

2016

# The Effect of Higher Education Classroom Management Behavior Strategies on Learning

Kalebra Henderson Henderson  
*Walden University*

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Kalebra Henderson

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Walden University  
2016

Abstract

The Effect of Higher Education Classroom Management Behavior Strategies on Learning

by

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MBA, Texas A&M University, 2003

BS, Southern Arkansas University, 1996

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

April 2016

## Abstract

Higher education instructors experience many uncivil behavior challenges among students in the classroom that affect learning. The purpose of this qualitative study was to investigate the effect of higher education classroom management behavior strategies on learning. Guided by Bandura's social learning theory and Piaget's cognitive theory, the research questions were designed to explore the perceptions of instructors and students about classroom management behavior strategies used in college settings and how student classroom incivility affects learning. The study included a panel of experts to aid in determining the feasibility of the project study protocol, testing the adequacy of research instruments, and identifying weaknesses in a study. There were 19 prewritten open-ended interview questions used to gather in-depth feelings, attitudes, and perceptions of 5 instructors' and 5 students' experiences toward classroom incivility from a 2-year college in Texas. Participant interviews were transcribed using open, axial, and selective coding to identify common themes. Discipline referral reports and researcher observation notes were gathered to triangulate the data. The findings indicated the instructors needed training on how to better manage uncivil classroom behaviors among students. The findings were used to develop a professional development training called "Classroom Incivility: Address it Now, Later, or Never." This project resulting from the study could have a direct effect on positive social change by equipping instructors with better tools to effectively manage uncivil behavior among students in their classrooms.

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## Dedication

I want to thank my Lord and Savior Jesus Christ who is the head of my life and for giving me the wisdom and determination to achieve this doctoral degree. I know without Him, none of this would be possible. I thank you God for giving me a spirit of perseverance during the times when I thought about giving up and calling it quits. Next, I dedicate this project study to my mother Evelyn for always saying “I love you and I am so proud of you.” To my best friend Brad, my support system, my shoulder to cry on, and my rock. Thank you Brad for being very patient and understanding, your love and support helped me to stay focused in accomplishing my goal. Thank you for just being you.

This dedication also acknowledges my deceased grandmother Virgie who instilled in me the importance of going to school, earning an education, and being successful, I know that she is smiling down from heaven as I reach another milestone in my life. Thank you grandma for the unexpected gift you sent 2 hours before my final oral defense, what a spiritual and surprising moment that brought me to tears. To my Aunt Valerie and Uncle David for being spiritual leaders in my life, I kept the faith and never forgot who was my source. To my biggest advocate, Uncle Bennie for always cheering me on and saying how proud he was by always calling me Dr. Henderson, your jovial presence always put a smile on my face. Thank you all for helping me achieve this monumental goal.

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## Section 1: The Problem

### **Introduction**

Classroom teaching in the United States is one of the most stressful occupations (Haskvitz, 2008). Haskvitz found that teachers often experience threats of violence and unwelcome views from students on a regular basis. Nevertheless, accountability for teachers' actions and that of the student creates an environment of constant fear and threat in the workplace (Simonsen, Sugai, & Negron, 2008). Teachers in today's educational settings experience many challenges in the classroom that affect teaching and student achievement (Simonsen et al., 2008). According to Simonsen et al., one of the most difficult educational challenges is uncivil behaviors among students that interfere with instructional teaching in the learning environment. Disruptive students who control the classrooms hinder effective teaching instruction and diminish learning for themselves and others (Oliver, Reschly, & Wehby, 2011). According to Oliver et al., disruptive behavior causes the student to miss active instructional time. Disruptive students also experience lower grades and test poorly on exams as compared with students who do not disrupt class (Oliver et al., 2011).

The purpose of this study was to investigate the effect of higher education classroom management behavior strategies on learning. I explored mortuary science college instructors and students perceptions of classroom behaviors affecting overall academic achievement at a 2-year college in North, Texas. Classroom disruptions that involve behavior management pose challenges for teachers can negatively affect student achievement (Oliver et al., 2011). Beran (2009) confirmed that uncivil behavior among students in the classroom affects the

overall academic success for all. Understanding the ways that classroom management behavior strategies affect learning may help educators resolve classroom conflicts to improve teacher and student academic performance. Further, Oliver et al. found that there is a direct relationship to problematic behavior and classroom management when teachers ask other coworkers for disciplinary assistance. According to Putnam (2009), classroom management plays a vital role in a teacher's ability to deliver instructions successfully. Therefore, a positive teaching experience starts with educators taking a proactive leadership approach that guides uncivil behavior among students in a classroom environment that is conducive to learning.

### **Local Problem**

On January 24, 2012, the president of a 2-year college institution in North, Texas, stated that instructors have been observing and experiencing more uncivil behaviors among students in the classroom and on-campus than in past years. Student misconduct slowly increased each year at this 2-year college (Local College, 2014). The campus president indicated a 4% increase in reported uncivil behaviors among students from 2011 to 2012. In 2013, misbehaviors increased by 10% from the previous year. The 10% increase in student disruptions was critical because the students' degree programs are based on short quarter sections (Local College, 2014). Of the 10% of students who disrupted class, 1% underwent suspension due to misbehavior, 1% dropped out of school due to misbehavior, and 1% were dismissed from the school due to misbehavior (Local College, 2014). Other outside classroom misbehavior problems that led to instructor's

complaints occurred in the student union, campus library, and between classroom changes (Local College, 2014).

The campus president also pointed out that student immaturity or an unstable life at home is among the main reasons why they misbehave. Based on the number of reported student misbehaviors from 2011 to 2012, the president stated that uncivil misbehavior among students in the classroom affects learning (College president, personal communication, March 20, 2012). The focus of this study is on a local problem that affects higher education classroom management behavior strategies and their effects on learning. Obtaining feedback from the teachers, students, and the campus president may help determine if classroom behavior issues affect learning at the campus through a constructivist educational approach. Research on classroom management and uncivil behavior among students that affect learning is necessary to determine strategies for minimizing disruptions in the college setting.

In the deadly massacre shooting at Virginia Tech, Seung-Hui Cho took his own life after killing 32 people (Fox, 2009). The disturbing news about the shooting led to dialogue regarding how the higher-education community will address safety and protection on campus while preserving the integrity of the learning environment (Harrell & Hollins, 2009). According to Harrell and Hollings, the majority of the dialogue among stakeholders in higher education focused on addressing college level student behavior issues, emergency planning, and implementing strategies to manage disruptions or threats. On September 28, 2010, a perpetrator walked across the campus of the

University of Texas at Austin with a rifle, fired numerous rounds, and then committed suicide by shooting himself in the university library (Heverin & Zach, 2012).

The need for suicide prevention is given prominence by recent data on the widespread number of suicidal ideation on college campuses (Drum, Brownson, Burton, Denmark, & Smith, 2009). Suicidal thoughts and behaviors manifest in the college population along a continuum of increasing severity from pre suicidal thoughts of death through serious contemplation, planning, preparing, and attempting suicide (Drum et al., 2009). On February 14, 2011, another perpetrator shot a student at the Middle Tennessee State University in Murfreesboro, Tennessee (Heverin & Zach, 2012). Moreover, the Dallas, Texas, police arrested a student for attacking another female student by slashing her throat while on campus at the University of Texas at Dallas (Mangan, 2010).

Although it is evident that school violence is on the rise, college instructors will also experience some level of uncivil behavior among students in the classroom (Oruc, 2011). Melnick and Meister (2008) found that new instructors entering the classroom for the first time are often surprised at the uncivil behaviors among students they experience. According to Baker, Comer, and Martinak (2008), students may challenge their instructors' classroom authority by trying to sabotage the learning environment by sending text messages to their peers during class time or complaining to the college president about their grades. The emergence of new technologies, such as text messaging, Facebook, and Skype applications available on phones and laptops, have made the challenge of incivility an even greater concern (Wei & Wang, 2010). The typical uncivil behaviors among students include holding side conversations, making

disparaging remarks, arriving at class late, leaving class early, packing up belongings before class is over, demonstrating nonverbal gestures as a way to show dissatisfaction (e.g., rolling the eyes), complaining to higher personnel, and even threatening violence (Bjorklund & Rehling, 2010; Boiee, 1996; Bray & Favero, 2004).

Although not all uncivil or disruptive behaviors among students require intervention, some behaviors are serious enough to require disciplinary action (Gonzalez, Brown, & Slate, 2008). Severe disruptive behavior problems that may require disciplinary action include fighting, verbal aggression, physical violence, and threatening other peers (Harrell, 2009). Alberts, Hazen, and Theobald (2010) discovered two strategies to managing classroom misbehaviors that can be powerful tools for college-level instructors. The first strategy is a disciplinarian approach where penalties are expected to discourage uncivil behavior among students. The second approach is a shared responsibility approach where both students and instructors are responsible for providing a positive classroom environment that is conducive to successful learning. In fact, an effective instructor is patient, honest, and able to maintain enthusiasm while creating a classroom atmosphere that promotes a positive learning (Coles, 2009).

Education in the 1950s does not compare to the demands of higher education for today's college graduates (Sidelinger & Booth-Butterfield, 2010). According to Sidelinger and Booth-Butterfield, colleges and universities are adhering to the growing shift in changing expectations for student success. In today's college classrooms, the traditional structure for learning is still one faculty member teaching a large number of students in the same setting (Sidelinger & Booth-Butterfield, 2010).

Oruc (2011) found that student disruptions are a major issue that affects teaching and learning in higher education and that student disruptions are steadily increasing.

### **Rationale**

Instructors in higher education face many challenges when trying to meet the diversity of students' needs in the classroom, such as applying the most effective strategies for controlling the misbehaviors of students that disrupt class (Gatongi, 2007; Gray, 2002; Reinke, Lewis-Palmer, & Merrell, 2008). The teaching profession has become more difficult due to distracting student behaviors in which instructors lack the skills to manage uncivil classroom behaviors (Breux & Whitaker, 2010; Burt & Gennaro, 2010; Sergiovanni, 2004). Instructors set the tone in their classroom because they are seen by students as influential role models for students (Doyne, 2011). Students tend to mimic the behaviors of teachers, whether they are positive or negative.

According to Yerger and Gehret (2011), students learn the culture of the classroom by observing the actions of their teacher. When students do this, they learn what is acceptable and unacceptable in the classroom setting (Grusec, 1992; Yerger & Gehret, 2011). In fact, teachers demonstrate better classroom management skills and gain self-fulfillment with teaching when they have control over their classrooms (Klassen & Chiu, 2010; Tsouloupas, Carson, Matthews, Grawitch, & Barber, 2010). The relationship between the local problem and the larger educational setting, as discussed in scholarly literature, involves the notion that instructor and student development is in a constant state of flux. As a direct result to the local problem, classroom incivility gradually increased each year at the 2-year college institution in North, Texas (Local

College, 2014). In fact, the campus president stated that there was a 4% increase in reported uncivil behaviors among students from 2011 to 2012. Student misbehaviors are increasingly occurring from state to state, sometimes, leading to deadly shootings (Harrell & Hollins, 2009).

The purpose of this project study was to investigate the effect of higher education classroom management behavior strategies on learning. The implications of this project study determined the need for effective instructor-classroom management strategies to discourage students' disruptive behaviors in college. This investigation involved examining instructor and student perceptions that relate to disruptive classroom behaviors at a local college in North, Texas. In the decade beginning in 2000, a 37% increase in overall enrollment in the degree-granting postsecondary education institutions brought enrollments to 21 million students. Of these, more than 12.5 million were 18- to 24-year-olds defined as part of the millennial generation (U.S. Department of Education, 2012).

