recording? Turn off recording	
VII. End of Interview Interview end time: _____	