Although not proven, many educational stakeholders believe the high school class of 2000 marks the beginning of students who are more likely to show signs of classroom misbehaviors (Kirk, 2005; Twenge, 2006; Hogan, 2007). Students from the class of 2000 lacked college readiness, had permissive parents, experienced lenient grade school environments, and demonstrated poor nutrition habits (Kirk et al., 2007). Because of the growing number of student disruptions (Oruc, 2011), investigating higher education classroom management routine at a local 2-year college in Texas is needed. In fact, the campus president of a 2-year college in North, Texas, welcomed the idea of conducting research that includes an investigation of effective classroom management strategies for

minimizing uncivil behavior among students that affect learning in higher education (College president, personal communication, March 20, 2012).

### **Special Terms**

Realizing that adults learn at different levels and may interpret words and phrases differently through their own conceptual dividers, an explanation for certain definitions may promote an understanding of the following terms:

*Classroom management:* Classroom management is the responsibility of each classroom instructor. Classroom management refers to the design and implementation of efficient classroom routines, policies, and procedures for participation in class discussions, forming cooperative learning groups, accomplishing class work, and various other classroom activities and interactions (Sterling, 2009).

*Constructivism:* Constructivism is derived from our own life experience that creates order in the world we live in (Gilis, Clement, Laga, & Pauwels, 2008). Constructivism also plays a vital role in the theory of instruction by providing hands-on learning moments that serve as basis for teaching and learning (Gilis et al., 2008).

*Uncivil behavior:* Uncivil behavior encompasses defiant, disrespectful, and disruptive behaviors that interrupt learning and undermine teachers' sense of efficacy (Sterling, 2009).

*Misbehavior:* Students that misbehave tend to act in a manner that is inappropriate or bad (Oruc, 2011).

Mortuary science: Mortuary science is defined as an allied health care profession that is often compared to nursing (Occupational Safety and Health Administrations, 2011).

### **Significance of the Problem**

This project study was essential for gaining insight into how college instructors and students responded to disruptive classroom behaviors that affect learning. The problem involving students' misbehaviors in the classroom has led to disciplinary actions that may result in dismissal from school (Etheridge, 2010; McIntosh, Flannery, Sugai, Braun, & Cochrane, 2008). Disruptive student behavior problems are widespread in college classrooms throughout the United States (Oruc, 2011). According to the National Center for Educational Statistics (NCES, 2009), more than 17 million undergraduate college students are expected to matriculate in college within the next 10 years. In the meantime, the National Education Association (NEA, 2014) is asking higher education officials to recommend and post on their website a number of classroom management and disciplinary strategies that address student incivility.

The Texas Higher Education Coordinating Board (THECB, 2010) reported 50% of teacher educational programs often fail to prepare instructors for the challenges of teaching in real-world situations. In addition to instructors facing real-world challenges in the classroom, 48% lack the disposition and skills to be effective models for today's student teachers (THECB, 2010). In fact, 59% of adjunct instructors are more likely than tenured professors to believe that education programs often fail to prepare instructors for the challenges of teaching in real world situations. Further, 50% of adjunct instructors

believe that educational programs will impart practical training issues of managing a classroom, managing time, and preparing lesson plans. Approximately 62% adjuncts believe the program will impart training in how to implement differentiated instruction in the classroom and ways to maintain discipline and order in the classroom. Higher education personnel need to be aware of possible concerns and potential interventions for cultivating student resilience to prepare students and college staff to meet transitional challenges in moving toward independence. Using a college counseling center survey, Gallagher (2009) revealed that an increasing number of students with severe psychological issues are starting to manifest at campus grounds. Anxiety among college students and its effects continue to rise (Gallagher, 2009).

The American College Health Association (ACHA) (2009) surveyed 34,208 college students from 57 institutions regarding their stress levels during the last year of school. The study included 4-year private and public institutions of higher education ( $n = 51$ ) and was equally representative for schools across the northeastern ( $n = 19$ ), southern ( $n = 18$ ), and western ( $n = 15$ ) United States. The midwestern states ( $n = 3$ ) and 2-year colleges ( $n = 3$ ) were largely underrepresented in the study. The study revealed that 84% of these students felt overwhelmed at some point; nearly one-half felt overwhelming anxiety at times, whereas 40% rated their stress levels as above average. However, 28% reported that their stress level did disrupt their academic performance and 46% said they had experienced feelings of hopelessness at some point in the previous year. In fact, slightly more than 5% intentionally engaged in self-injury and 6% seriously thought about committing suicide due to depression within the first year.

This study was significant to this local educational setting because it helped college educators understand and recognize how and why they responded to uncivil behavior among students that affected learning. Knowledge of this understanding aided in creating a more consistent approach in addressing and implementing successful strategies that alleviate or minimize possible classroom disruptions. Because effective classroom management involves more than supplying knowledge, the instructor plays a major role in setting the classroom expectations (Grusec, 1992; Yerger & Gehret, 2011). As a result of investigating instructors' and students' perceptions toward uncivil classroom behavior, revealed a change in how instructors responded to student misbehavior and referred misbehavior to the counselor and/or administration.

### **Guiding/Research Questions**

I investigated uncivil behaviors among students in higher education classrooms that are viewed as disruptive by gathering the instructors' and student' perceptions about the issue. I explored whether their classroom experiences had any effect on learning. The research questions aided in describing and revealing solutions to classroom disruption problems. The following research questions guided this project study:

1. What perceptions do teachers hold about classroom management strategies used in college settings?
2. What perceptions do students hold regarding classroom management strategies used in college settings?
3. What perceptions do teachers hold regarding classroom incivility that disrupts learning?

4. What perceptions do students hold regarding classroom incivility that disrupts learning?

### **Review of the Literature**

This literature review contains 15 classroom management and uncivil behavior topics: (a) conceptual framework, (b) higher education in Texas, (c) higher education accountability, (d) mortuary science, (e) analysis of classroom management concerns, (f) classroom management defined, (g) analysis of classroom incivility concerns, (h) examples of classroom incivility (i) instructor perception of classroom incivility, (j) student perception of classroom incivility, (k) conducive environment (l) constructivist environment, (m) classroom management training, (n) effective classroom management strategies, and (o) influential factors to classroom management.

In the literature review, I synthesize research articles published within the past 5 years in peer-reviewed journals obtained through the Walden University library database searches from EBSCOhost, Educational Resources Information Center (ERIC), Academic Premiere Research, and Education Research Complete. Specific word searches on literature that pertain to this study derive from terms such as *classroom management in higher education*, *uncivil behaviors in schools*, *positive behavior in the classroom*, and *strategies for improving achievement in the classroom*. All of the literature found originated from the Walden University Library educational search engines.

## **Conceptual Framework**

Bandura's (1977) social learning theory and Piaget's (1954) cognitive theory set the basis for this study. Whereas Piaget's cognitive theory was more concerned with the way humans process information and how they possess the ability to do abstract symbolic reasoning different from animals, Bandura's social learning theory focuses on how humans relate to each other and the different social aspects of one's personality. Social learning is an observed influential behavior that someone else mimics (Bandura, 1977). The outcomes of learning behaviors derive from an idea that creates an action of what to observe. Bandura also believed the environment in which people live shapes the actions of human behavior (Bandura, 1977). Bandura began to look at personality as an interaction among three psychological processes: the environment, behavior, and the person's psychological processes (Bandura, 1977). These psychological processes allow for the creation of images in one's own mind that also affects how students relate to each other and learn (Bandura, 1977).

*Constructivism* is an educational term that connects to Piaget's (1954) theoretical framework. Piaget's knowledge and understanding of constructivism provides the basis and creation of how individual process learning. Piaget's theory of constructivism affects the way instructors design their course curriculum. To enhance better learning in students, the course curriculum should emphasize important points that connect the student environment into an educational experience (Piaget, 1954). Further, Piaget's theory of constructivism explains people learn by applying what they already know to their own learning experience. The researcher describes learning theories, teaching

methods, and education reform as way to approach new ideas (Piaget, 1954). Piaget also believed the instructor plays a major part in how well a student comprehends knowledge.

Bandura's and Piaget's ideas clearly define how student experiences affect their behaviors. Bandura (1977) believed the actions of human behavior are shaped by the environment in which people live. Piaget (1954) believed the instructor must serve as the facilitator and place attention on what the student is learning. Instead of lecturing, the facilitator engages in student learning by asking questions and allowing them to reach their own conclusion (Piaget, 1954). The process of learning affects the role of an instructor when it comes to understanding student experiences (Piaget, 1954). Although Piaget and Bandura had different views on psychological learning processes, they share similar interests on behaviorism. They believed the environment in which one lives greatly affects the performance and life of a student. Bandura (1977) stated the following:

. . . learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behavior is learned observationally through modeling from observing others, one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action. (p.22)

Therefore, students behave in certain ways because of the positive and negative consequences they receive to meet their personal needs (Etheridge, 2010). Student behaviors that affect learning may play an important role in instructor classroom management. When discipline issues continue in a classroom due to inadequate

classroom management strategies, all students feel the effect because of the time it takes for an instructor to handle the disruption (Etheridge, 2010). Because instructors rarely receive classroom management training, they must rely on their personal experiences on which to base their decisions about how to manage uncivil behaviors among students (Etheridge, 2010). Although knowledgeable about classroom management, an instructor may fail in teaching due to their lack of preparation to work effectively with students (Ediger, 2013). If the teachers can positively discipline a student, the students may have fewer classroom disruptions and more time will be spent on learning (Lander, 2009; Martin et al., 2010). All schools should create policies and procedures that are constructive and reasonable, a process that means balancing legal obligations with the realities of student culture (Diamantes, 2010 & Humble-Thaden, 2011). Additional training on classroom management would be beneficial to the instructors, students, school, and the community as a whole with regard to successful learning (Lawal & Maduekwe, Ikonta, & Adeosun, 2010).

Bandura (1977) and Piaget's (1954) framework shows a direct connection to this project study by defining how and why humans behave the way they do. Piaget believed that learning is any relatively permanent change in behavior that results from our past experience. Piaget believed humans learn by association of life experiences. Piaget explained two types of learning processes: classical and instrumental conditioning, both of which use associations to shape behavioral responses. In classical conditioning, a close temporal relation is maintained between pairs of stimuli to create an association between the two. Instrumental conditioning involves forming a relationship between a

response and a stimulus. On the other hand, Bandura (1954) believed that humans are more likely to follow behaviors modeled by someone with whom they can identify. The more people have in common with each other, the more likely they are to reenact the modeled behavior. According to Bandura, humans pattern their thoughts and feelings by observing another person's behavior of whom they see as a role model. Doyme (2011) stated that teachers serve as role models for their students. Students learn the culture of the classroom by observing the instructor (Yerger & Gehret, 2011). Therefore, it is important for instructors to not only model good behavior but to enforce appropriate social skills (Long & Alexander, 2010). For instance, if a student disrupts class and the instructor does not address the situation effectively, that student and the other students are learning that uncivil classroom behavior is acceptable and that will not be disciplined accordingly. When instructors ignore classroom incivility, it becomes difficult to administer effective classroom management strategies to inappropriate student behavior (Long & Alexander, 2010). On the other hand, if a student disrupts class and the teacher immediately takes action to address and manage the misbehavior, that student and the others are shown classroom disruption is unacceptable and will not be tolerated (Yerger & Gehret, 2011). The way instructors respond to classroom misbehavior sets the tone and communicates a powerful message to their students (Novick & Isaacs, 2010). In essence, the instructor plays a major role in how well students adhere and comprehend knowledge (Piaget, 1954). Well-planned instructional materials that provide a sustained pace will help prevent off-task misbehaviors in the classroom (Unal & Unal, 2012). The level of instructional materials is vital in teaching and learning environments.

Instructional materials can be a tool or a source used to enhance students' knowledge, skills, attitudes, and values during instruction (Akbulut & Tatli, 2013).

### **Higher Education in Texas**

According to the U.S. Census Bureau (2011), Texas is the second largest state of the United States in both population and landmass. Because Texas is such a large state, K–12 public and higher education school systems have a large number of students. In Fall 2009, the Texas Higher Education Coordinating Office of External Relations board reported that 1.365 million students seeking bachelor degrees, associate degrees, and certifications were enrolled in a higher education program, of which 91% were enrolled in public institutions and more than one-half were enrolled at a local 2-year community college (2010).

Texas has 50 independent community colleges that have their own elected governing board and are highly decentralized (Texas Association of Community Colleges, 2010). A vast majority of minority students matriculate into college each year, of which 75% are freshmen and sophomores (Texas Association of Community Colleges, 2010). According to Schrader and Brown (2009), student attrition is an ongoing problem in higher education. Related data showed 25% of all students enrolled in U.S. college institutions drop out after their freshman year (Schrader & Brown, 2009). In Texas, approximately 30,000 students either attend a career college or a technical school offering diplomas, certificates, and 2-year degrees that are supported by the state (Texas State Technical College, 2011).

## **Higher Education Accountability**

In the United States, the community college enrollment signify 44% of all undergraduates, 43% of freshmen, 55% of Native Americans, 55% of Hispanics, and 44% of Black undergraduates (American Association of Community Colleges, 2011). Campbell (2010) indicated that community colleges completion rates were not a requirement for evaluation due to the number of students transferring in to earn a few classes and then transferring out. As of today, community colleges strive toward adhering to state-funding and accreditation requirements instead of focusing on increasing their retention rate (Campbell, 2010). According to Boggs (2010), a college retention rate now depends on measurable outcomes (Boggs, 2010). Although improving instructional quality is not a part of these standards, school accountability sets the new stage toward providing proof for future direction. Colleges and universities encounter more scrutiny from the government regarding accountability and providing an environment where students feel they are receiving a quality education in a market-driven environment (Devlin, Brockett, & Nichols, 2009). In addition to students receiving a quality education, teachers are expected to adhere to school policies regarding classroom management by holding their student's accountable. In fact, higher education institutions are required to provide an environment that is conducive to learning by meeting certain accrediting standards set by various national or regionally accrediting agencies (Harbour & Davies, 2010; Harbour & Day, 2009). For colleges and universities to remain open, they normally receive funding from the federal government and community partners (Washburn, 2011). In addition to receiving funding, certain expectations from

community partners are required which may, at times, create conflict between academic policies and campus profit-making (Washburn, 2011). Because schools strive hard toward demonstrating measurable outcomes, accountability takes precedence in meeting the expectations of local, state, and federal governing bodies. A consensus seems to exist regarding great practice, shifting to best practice in the rhetoric of meeting certain expectations as a recurring process (Coffield & Edward, 2009; Crawford & Smolkowski, 2008; Schuster, 2011). According to Adler-Kassner and Harrington (2010), measurable student learning is the keystone to great practice.

The United States spends billions of dollars every year on education (U.S. Department of Education, 2011). In the state of Texas, course completion and graduation rates at colleges and universities depend on the amount of funding given to each school. Although it may be unreasonable to expect an increase in student performance only because of the amount of funding given to the school, holding college instructors accountable for dropout rates, pass rates, and retention rates may lead to an increase in grades (Smith & Fleisher, 2011). An increase in grades does not necessarily mean better learning. Smith and Fleisher (2010) believed college training is only a reflection on how the student will perform in the workforce. Because school accountability is a major concern, President Obama pushed to increase graduation rates by 5 million students within 10 years through promoting a voluntary directive toward responsibility in the United States (Field, 2010). The president of the American Association of Community Colleges stated that the community colleges must provide students with an education that is successful and attainable (Kerrigan & Slater, 2010). Most important, teachers were the

key to successful learning in education (Lee & Rawls, 2010). Therefore, every effort toward providing ways to improve quality and effectiveness of teacher's success in the classroom is vital (Lee & Rawls, 2010).

### **Mortuary Science**

According to the Occupational Safety and Health Administrations (2011), *mortuary science* is defined as an allied health care profession. This definition places mortuary science degree programs under the same umbrella as doctors, nurses, nursing assistants, medical assistants, phlebotomists, emergency medical technicians, and dental professionals (Occupational Safety and Health Administrations, 2011). With most of this research focused on classroom management and uncivil behaviors among students as they relate to academic achievement, research collected from nursing degree programs assisted in providing completion rates at 4-year institutions. Although, a gap in current literature exists regarding mortuary science classroom management and uncivil behavior, researching other professions in allied health care may assist in validating other research findings. Because the U.S. Bureau of Labor Statistics (2011) classified the mortuary science field as an allied health care profession, a Boolean search in the Walden University databases yielded only one related study within the last 5 years to the funeral service or mortuary science. This one related study involved funeral directors that were already licensed and practicing in the mortuary field (Marsaglia, 2010). Given this single study performed in the mortuary science field, proves there is an unquestionable gap in practice regarding the analysis of mortuary science education.

According to the U.S. Bureau of Labor Statistics (2011), there are only 30,000 licensed funeral directors currently practicing in the field. The U.S. Census Bureau (2008) showed the United States' annual death rate is projected to increase by 76% from 2010 to 2030 due to an aging "baby boomer" generation. The increase in death rates show how funeral directors are projected to retire at much higher rates than any other profession over the next few years (U.S. Bureau of Labor Statistics, 2011). If this downward trend continues at all U.S. mortuary schools, there may be a shortage of practitioners available over the next 20 years to serve bereaved families. Remarkable facts by the U.S. Bureau of Labor Statistics predicted a 12% need for more funeral directors over the next few years. For example, there is a 12% increase and need for more funeral directors of which 20% are currently practicing funeral directors and approaching retirement within the next 10 years (U.S. Bureau of Labor Statistics, 2011).

Gould (2011) found that after 5 years of graduating from mortuary science school, 1 of every 2 students eventually leave the profession to find other jobs. This data contributes to the 32% shortage of funeral directors in the United States. With a limited number of students matriculating into mortuary school, predicted labor shortages in funeral service and a growing number of death rates is looming. Perhaps there may not be enough funeral directors available to service the pending deaths over the next few decades. Due to the predicted shortage of workers in the mortuary science field, the past reputation of a community college to provide demanding degree programs because of a changing or growing economy, affect schools decision-making ability to provide a vast selection of curriculum opportunities (Gould, 2011; Mellow & Katopes, 2009). In the

past, workforce demands and community college retention rates was not an issue 30-years ago due to students transferring from a 2-year community college to a 4-year institution to complete their degree program (Ayers, 2010). Today, higher education institutions have to maintain a reputation that offer appealing degree programs that attract students and the workforce.

### **Analysis of Classroom Management Concerns**

Jill Biden, a community college professor and wife of Vice President Joe Biden, led a summit on community colleges in early October of 2010. The summit involved community college faculty members, college students, policy and business leaders, and philanthropic groups. The summit paid attention to the demanding needs of the economy in a global society by taking an in-depth look at how 2-year college institutions can better equip Americans with the skills they need to be successful (Miners, 2010). "Community colleges are at the center of America's efforts to educate our way to a better economy," said Dr. Biden, and I know the power of community colleges to change lives," she added (Miners, p. 23). Dr. Biden also noted problems that community colleges are experiencing. In fact, higher education 2-year college institutions see more than 50 percent of their students fail to transfer to a four-year school or receive an associate's degree within 6 years of enrollment. Most importantly, the summit provided participants with ways to improve school retention while providing students with an easier transition into the workforce or further education at four-year institutions. These included creating new forms of communication with community college industry stakeholders, enhancing 4-year curricula degree programs with the skills employers need, and creating affordable

funding for low-income students (Miners, 2010). Surprisingly, community college performance funding was not discussed.

Traditionally, higher education policy has focused on increasing student enrollment as opposed to promoting persistence and degree completion (Kelly, Schneider, Carey, & American Enterprise Institute for Public Policy, 2010). Because this study involves examining mortuary science students at a local 2-year college, reviewing persistence is relevant in understanding the research findings. Due to the shortage of nurses, Pritchard (2010) believed that understanding the factors that contribute to increased student persistence is of paramount importance to the nursing profession. Since mortuary science falls under the allied healthcare field, student persistence rates are of particular concern. The U.S. Bureau of Labor Statistics (2011) classified the field of mortuary science as an allied healthcare profession.

### **Classroom Management Defined**

Developing new instructors into experienced instructors has become a large problem with concerns involving classroom management (Strett & Amiga, 2011). According to Reabdarkolaei (2011), classroom management problems has become more difficult for teachers of all grade levels. Teachers view classroom management as manifestations of extenuating life circumstances that have found their way into the classrooms (Reabdarkolaei, 2011). Yet, uncivil behaviors among students and classroom management is a daily responsibility that every educator must face.

Classroom management can be a positive or negative aspect of a teacher's classroom, but ultimately, it can determine success or failure for teachers and students

(Sterling, 2009). Sterling believed that classroom management refers to designing and implementing efficient classroom routines, policies, and procedures for participation in class discussions, forming cooperative learning groups, accomplishing class work, other classroom activities and interactions. According to Schussler (2009), classroom management is a strategy for engaging students intellectually. In fact, he found that when teachers are flexible and show respect for their students, they are more apt to providing challenges that makes learning more interesting. One of the most important challenges that affects teaching and learning is the implementation of appropriate classroom management and discipline (Etheridge, 2010).

Schussler (2009) asserted that teachers need to find effective ways to manage uncivil classroom behaviors that affect student achievement. Because instructors constantly make decisions on when they should address disruptive behavior or ignore the negative behavior; instructors often face continuous uncivil offenses that include students leaving without permission, chewing gum, phone texting, cursing, and talking during class to their friends (Etheridge, 2010). However, all students are affected when discipline issues go unnoticed through classroom management strategies (Etheridge, 2010). Due to written referrals being the easiest way to handle uncivil behaviors among students, school administrators are often likely to see the majority of office discipline referrals coming from teachers who lack the ability to effectively manage their classrooms (Etheridge, 2010). Although not all uncivil behaviors among students need intervention, some are serious enough to require disciplinary action (Sterling, 2009).

### **Analysis of Classroom Incivility Concerns**

A school self-evaluation is the first step in effectively addressing uncivil classroom behaviors (Bubb & Earley, 2008). The traditional views of what higher education institutions were and what they are to students today are surprisingly different. The difference in student views is causing classroom incivility concerns and fear among those working in the educational sector (Ricketts, 2009). In the past, students seemed more attentive to their instructor. Today, however, gaining useful knowledge through lecture is becoming increasingly obsolete (Ricketts, 2009). In fact, the traditional experience of students who actually engage respectfully with their instructors and other classmates is diminishing over time. According to Lippmann, Bulanda, and Wagenaar (2009), students viewed their instructors as gatekeepers instead of intellectual leaders who deserve respect and as the tunnel to successful careers beyond college. Because of this disrespect, students are more likely to arrive late to class, leave early, call professors by their first names, skip class, use their cell phones or computers in class, and not participate in class discussions (Lippmann et al., 2009). This type of classroom environment often results in a decline in teacher satisfaction toward teaching (Lippmann et al., 2009).

Alberts et al., (2010) research explained the challenging interactions involving incivilities that college faculty and students encounter. They defined student classroom incivilities as sleeping during class, cheating on assignments, being late to class, not showing up for class, and reading other materials during class time. According to Alberts et al., student incivility is found to be more prevalent at higher education research

universities. Alberts et al., research showed 28% of instructors at research universities were victims of student aggression in which 17.5% reported being victims at traditional teaching universities. College instructors at research universities encounter extra pressure of having to conduct research, which affects the time they have during the day to prepare for class, be available to meet with students, and less time in grading assignments than those at traditional teaching universities. When teacher-student relationships improve, fewer classroom misbehaviors such as reductions in aggression and increases in compliance with rules is expected (Alderman & Green, 2011).

Another factor to consider regarding classroom incivility involves consumerism. Consumerism is a set of behaviors and attitudes that students display when they are paying for their college degree (Harris, 2007). By students paying for their own degree makes them feel entitled to various educational rewards, regardless of actual, earned achievement (Harris, 2007). Consumerism includes other behavioral issues that have surfaced over the years, such as students' lack of concern, student entitlement, student incivility, immediate result, and student grade expectations based on factors other than actual performance (Harris, 2007; Schweitzer, 2009; Taylor 2011). Since this is the attitude of students today, Baker et al. (2008) identified 23 classroom incivilities and student consumerism styles of behaviors experienced by educators: (a) minor disruptions that annoy the instructor and accumulate to erode the learning climate; (b) wearing inappropriate attire; (c) reading the newspaper; (d) studying for another class; (e) packing up before the end of class; (f) passing notes to one another; (g) arriving late; (h) leaving early; (i) using electronic devices; (j) having side conversations; (k) dominating the

classroom discussion; (l) not tolerating classmates views; (m) talking or laughing when a classmate contributes; (n) speaking in class, but totally off the topic of discussion; (o) making sarcastic, disparaging remarks; (p) challenging the instructor's knowledge; (q) demanding special treatment that violates the instructor's policies and would thus create inequities for other students; (r) repeatedly complaining about grades during class time; (s) giving the instructor unjustifiably negative teaching evaluations; (t) threatening to complain to the instructor's superiors; (u) having one's parent(s), other family member(s), or employer complain about the instructor to university officials; (v) threatening litigation or actually filing suit against the professor and/or school about grades; (w) threatening to attack or actually physically attacking a classmate or instructor.

In a related study, Ghen, Wong, Ran, and Gilson (2009) reported how Chinese universities lack assistance to provide students with developing coping strategies that aid in avoiding violent behavior, conflict, and acting out in the classrooms. Student incivility in China is becoming more of a problem in the Chinese university classrooms (Ghen et al., 2009). In a study of students at one university in Beijing, Sun (2009) reported 10 leading uncivil behaviors among students including coming to class late, spitting, walking on public lawns, interfering with their roommate's rest, sitting in the wrong seat, littering, cheating on exams, destroying public property, being intimate in public places, and using cell phones during class. The increasing number of behavioral problems stems from diverse student populations (Oruc, 2011). By coping with problems in the classroom, educators need to know the importance of what affects their ability for achievement by understanding the learner interests, values, and comprehension of

personal successes and failures (Siegle, DaVia Rubenstein, Pollard & Romey, 2010). According to Putnam (2009), the everyday role of a teacher's ability to successfully provide daily instruction involves effective classroom management and student discipline.

Bjorklund and Rehling (2010) research study provided concrete guidance to classroom behaviors that influence student learning. The study identified 25 uncivil behavior experiences in the classroom. Although Bjorklund and Rehling identified behaviors that influence student learning, Schwartz (2011) suggested interpersonal boundaries between students and teachers in higher education as another area that may lead to uncivil classroom behaviors. Schwartz used in-depth interviews, of which 10 exact pairs of alumni and professors considered their relationships with their students meaningful. Students learn and engage in different modes of complaining, as they perceive different types of educator power (Schwartz, 2010). Moreover, it is critical for instructors to model appropriate social skills, since students observe the teacher's behaviors while learning the culture of the classroom (Allen, 2010). To date, researchers have discovered that student motivation is negatively affected by many factors, including offensive teacher misbehaviors. For example, Goodboy and Bolkan (2009) found “when negative student emotions and feelings towards the teacher are created, student learning and motivation are endangered” (p. 215). Particularly, students who dislike their teacher lack the confidence to offer comments, questions, or suggestions, which in turn stifles their motivation in the classroom and prevents them from learning (Goodboy & Bolkan, 2009).

## **Conducive Environment**

The foundation of successful student learning lies in the hands of the teacher whose role is to educate (Jones, 2010). The main point is for instructors to create engaging lessons that require students to actively participate (Wilson, 2011). According to Wilson, students tend to be happier when they are able to learn new skills and share them with others. A conducive environment for adult learning involves a stress-free environment with mutually respectful communication that is positive and supportive (McGlone, 2011). Effective teachers develop a classroom setting that enhances student performance, making the learning environment a key focus in educating students (Swafford, Bailey, & Beasley, 2014).

Creating an environment conducive to learning where all students can be successful requires an understanding of the complexities of classroom management (Jones & Vermete, 2013). An environment conducive to learning is one that is task-oriented and predictable, where students know what is expected of them and how to succeed (Bissell & Lemons, 2006). This type of learning environment allows the student to be consistently engaged in the learning tasks that their teachers have set for them (Bissell & Lemons, 2006). Research studies have shown a positive correlation between engaged time, appropriate academic activities, high academic achievement, and the need to structure classrooms to promote on-task learning (Bissell & Lemons, 2006). Therefore, an environment conducive to learning is a necessary condition for the effective integration that will engage students in higher-order thinking (Bissell & Lemons, 2006). Further, nonverbal communication, such as facial expressions and

gestures, can also contribute to creating classroom environments that are conducive to positive learning experiences and an increase in student-to-teacher interaction (Battersby, 2009; Gumm, Battersby, Simon, & Shankles, 2011).

### **Constructivist Environment**

The increasing importance of constructivism in higher education has brought about a shift in pedagogy from a focus on the teacher to a focus on the student (Gilis et al., 2008). Choi and Lee (2009) revealed that the quality of learning might involve taking a constructivist approach toward learning. Choi and Lee views on the scaffolding of ill-structured, problem-solving skills changed into a case-based, instructional model of Jonassen's constructivist learning environment. This view on scaffolding led to the need to fill the gap between classroom learning, creativity, and a model for improving students' real-world, problem-solving abilities (Choi & Lee, 2009). Jonassen's (1998) constructivist learning environment model is designed for learners to form their own ideas for solving the problem or completing the project. The model demonstrates essential components for designing a constructivist learning environment by providing a problem, a question, or a project as the center stage, with various interpretative and intellectual support systems for the learner.

According to Otting, Zwaal, Tempelaar, and Gijsselaers (2010), students who value positive learning usually have a constructivist conception of learning. These students do not depend on the instructional delivery of the teacher. Students who do not value positive learning tend to have a traditional way of learning that lacks a constructivist view on learning (Otting et al., 2010). Research from Ali, Khan, Ghazi,

Shahzad, and Khan (2010) explained the metaphorical view of teacher experiences in a social constructivist environment. The teacher's experiences in a social constructivist environment showed a positive connection with student learning. The positive connection also contributes to the teacher's conceptual understanding in applying effective classroom management techniques (Akar & Yildirim, 2009).

### **Classroom Management Training**

The implementation of classroom management training should target the instructor's confidence level (Heike et al., 2010). An increase in instructor confidence level will lessen the fear of confrontation when it comes to implementing strategies that address uncivil classroom behaviors (Heike et al., 2010). When instructors have to stop teaching class to address disruptive student behaviors, the instructor moves away from their instructional area of expertise to a possibly weaker and under trained skill of classroom management (Etheridge, 2010). Students are negatively affected and little instruction occurs when teachers are not able to manage their classroom (Etheridge, 2010). Because instructors receive very little classroom management training, their reactions to uncivil behaviors among students stems from personal characteristics. As a result, some instructors may raise their voice or yell at the misbehaving student while other teachers will ignore the disruptive behavior (Etheridge, 2010).

The importance of addressing uncivil classroom behaviors starts with teacher engagement (Mukherjee, Pinto, & Malhotra, 2009). Teachers should engage themselves by evaluating the curriculum, amalgamating study skills, and allowing formative assessments that lead to improvement in the classroom. Although instructors may not

perceive their role to be that of a manager in classroom instruction, they do perform these roles (Mukherjee et al., 2009). In fact, there is a need for more professional development training in the areas of classroom management, assessment skills, technology, and communication skills (Akar & Yildirim, 2009). Etheridge (2010) suggested that teachers should use effective classroom management strategies that are successful in making students feel a part of the larger community.

Organizations must stay abreast with current trends in the field of training and development by being creative and selective in their training plans (Seiler, 2011). In order for a training plan to work effectively, Padrutt (2010) suggested adding communication skills, listening skills, assertiveness in speech and action, conflict resolution, negotiation, facilitation, mediation skills, coping with aggression, verbal and nonverbal messages. In addition to Padrutt's recommendation for an effective training plan, Navickienė and Pevcevičiūtė (2009) believed that training in a group setting is most effective for communication and interactive skills. Brockman, Nunez, and Basu (2010) research showed similarities toward teaching communication skills by incorporating one interactive workshop that could improve the use of collaborative strategies. Mitchell, Skinner, and White (2010) also agreed and emphasized the importance of improving soft skills, which employers identify as lacking in the workplace. Zielinski's (2010) soft skills included communication, negotiation, conflict management and persuasion. According to Zielinski, these skills are effectively taught in the conventional manner of high interaction with an emphasis on participation. Lang (2009) believed higher education institutions must emphasize learning communication by spending less time on conflict

management skill development. Lang also reported that 14 out of 97 institutions surveyed identified conflict management as a required course, while less than half showed conflict management as part of their curriculum.

A professional learning community (PLC) is another avenue for educators to invent and provide learning strategies that will lead to student success (DuFour & Eaker, 2008). DuFour and Eaker (2008) defined a PLC as educators working collaboratively on actions to achieve better student results. Transforming schools into PLCs is valuable in inspiring student learning at higher levels (DuFour & Eaker, 2008). The higher levels of learning allow students to see how their chosen professions will become more rewarding, satisfying, and fulfilling (DuFour & Eaker, 2010). Lunenburg (2010) reported results consistent with the findings in DuFour and Eaker's study. According to Lunenburg, a PLC has a philosophy of people working together to facilitate members of the community to succeed in daily interactions with school stakeholders. School leaders play a vital role in the creation of a PLC, beginning with stakeholders engaging in the four-step process of creating a mission statement, developing a vision, developing a value statement, and establishing goals (DuFour & Eaker, 2010). Lunenburg also believed that school leaders' joining forces to develop rules and regulations can create a positive effect in today's school system. According to Stein (2010), most teachers simply received training in managing their classrooms, but to achieve successfully, students need teachers to lead and guide them in ways they would not do on their own. Teachers, as leaders, are able to affect their students' performance, goal attainment, and behaviors (Bull, 2010; Can, 2009).

## **Effective Classroom Management Strategies**

Effective classroom management strategies are critical and have a direct effect on positive learning and academic achievement (Kariuki, 2009). High levels of achievement and positive learning are seen in instructors who are adequately ready to teach. As the teacher experiences increase, so do academic achievement and instructor classroom management strategies (Kariuki, 2009). Strategies for managing classroom misbehaviors start with the teacher taking a disciplinarian approach for students to follow (Heike, Hazen, & Rebecca, 2010). Disparities between the students' expectations and those of the teachers are often reasons why teachers leave the field of education (Panesar, 2010). To address these disparities, students and teachers should share the responsibility of creating a positive environment that is conducive to successful learning. Armstrong (2010) noted that when it comes to implementing these strategies, not all approaches to discipline have kept students from developing or even repressed their learning and growth. As a result, instructors who participate in classroom management training prior to entering the class, as well as their students, will have a positive experience. In fact, many instructors who have not had training in recognizing learner differences tend to be less effective teachers in the classroom (Jackson & Davis, 2000; Scott & Koch, 2010). In addition, teachers who do not receive support and training during their first year of teaching may feel a sense of neglect and be in a state of confusion. According to Pansear, first-year teacher support from administrators will increase self-efficacy and lead to student success.

### **Classroom Management Influential Factors**

Classroom instructors are faced with challenging student misbehaviors that influence their ability to provide successful learning environments (MacSuga & Simonsen, 2011). One teacher characteristic that may influence the self-efficacy of classroom management is leadership style. Teachers must possess some leadership ability so they know how to motivate their students to learn and behave better (Stein, 2010). In fact, instructor behaviors serve as influential role models for students, whether it is positive or negative (Doyne, 2011). This influence teaches students what may be acceptable or not acceptable in the classroom (Grusec, 1992; Yerger & Gehret, 2011). Teachers need to have a vision, be adaptable, take risks, and be honest (Can, 2009).

The relational cultural theory (RCT) is rarely used in setting the basis for teaching and learning. The RCT provides a frame that is relevant to effective teaching and learning: more energy, creativity, increased productivity, and positive self-worth (Jordan, 2010). The RCT suggests that, as people grow and develop, mutual relationships are usually formed (Jordan, 2010; Miller & Stiver, 1997). In order for healthy mutual relationships to form, RCT presents five elements that foster positive growth: increased enthusiasm, increased learning, increased self-esteem, increased communication, and a proactive approach to situations (Jordan, 2010; Miller & Stiver, 1997). These five elements share similar aspects to positive psychology such as knowing the importance of "good conflict" (Jordan, p. 4). Knowing the importance of "good conflict" seeks to replace the notion of having power over something with having power within one's self (Jordan, 2010; Miller & Stiver, 1997). This notion mirrors the behavior of some adult

educators who seek to minimize – though not eliminate – the power differences between graduate students and college instructors (Tom, 1997). Although RCT principles are rarely found in higher education, more research has been explored in undergraduate education and faculty work life programs (Liang, Tracy, Taylor, & Williams, 2002; Buck, et al., 2009; Rossiter, 1999; Gersick, Barunek, & Dutton, 2000; Pololi, Conrad, Knight, & Carr 2009).

### **Public Data**

In the local setting of a 2-year college institution in North Texas, discipline referrals for uncivil classroom behavior among students has been steadily rising each year. The student handbook is the college campus method used by instructors as a guide toward managing uncivil classroom disruptions. Faculty and staff used referral reports to document uncivil classroom behavior among students. Referral reports are completed by the faculty member and maintained in the student personal file for tracking and reviewing. Another issue at this college institution was the difference of opinion to which classroom management strategy is most effective for minimizing student disruptions. Although this college campus has tenured full-time staff, part-time staff with less tenure report more classroom disruption referrals (Academic Dean, 2015). As noted in casual conversation, the campus president reported on-going uncivil behavior among students usually occurs the most during the first-year of enrollment. The assumption is due to students leaving high school and having to adjust to college life immediately. The tenured instructors at this college experienced less classroom disruption referrals, this may be due to setting concrete ground rules at the start of class. Whereby, less tenured

instructors tended to enforce ground rules as classroom disruptions occurred (Personal Communication, August 15, 2015). It is evident that this college institution may benefit from effective classroom management strategies. Therefore, a need to investigate instructor and student perceptions was necessary in order to develop an effective intervention program (Kaclik, 2011).

### **Implications**

Creating positive social change, a goal of Walden University doctoral studies, is also a goal of mine. Whether my work create immediate positive change in higher education or into the future is not important. What is of concern is that every instructor and student, locally and afar, may see the real-world benefits of my project study. Giving attention to the problems related to classroom management strategies and uncivil behaviors among students serves as a reminder that each instructor is responsible for the learning that happens in their classrooms. By creating a successful professional development training project of classroom management strategies that address uncivil behaviors among students for college instructors, I have applied my knowledge and creative ideas in an effort to advance the improvement of higher education concerns. It is my desire that all college instructors and administrators who sought to understand why and how classroom management strategies and uncivil behavior among students affects learning in their classrooms, will seek relief after receiving training of my project. As a result, instructors may foster higher academic outcomes for their students and their own improved self-efficacy.

This project study promoted social change by allowing college instructors the opportunity to examine their classroom management practices and procedures at an urban 2-year community college in North, Texas. Examining instructors' and students' perceptions guided the classroom management policies and strategies designed to fit this school. This study increased instructors' awareness of their own perceptions, feelings, and opinions of uncivil behaviors among students and why they handled disruptions in the manner they did. Additionally, this project study helped instructors become more alert and knowledgeable of uncivil classroom management behaviors. An understanding of instructor's and student's responses to classroom incivility resulted in a creation of successful instructor interventions toward better student learning. Furthermore, this study was beneficial for students attending class in this North, Texas college. When students are free to learn in a conducive and safe environment, they are given the opportunity to succeed academically, (Godwin, 2010) which may result in being healthy productive citizens of life. According to Long (2011), when students feel safe they are more apt to excel academically. Moreover, this project study also exposed the need for professional development to develop college instructors with better classroom management strategies. Finally, the findings in this project study lead to positive changes in Texas institutions of higher education by providing educators and other stakeholders the opportunity to collaborate as a team on ways to better manage classroom disruptions.

### **Summary**

The purpose of this project study was to investigate the effect of higher education classroom management behavior strategies on learning at a 2-year college in Texas.

Beran (2009) confirmed that students' uncivil behavior in the classroom affects overall academic success. The study findings determined if there is an effect on student learning by applying a constructivist approach. According to Otting et al. (2010), students who valued positive learning normally had a constructivist conception of teaching and learning. Investigating college students' and instructors' perceptions of classroom management strategies and uncivil classroom behaviors effects on learning is pivotal for understanding higher education classroom management. In addition to investigating classroom management issues and uncivil classroom behavior among students, provision for professional development trainings that meet instructors' needs plays a vital role in a teacher's ability to deliver instructions successfully (Putnam, 2009).

Section 1 of this project study, I focused on the problem of disruptive student behaviors in the classroom and its effect on learning. This investigation into higher education classrooms was driven by the need to minimize student behavior that disrupts learning. The connections between instructor classroom management strategies and uncivil behavior among students that affects learning have been examined through the lens of an in-depth review of the literature. Various concerns about classroom management strategies and uncivil behavior among students were also discussed. The various concerns included positive behavior models, congruent communication, and classroom management strategies. Although the local problem has reached the national level, the federal government not only mandates improved academics but is also addressing student noncompliance and disruptive behavior in the House of Representatives (H.R. 3407) and the Senate (S. 2111) may affect learning. With the

federal government's assessment that student behavior affects learning, the need for this study becomes a present-day concern for higher education officials nationwide. In higher education, the challenge for instructors to provide quality teaching and positive learning environments for all students is a real problem when adult students' behavioral issues force college instructors to pause during lectures to control an unwarranted behavior (Oruc, 2011). The need for an instructor to divert their attention to engage in disciplining a student affects teachers' self-efficacy and the overall academic success of the students. The vast majority of literature gathered is needed for higher education instructors to understand the inter-connectedness between proactive classroom management, student misbehavior, and its effect on learning, as presented in this section.

The information resulting from the literature review in the first section of this study complemented the findings from the phases of the grounded theory method research study project described fully in Section 2. Data collected from the participant feedback was used in Section 2 to guide the development of the project design. This project study design will assist higher education officials to support college instructors' discipline strategies, attempts to create and sustain a positive classroom environment that is conducive to learning for meeting students' needs while improving teacher self-efficacy. The formative findings validated the need for this study and guided the contents for Section 3, the rationale for the project, and Section 4, my reflections on the study, my analysis, and implications for future studies.

## Section 2: The Methodology

### **Introduction**

The purpose of this grounded theory project study was to investigate and explain the effect of higher education classroom management behavior strategies have on learning in an urban 2-year community college in North, Texas. The results of this project study discovered how instructors handle incivility in their classroom. The focus of the study included the perceptions and attitudes of instructor and student experiences when learning seems challenging due to misbehavior in the classroom. There are many classroom management trainings available for K–12 teachers, but little is found for instructors in higher education. The problem is that many college instructors do not have the skills they need to successfully manage uncivil behaviors among students in their classrooms (Etheridge, 2010). Because teachers lack formal training on how to handle classroom management issues, their response to uncivil behaviors among students stems from their personal characteristics (Etheridge, 2010). In fact, instructors may have their own notion about the effects of dealing with disruptive students. According to Rickes (2009), this notion from the instructors toward uncivil behavior among students showed that instructors do not have effective classroom management skills.

In Section 2, I explain the protocol with which I conducted the project study. In addition, I discuss the research design; setting, participants; method of data collection, including the instruments that I used for gathering data; data analysis; and the research findings. Following the campus president approval (Appendix J) and Walden University

Institutional Review Board approval 07-16-15-0191393, I began interviewing and collecting data for this project study.

### **Panel Participants**

I prepared a list of 19 prewritten, open-ended questions for this project study that was deemed appropriate by a panel of experts (Appendix B). Having prewritten questions assisted with gathering in-depth and personal feedback from the participants based on their experiences. The open-ended questions were developed by conducting a literature review research of peer-reviewed articles located in the Walden University library. For example, Bjorklund and Rehling's (2010) research study provided concrete guidance to behaviors and classroom management strategies that influence academic success. In addition, Nabila (2011) research study examined the level and need for a policy to regulate college student civility in a university setting. Nabila's research study included a list of 21 items to address student's perception. Another research study assessed the importance of experience as variable in the perception and reaction of teachers to disruptive behaviors in adult classrooms (Oruc, 2011).

The project study included three panels of experts for the purpose of demonstrating the benefits and methods of the study prior to conducting research. The panel participants helped validate the research questions and interview process. The importance of having a panel of experts involved determining the feasibility of the project study protocol and identify weaknesses in a study (Merriam, 2009). The panel members' main focus was to validate the interview questions. Validating the interview questions allows the researcher a chance to practice asking participant questions during

the interview process. Miriam suggested testing the interview process with either a friend or colleague as a way to assess research questions functionality and participant responses. The testing process for this project study included colleagues that have knowledge about the subject and more than 3 years of experience in training and development. Testing the functionality of questions showed that the method of data collection is asking the intended questions (Cresswell, 2010). The criteria for selecting panel members included colleagues who were conveniently available in one location, work for same the federal government, and have more than 3 years of experience in training and development. Including participants having at least 3 years of experience in training and development allowed for more insight into the topic.

The procedures for gaining access to panel members involved sending an email to 10 coworkers to participate as a panel expert for a research study project. The email included an explanation that their participation is strictly voluntary, and they would not be compensated for their time. Then, I explained the purpose and benefits of the project study and how their feedback can assist in providing answers that may affect the interviewing process. Within 2 days, I received an email from three coworkers agreeing to participate on the panel. The three chosen participants confirmed the panel group for this project study. All panel participants have served on several projects as subject matter experts involving course development and training. The panel of experts were separate and not a part of the project study data collection.

Next, I met with all the panel members after work in my office to distribute the interview questions and answer any questions they may have about the project study.

Each panel participant was asked to email me their comments and meet in my office to discuss their findings. The participants were given 5 days to review the interview questions. Once the review process was completed, the panel members agreed to meet in my office during lunch for 15 minutes to discuss their findings. Each panel member reviewed the questions and determined that the items were appropriate for the interview process. They also examined and agreed that the title aligns with the purpose of the project study. Panel member feedback about the interview process allowed the researcher a chance to modify information that seem misleading, bias, confusing, wordy, closed-ended, or redundant. The panel members did not find any discrepancies with the interview questions.

### **Research Questions**

The research questions of this project study design focused on uncivil behaviors among students in higher education classrooms that are viewed as disruptive. The project study included the following guiding questions:

1. What are teacher perceptions toward classroom management strategies in college?
2. What are student perceptions toward classroom management strategies in college?
3. What are teacher perceptions toward classroom incivility in college?
4. What are student perceptions toward classroom incivility in college?

## **Research Design**

A grounded theory qualitative research design aided in addressing behaviors in higher education classrooms that are viewed as disruptive by gathering the instructor and student experiences about the issue. According to Glaser and Strauss (2012), grounded theory is a qualitative process that describes the purpose, role of the researcher, and the stages of inquiry in which research derives from interaction grounded in the views of participants in a study. Glaser and Strauss also suggested grounded theory as a concept that is used for discovering theories within data. Therefore, grounded theory was the appropriate design method for this qualitative research project that explored the feelings, attitudes, and experiences of instructors' and students' perception on classroom incivility toward learning (Glaser & Strauss, 2012). Because there was a need to gather well-developed data collection and analysis processes for this study, grounded theory research design supported the project because of its origin from the subject of sociology that involved a long tradition of studying human behaviors (Creswell, 2009). By examining the effects of classroom management strategies and uncivil classroom behaviors among students on learning provided instructors with effective ways toward managing classroom incivility.

A grounded theory research design also assisted in developing theories from the qualitative data collection (Glaser & Strauss, 2012). Grounded theory was appropriate for this study because there has not been much research done within the last 5 years on higher education classroom management and uncivil behaviors among students, particularly in mortuary science. The lack of research supports a grounded theory study

approach that allows participants to share personal experiences about a certain phenomenon (Glauser & Strauss, 2012). This theory also advances conceptual analysis of qualitative data and legitimizes qualitative research as scientific inquiry (Merriam, 2009). Qualitative research permits the researcher to ask open-ended questions (Glesne, 2012). Open-ended questioning allows for creative thinking, problem-solving and reasoning to real-life experiences (Mail, 2010). Merriam supports Glesne way of thinking by saying qualitative research is for understanding how people interpret their own life experiences. In fact, the researcher should design and ask their participant questions that start with how and why to gain a better understanding of what is happening.

Conducting participant interviews was the most common form of qualitative research data collection that allows the researcher to personally connect with the participant (Merriam, 2009). The personal connection with participants during this phase involved gathering first-hand knowledge, honest feedback, and direct access of actual conversation (Kolb, 2012; Gibbs, 2010). When conducting qualitative research, an inductive process approach to gathering data and constructing a hypothesis or theory was the first step (Merriam, 2009). During the inductive process, data was gathered from several sources such as interviews, observations, and documents. Upon collection of data, the researcher analyzes and deciphers information by organizing and coding similar data into categories or themes (Creswell, 2009; Merriam, 2009). By organizing the data into categories, an understanding of how participants derive meaning from their surroundings and how their meaning influences their behavior is achieved (Kolb, 2012).

According to Lodico, Spaulding and Voegtler, 2010; Creswell (2012), there are many types of qualitative data such as unstructured or semi-structured interviews, open-ended questionnaires or survey, focus groups, case study notes, observational notes, meeting notes, referral reports, audio materials, photographs, and personal documents including letters or correspondence. The sources for collecting qualitative data in this study included referral reports, observational notes, and semi-structured participant interviews. Because there are three sources of data collection, triangulation was important in validating the reliability of qualitative research findings (Creswell, 2012). By validating the reliability of research results, this method proved whether the findings of the study were true and accurate, meaning actual events were supported by evidence (Merriam, 2009). Triangulation also provided a gaining of better understanding to real-life events expressed by the participants (Creswell, 2012). The qualitative research study findings revealed key points to school officials that identified why and how ineffective classroom management strategies affected learning.

### **Participants**

The research took place at a 2-year mortuary science college in North Texas. The college serves a diverse body of students from all socio-economic backgrounds, with a dominating population of 50% Caucasians, 30% African Americans, and 20% Hispanics. The faculty and staff have experience in teaching hands-on training techniques that relate to their assigned courses. The instructors at this college apply, and have, an andragogic approach to teaching. The instructors understand the adult learner's readiness to learn by

helping them to examine their past and setting future goals for where they want to be (DuFour & Eaker, 2008).

A purposeful sampling technique was the chosen approach in selecting the participants for this project study. Purposeful sampling allows the researcher to learn about a specific individual in a certain location for the purpose of understanding the phenomenon (Creswell, 2012). In choosing the type of sampling method for identifying participants, this study explored two types of non-probability sampling methods: convenience and purposeful sampling. Non-probability sampling only allows a limited number of participants in the population an equal chance of being selected for research. When proving that a particular trait exists in the population, non-probability sampling is the best approach (Merriam, 2009). The downside of the non-probability sampling method is that an unknown number of the total population is not included in the sampling (Lodico, et al., 2010). This is an indication that the chosen sample may or may not represent the entire population accurately when making a generalization.

Convenience sampling is the most effective method for choosing participants that are easily accessible and already intact or in the same location (Lodico, et al., 2010). Participant accessibility plays a major part in convenience sampling and is seen as the most effective method of choosing participants (Merriam, 2009). Although convenience sampling is the most common of all sampling techniques, it is not always the most preferred method for conducting research (Creswell, 2012). However, in the case of this project study, convenience sampling is not the chosen approach in selecting participants. Purposeful sampling is deemed the best approach for this project study.

## Sample

Ten instructors and ten students were invited to participate in this project study. I chose full-time students and instructors with three or more years of teaching experience in higher education and hired at this particular college before the 2010–2011 school year. There were no full-time instructors hired after the 2010–2011 school year. Five instructors and five students acknowledged receipt of the invitation to participate and agreed to provide personal feedback through a semistructured interview. Instructors who agreed to be interviewed also agreed to have one of their classes observed for at least 30 minutes. Prior to conducting the interviews, each participant was given a consent form informing them that this study was voluntary, and they could withdraw from this study at their discretion. The instructors' years of teaching in higher education ranged between 5 and 40 years.

Table 1

### *Instructors Who Were Interviewed*

Instructors	Gender	Race	# of years teaching
Instructor 1	Male	White	7
Instructor 2	Male	White	23
Instructor 3	Male	White	24
Instructor 4	Female	White	40
Instructor 5	Male	White	5

The male instructors taught the following subjects: Anatomy, Microbiology, Pathology, Written Communications, General Psychology, Embalming, Restorative Art,

Cosmetology, Business Law, Speech Communications, Funeral Service Law, Texas State Law, Accounting, Merchandising, Business Management, Administration, Counseling, Grief Psychology, Funeral Directing, Sociology, and History. The female instructor taught English. In addition to the five instructors, five students agreed to participate in the interview phase of this project study.

Table 2

*Students Who Were Interviewed*

Students	Gender	Race	School year
Student 1	Female	White	1st year
Student 2	Female	Black	2nd year
Student 3	Female	Black	2nd year
Student 4	Female	White	2nd year
Student 5	Male	White	1st year

Once the 5 instructors' and 5 students' agreed to participate in an interview, the purposeful sample group was established. According to Merriam (2009), qualitative researchers seek to understand how people attribute meaning to life experiences and build their worlds. The population from which the sample was created is from a 2-year college institution in North, Texas. The participants were college instructors, and their years of teaching ranged from 5 to 40 years. By choosing instructors with 3 or more years of teaching experience in higher education, I was able to gather in-depth personal experiences. This method aided in eliminating novice instructors who were still getting acclimated to the teaching profession. Because this is a 2-year college institution offering associate degrees, the students chosen for this study were first and second year full-time

students. Choosing full-time students allowed me to gain a variety of personal experiences.

The sample group for this project study was 10 instructors who have 3 years or more teaching experience and 10 full-time students at 2-year college in North, Texas. The participant sample for this study came from the population who received an invitation and acknowledged they wanted to participate in the interview process. The sample goal was achieved by obtaining at least five instructors out of 10 and 5 students out of 10 to become the sample size for this project study. Once I confirmed my sampling group, I interviewed the instructors and observed them teaching in one of their courses. I only interviewed the students, they were not a part of the observation phase. I assured them that whatever information they disclosed would remain confidential and in my possession for at least 5 years. My goal was to gain honest feedback from the participants by making them feel comfortable in trusting me with their personal experience. According to Giorgi (2011), the interviewing process is the most crucial component in qualitative research. Once I collected all of the data, I transcribed it, coded it, and presented it (Lodico et al., 2010).

I obtained permission from the college campus president before instructors and students were asked to participate in this project study. I chose to meet with the participants before class in the school conference room about the research study project. Prior to the meeting, all participants received a description of the project study along with the informed consent form (Appendix I and H) before participating in this study. The participants had time to read over the consent form before agreeing to participate in the

study. At the beginning of each interview, I went over the consent form as way to see if they had any questions. I also explained in detail the process I have established in gathering research findings, which begins with them providing feedback by answering questions. I explained to the participants, the title, purpose, benefits, and how their contributions can assist in providing answers that may affect learning. I am the only person that has reviewed the participant data. I told them that their feedback will be used only for the purpose of this project study without any repercussion for answers given. I also informed them that participation in this project study is voluntary and they will not receive any special privileges or compensations for their time. I told the participants how long each interview should last, so they could plan accordingly. The allotted time to complete participant interviews was 1-month. I explained to the participants that all information gathered would be used to benefit the school and the students. The information gathered from this project study, is preserved in a locked and secured location, and only I have access to that information. The project study information will be destroyed after a period of 5 years, as directed by Walden University.

### **Ethical Treatment of Human Participants**

Prior to asking participants to participate in this project study, I obtained permission from the college campus president. I scheduled a meeting with the campus president to explain the project study process and obtain his permission. Once he granted me permission to conduct research, he signed the Cooperation Agreement form. Next, I received permission from Walden University's Institutional Review Board (07-16-15-0191393). The IRB plays a vital role in ensuring participants are treated fairly, ethically,

and protected from harm (Creswell, 2009). I did not collect any data or interview participants until all approvals were granted. After approval was granted, I met with the participants in before class in the conference room. During this meeting, I explained the purpose of the project study, benefits of this study, and measures of ethical participant protection. I also informed participants that their participation in this project study was voluntary, and no one would be compensated for participating. Then, they were told that all personally identifiable information would be kept confidential. Participants' were assured that their names would be kept confidential due to the sharing of sensitive information during the interview process. In order to prevent backlash from participants due to the type of sensitive information shared, I informed them that data collected would be used solely for the purpose of this project study. Furthermore, the participants were told that there will not be any criticism from the researcher for whatever information they might provide. In addition, they were informed that they can withdraw from this research study at any time without consequence. Finally, I explained the various participant forms needed that would validate their privacy such as the informed consent. The campus president signed a data use agreement and the letter of cooperation form prior to beginning the project study. In 5 years, I will destroy all recordings and files associated with this project study. Until then, participant information will remain locked in a secured and safe place in my home (Creswell, 2009). In closing, participants were told how their honest feedback would provide a meaningful difference in the quality of learning in their school and, possibly, in other higher education institutions as well. I thanked everyone in advance for their time and dedication to this project study.

### **Role of the Researcher**

Every effort was made to ensure instructors' and students' schedules were not inconvenienced during the interview process. Because I have worked in higher education as an associate academic dean, adjunct instructor, program chair, vice-chairman of the business curriculum committee, and college recruiter, I am familiar with some of the processes performed at this school. I have never worked or attended the college institution chosen for this project study data collection, nor do I know any of the faculty members. My experience and familiarity with higher education gave me an advantage in terms of knowing what to ask and what to look for while collecting data. Furthermore, I am trained in building rapport, gaining trust, and communicating effectively when disclosing private information. Although, I am an experienced professional in higher education and understand adult learning, researcher bias did not affect this project study because I know how to separate my personal views.

### **Data Collection**

The sources of qualitative data collection involved participant interviews, researcher observational notes, and instructor referral reports. This type of qualitative data collection allowed me to gain an in-depth understanding to people perceptions (Merriam, 2009). Including at least three sources of data collection allowed me to triangulate the data. Triangulating data aids in establishing validity and reliability of research findings (Creswell, 2003; Merriam, 2009). According to Glense (2012), qualitative research permits to interpreting and understanding life experiences that is associated with a phenomenon. The specific qualitative approach that I chose for this

project study was the constant comparative method. The constant comparative method was the best approach for comparing one form of data with another form of data to determine similarities and differences of the study (Merriam, 2009).

### **Qualitative Data Collection**

In conducting qualitative interviews, there are several styles to choose: structured, unstructured, or semi-structured. Structured interviews have limitations that do not always allow for additional in-depth information to be collected (Creswell, 2012). This type of interview includes a pre-determined set of questions that provides reliable, comparable qualitative data (Creswell, 2012). Unstructured interviews are also flexible and have open ended questions that generate more conversations with participants. Last, a semistructured interview is flexible, allowing participants to discuss and raise issues that may not have been considered in the research (Merriam, 2009). I chose to conduct individual semi-structured interviews using 19 prewritten open ended interview questions as a guide (see Appendix B). The interview questions were not arranged in a particular order. Five instructors and five students were interviewed.

### **Participant Interview Data Collection**

The first method of data collection involved interviewing participants who acknowledged they wanted to participate in this project study. The interview process allows the researcher to share in conversation with the participant by asking them a series of questions pertaining to the project study topic (Merriam, 2009). In qualitative research, the researcher has to determine the best approach for interviewing participants (Lodico et al., 2012). According to Creswell (2009), there are several ways to interview

participants, either by telephone or in person. The best approach for this project study involved face-to-face audio-recorded interviews. Interviewing participants' in-person affords the researcher time to personally connect with them while gaining meaningful insight about a specific phenomenon (Merriam, 2009). Recording the interview, allows the researcher a chance to ensure accuracy of participant responses (Creswell, 2012).

Before each interview, I informed the participant that their feedback to the questions would be recorded. Observation notes were taken during each participant interview. Instructors and students chose the best time to meet before class. Participant interviews were administered privately in the faculty conference room for at least 30 minutes. After each interview, I asked participants if they had any questions about this phase of the project study. I also informed the participants that a possible follow-up interview might be needed for the purpose of clarity. Having access to participants after the interview was beneficial in case I needed to ask more questions. A research journal was used for writing reflections, concerns, or ideas that was expressed during the entire interview process.

### **Referral Report Data Collection**

The second type of data collection included instructor discipline referral reports from the college filing system. The college is currently in the process of upgrading their database system that is used to store various types of student data. Therefore, I had to search through their hard copy filing system for discipline records. I searched instructor referral reports for the school years 2015-2011 to investigate the various types of discipline referrals were written for uncivil behavior among students. The instructor

referral reports aid in validating the project study findings because the referral reports have a place to identify the person writing the referral.

I was specifically looking for documented uncivil behaviors that affected learning such as talking out loud during lecture, cell phone usage, inappropriate dress, being disrespectful, and physical contact that led to fighting. Having access to their filing system saved time in gathering information that has already been collected. Previously collected data is beneficial because it represents the participant true feelings and thoughts at the time the event happened (Creswell, 2009). Although the instructor referral reports has already been collected, they were readily available and convenient for me to obtain (Creswell, 2009).

### **Observation notes data collection**

The third method of data collection for this project study involved researcher observation notes. Instructors who chose to be interviewed also agreed to have their classrooms observed. Five instructors agreed to have one of their courses observed. The purpose of conducting classroom observations was to gain better insight on how instructors managed their courses. As a guide, I used an observational protocol (Appendix F) to document the course title, class structure, instructor teaching styles, and instructor interaction amongst students during class time. Students were not included in the observation process. Classroom observations of each instructor that was interviewed lasted at least 30 minutes.

### **Data Collection Results**

Ten students and ten instructors who were conveniently available in one location, were invited to participate in this project study. In addition, ten colleagues who were also conveniently available in one location, worked for same the agency, and had over 3 years of experience in training and development were invited to serve as panel experts. The panel aided to validate the 19 open-ended questions, interview process, and ensure that the questions asked was gathering the information being sought (Merriam, 2009). Only three out of the ten colleagues were available to participate on the panel. The panel participants deemed the research questions and interview process as appropriate. Panel participants were separate from the project study.

### **Participant Interview Results**

Participant interviews were conducted face-to-face, before class, in the faculty conference room and the campus library in private. Interviews were transcribed within 48 hours to ensure all data was captured accurately. I transcribed and coded the interviews for common themes and checked them against the voice recording to make certain the data captured was recorded accurately. Because member checking allowed for triangulation of data, I asked the participants to review their interview transcript for accuracy. Interview questions used for this study are located in (Appendix B).

During the reviewing and repeated listening of the participant interviews, similar words and statements were identified and labeled with a number 1-8. There were eight common themes that emerged from the interviews: instructors lack of training, strict dress code, cell phone usage, females are more disruptive than the males, students with

prior work experience disrupted more, learning is affected, addressing behaviors immediately and talking while the instructor is teaching; faculty has to intervene. Selected excerpts from the instructors' and participants' interviews that represented the common themes were identified in this project study.

### **Theme 1: Lack of Training for Instructors**

The first theme answered Research Questions 1 and 2: “What are teacher perceptions toward classroom management strategies in college?” and “What are student perceptions toward classroom incivility in college?”

Instructor 1 responded:

“We do not have any in-house training on how to handle uncivil student behaviors. We need continue education training on this issue and it should be a requirement.”

Student 3 responded:

“No, they have not received adequate training to handle disruptions and I think they need more training.”

Four of the five instructors felt teachers at their school needed adequate training on how to handle students uncivil behaviors. Four of the five students felt the same way as the other four instructors regarding teachers at their school lacking adequate training on how to address uncivil behavior among students. The results indicated that instructors and students felt college instructors needed to be trained on what to do when a student

disrupts learning. They all felt the training should be mandatory and ongoing. Uncivil behaviors among students that disrupt learning has been a major concern for schools and instructors for many years, and in fact, the most common request for training from instructors is directly related to student behaviors and classroom management (Oliver et al., 2011).

### **Theme 2: Dress Code**

The second theme answered Research Questions 1 and 2: “What are teacher perceptions toward classroom management strategies in college?” and “What are student perceptions toward classroom incivility in college?”

Student 1 responded:

“I think the dress code for women should be a little stricter because it can be a distraction at times, not sure if this causes disruption but it is a distraction.”

Instructor 2 responded:

“We do have a problem with cell phone usage and dress code. I just wish we could go to uniforms and quite frankly that would just solve a lot of our issues.”

Three instructors and four students agreed that the dress code policy was a problem. The students think the dress code policy is too strict because they should be allowed to wear what they like. The instructors think the dress code policy is a problem and because students fail to abide by the rules. In appropriate dress is not tolerated on campus. During initial enrollment, students attend an orientation class to go over the policies and

procedures that includes what to wear. Students are expected to wear business and professional attire at all times. However, the school does allow everyone to wear blue jeans on Fridays. The campus president and academic dean both believed that having a strict dress code policy helps to reduce student distractions and misbehaviors on their campus (Personal Communication, August 3, 2015).

### **Theme 3: Cell Phone Usage**

The third theme answered Research Questions 3 and 4: “What are teacher perceptions toward classroom incivility in college?” and “What are student perceptions toward classroom incivility in college?”

Instructor 1 responded:

I believe having cell phones is the most problematic. I had a young lady on her phone in one of my classes, so I strolled down the aisle and tapped her on her shoulder as a gesture to get off of the phone.

Instructor 2 responded:

You know, we really have a problem with cell phones in the class and again we have in our policy book that we will confiscate their cell phone and they can pick it up at 12:30. Yes, cell phone usage is more problematic.

Student 1 responded:

“I think the use of cell phone is the most problematic and the disrespect by students toward the instructor.”

When it came to which uncivil behavior was the most problematic in the classrooms, the instructors and students responses were equal. Out of the 5 instructors interviewed, 4 believed cell phone usage during lecture was the most problematic issue in their classrooms. Out of the 5 students interviewed, four felt cell phone usage in the classroom was the most problematic. Although student 5 believe talking on the cell phones happens a lot during class time, it was not considered a disruption to them. Cell phone usage in the classroom have become a wide-spread presence on college campuses and are arguably considered a distraction to learning. Permitting students to have cell phones in the classroom has been teachers' perception that they are disruptive (Lenhart, 2012).

#### **Theme 4: Class Disruption Based on Gender of Students**

The fourth theme answered Research Questions 3 and 4: "What are teacher perceptions toward classroom incivility in college?" and "What are student perceptions toward classroom incivility in college?"

Instructor 5 responded:

"We have more problems with the ladies, there's no doubt, nooo doubt. Friday in our General Education classroom, the brand new students have only been here for about a month, two young ladies got into a fight."

Instructor 3 responded:

"Well I think the females have a tendency to talk a little more, uhhh I have seen more but I think the females tend to disrupt more than men."

Instructor 1 stated:

“this is a great question that I have not thought about. I have more trouble with females than males.” Three of the five instructors and three of the five students believe females cause the most disruptions in their classrooms.

Instructor 1 also stated:

We have more females enrolled than males. Because the school has more females enrolled, I believe they think they have something to prove because this has always been a majority male industry, so the males think they can just skate right through.

Student 1 stated:

I have only seen females as being disrespectful. I know the females feel like they are the competitive gender and this may be the cause of it. There is only one male to several females that cause problems. I believe the younger gender tend to disrupt more.

#### **Theme 5: Students with Prior Work Experience Disrupt Class the Most**

The fifth theme answered Research Questions 3 and 4: “What are teacher perceptions toward classroom incivility in college?” and “What are student perceptions toward classroom incivility in college?”

Instructor 3 responded:

“Yes, I think that students who work in the funeral industry disrupt more because they are spoiled. They think, I work in a funeral home, I don't have to know it all.”

Student 4 responded:

The students that have funeral home experience or work in the field, I think they do disrupt the most. OMG, they are and maybe because they work the job, they think they know, I just gotta get the C and get out of here, those are also the ones that don't really apply themselves so much because they just need to pass, they don't need the A, they just need to pass because they already have their job.

Almost all of the instructors except for 1 and 2 students felt having experience in the funeral home industry prior to attending college disrupted the most. “I believe the students that come to us with experience in the field cause the most disruptions. I believe this happens because they think they know more and are better than those who have not worked in the funeral business”, stated Instructor 1. “Yes, I think that students who work in the funeral industry disrupt more because they are spoiled. They think, I work in a funeral home, I don't have to know it all”, stated Instructor 3. Student 4 stated, “The people who have an experience in the funeral business tend to talk more and you have to sometimes sit back and listen and say are you serious but now that you bring this up, that is the person who the most in class. They think they know it all and are just waiting to

get their license. I think maybe overall they cause the most problems but not just that particular person but overall yes.”

### **Theme 6: Impact of Disruptions on Learning**

The sixth theme answered Research Questions 3 and 4: “What are teacher perceptions toward classroom incivility in college?” and “What are student perceptions toward classroom incivility in college?”

Student 2 responded:

“So when the teacher has to stop teaching to address a behavior that does impact learning, it takes away from what he is trying to teach us.”

Instructor 3 responded:

“It would impact their learning, because I agree that I had to stop teaching to address the disruption, I don’t want students to miss out any information.”

All of the participants agreed that uncivil classroom behaviors among students affected their learning. Learning was affected because the instructor had to stop teaching in order to address the disruption. Classroom disruptions that involve behavior management pose challenges for teachers can negatively affected student achievement (Oliver et al., 2011). Uncivil behaviors among students that control the classroom, affect effective teaching instruction and weakens the learning experience for themselves and others (Oliver et al., 2011). According to Oliver et al., disruptive behavior causes the student to miss

vigorous instructional time. Disruptive students tend to make lower grades as compared to students who do not disrupt class (Oliver et al., 2011).

### **Theme 7: Addressing Behavior Immediately**

The seventh theme answered Research Questions 1 and 2: “What are teacher perceptions toward classroom management strategies in college?” and “What are student perceptions toward classroom incivility in college?”

Instructor 2 responded:

“I believe in addressing the behavior immediately works too.”

Student 1 responded:

“I think instructors who address the problem immediately works best.”

All of the participants agreed that the best method for addressing uncivil classroom behaviors among students was to address it immediately. They also believed that instructors should not ignore the misbehavior and if they did, it would hinder their learning. When instructors chose to ignore uncivil behaviors among students that affects learning, makes it difficult for them to enforce effective classroom management strategies to the misbehavior (Long & Alexander, 2010). Once the instructor takes immediate action to address the misbehavior, this demonstrates to everyone that uncivil classroom behavior will not be tolerated and dismissed (Yerger & Gehret, 2011). By instructors

immediately responding to classroom misbehaviors, sets the tone and transfers a powerful message to their students (Novick & Isaacs, 2010).

### **Theme 8: Talking While the Instructor is Talking**

The eighth theme answered Research Questions 3 and 4: “What are teacher perceptions toward classroom incivility in college?” and “What are student perceptions toward classroom incivility in college?”

Student 3 responded:

“This student would blurt it out loud and yes the instructor heard this but he is new and so fragile.”

Student 1 responded:

I have seen people be disrespectful to professors like saying shut-up and making rude comments under their breath about the instructor. Although the instructor does not hear, we can hear their comments. The instructor is hard of hearing and does not know that they are talking under their breath about him.

Instructor 3 responded:

“I just ask them to be quiet because they need to respect others because they are trying to hear and cannot hear with you yaking.”

Instructor 2 responded:

“Yes, I have put a student out of class for a day because they were mouthing off and that doesn’t happen a lot.”

Three students and four instructors reported talking out loud during class as a problem. Students reported that they are not able to hear what the instructor is saying due to the others talking around them. Uncivil behaviors among students such as talking in class during lecture time affects students who are trying to learn (Guardino and Fullerton, 2010). When instructors have to manage a classroom disruption it poses a challenge for teachers that can negatively affect academic success (Oliver et al., 2011).

### **Referral Report Results**

The second source of data findings included discipline referral reports used by the instructors to document uncivil classroom behavior among students. The instructor referral reports provided in-depth information about the type of student misbehavior that occurred during class time. The number of reported discipline referrals allowed me to determine if this information supported the feedback obtained from the participant interviews. I used the instructor referral reports for investigating uncivil classroom behaviors among students. I reviewed school records reported by the 5 instructors that were interviewed between the school years of 2010-2011 through 2014-2015 for students who were referred for uncivil behavior.

Tables 3, 4, and 5 provides the number and types of discipline referrals for uncivil behavior among students that was submitted by the instructors for a particular

school year. The three school years are listed across the top of the table. The table has three columns. The first column list each instructor's code number vertically. The second column list the number of discipline referrals reported for uncivil behavior vertically and the last column lists the type of referrals submitted by that instructor for that particular school year.

Table 3

*Instructor Referrals of Uncivil Classroom Behaviors for School Year 2010–2011*

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Participants	# of referrals	Type of uncivil behavior
Instructor 1	1	Demanding special treatment that violates policies, threatening to complain to the instructor's superiors, having one's family member or employer complain about the instructor or school officials
Instructor 2	0	
Instructor 3	0	
Instructor 4	1	Arriving late, sleeping
Instructor 5	3	Loudly packing up before the end of class Swearing/cursing Inappropriate attire

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Table 4

*Instructor Referrals of Uncivil Classroom Behaviors for School Year 2012–2013*


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Participants	# of referrals	Type of uncivil behavior
Instructor 1	1	Demanding special treatment that violates policies, threatening to complain to the instructor's superiors, having one's family member or employer complain about the instructor or school officials
Instructor 2	6	Coming to class under the influence of alcohol or drugs, sleeping  Fidgeting that distracts others  Threatening to complain to the instructor's superiors, having one's family member or employer complain about the instructor or school officials  Arriving late  Loudly packing up before the end of class  Using electronic devices
Instructor 3	0	
Instructor 4	0	Questioning the value of an assignment
Instructor 5	1	Talking or laughing when a classmate contributes

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Table 5

*Instructor Referrals of Uncivil Classroom Behavior for School Year 2014–2015*

Participants	# of referrals	Type of uncivil behavior
Instructor 1	3	<p>Sleeping in class</p> <p>Nonverbally showing disrespect for others, talking or laughing when a classmate contributes</p> <p>Making sarcastic remarks</p>
Instructor 2	10	<p>Nonverbally showing disrespect for others</p> <p>Doing homework for other classes, reading non-class materials</p> <p>Making sarcastic remarks, repeatedly complaining about grades, questioning the value of an assignment</p> <p>Reading non-class materials, using electronic devices</p> <p>Not tolerating classmate views, speaking in class but totally off the topic, making sarcastic remarks</p> <p>Threatening to physically attack a classmate/instructor</p> <p>Making sarcastic remarks, challenging the instructor's knowledge, repeatedly complaining about grades, nonverbally showing disrespect for others, nonverbally indicating dissatisfaction, questioning the value of an assignment</p> <p>Sitting in the wrong seat or complaining, nonverbally indicating dissatisfaction, displaying facial expressions</p>

		Making sarcastic remarks, nonverbally indicating dissatisfaction, questioning the value of an assignment
		Having side conversations, talking or laughing when a classmate contributes, making sarcastic remarks, continuing to talk after being ask to stop, nonverbally showing disrespect for others
Instructor 3	10	Speaking in class but totally off the topic of discussion
		Repeatedly complaining about grades
		Sleeping
		Demanding special treatment that violates policies
		Continuing to talk after being asked to stop
		Reading non-class materials, arriving late
		Doing homework for other classes
		Sitting in the wrong seat or complaining
		Yawning out loud
		Making sarcastic remarks
Instructor 4	1	Loudly packing up before the end of class, making sarcastic remarks, nonverbally indicating dissatisfaction
Instructor 5	3	Loudly packing up before the end of the class
		Making sarcastic remarks, challenging the instructor
		Personal hygiene

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Each school year showed an increase in the number of student misbehaviors reported. For example, during the School Year 2010–2011 there was a 4% increase in student disruptions reported from the previous year. In 2012–2013, the instructor referral reports showed an 8% rise in student misbehaviors. For the school year 2014-2015, there was a 27% increase in the number of uncivil classroom behaviors among students reported. Of all the student disruptions reported within the last three school years, data revealed that these students were not suspended or dismissed from school for their uncivil classroom behavior. The students that were reported within the last 3 years for disrupting class were all given another chance to correct the behavior and remain in school.

Instructors at this college admitted that they generally documented major uncivil behaviors among students that involved physical contact with another person, disrespect and threatening behaviors that led to dismissal or suspension from school. All other uncivil behaviors among students such as being disrespectful by making disparaging remarks, sleeping in class or talking to others during lecture were considered minor behaviors that may or may not have been documented by the instructor. Minor behaviors were normally handled by the instructor and meeting with the student after class about their inappropriate behavior. If the instructor is not able to resolve the issue, then the student is referred to their academic advisor for counseling.

### **Observation Notes Results**

The college institution is located in a rural neighborhood. The overall campus environment is welcoming. A receptionist greeted me as I entered the front office and asked if I needed assistance. Faculty members said hello and shook my hand. When

walking down the hall, I noticed bulletin boards and portraits of faculty members hanging in the hallways. Next, I analyzed the researcher observation notes of the instructor's classrooms who agreed to be interviewed. Observing classroom lecture time allowed me a chance to see the various instructor teaching styles. During this phase, I was looking for instructor classroom interaction with the students. The instructors' taught at the front of the class using an overhead projector on an elevated stage with a podium and a table. The United States of America flag and the state of Texas flag were displayed at the front of the room. A glass bulletin case was on the wall filled with informational postings. The classroom size holds at least 80 students. The student's desk are arranged to face the instructor. There were approximately 30 to 60 students in the classrooms that I observed. Student's seating consisted of at least eight to ten rows with eight desks. Before lecture, each instructor dimmed the classroom lights and used an overhead power point projector with a large screen to teach. The 5 instructors' classroom management and teaching style were all similar. For example, each instructor started class on-time, took attendance, prepared lesson plans, provided real life examples, allowed student feedback, made students laugh, discussed upcoming events, and dismissed class on-time. Classes observed involved English Composition, Restorative Art, State Law, Anatomy, and Administration. Instructor to student interaction seemed appropriate, there were no discipline actions addressed during class.

### **Data Analysis**

Great producers of research collect data that is relevant to answering research questions written in the study (Creswell, 2012). In fact, good producers of research will

go into a level of detail about their study that includes an in-depth method for analyzing qualitative data (Creswell, 2012). Data analysis is the process of interpreting the meaning of the data collected for purposes of obtaining good information that can be applied to formulate an outcome (Merriam, 2009). The data plan analysis for this qualitative research study project involved analyzing data from interviews, discipline referral notes, and classroom observation notes. The project study research findings is supported by actual events (Merriam, 2009). Actual events confirmed the validity and showed that the research truly gathered what it was intended to collect, based on the three sources of data collection created for conducting research. The goal was to obtain information that answered the research questions (Merriam, 2009).

### **Recorded Interview Data Analysis**

The first phase in analyzing data included the voice recorded instructor and student interview data. Before listening to the interviews, I created Excel spreadsheets for documenting participant responses. I assigned each participant an id number (e.g. 1) which made streamlining information easier and able to locate. The id number was entered vertically on the spreadsheet followed by each question number (e.g. Q1) listed across the top row horizontally. Next, I started transcribing the interviews. The first interview provided initial data for setting the basis to analyzing participant feedback. After reviewing the second interview, I was able to recognize common themes in the data. I compared the data obtained from the first two interviews and assigned numbers to the common themes. I also reviewed the third interview for recurring themes from the previous two interviews and assigned those themes with a number. Reviewing,

identifying, color coding, and assigning numbers were the best method used for documenting common themes. Therefore, I chose to repeat this method for every interview. All participant interviews were transcribed within 48 hours while the information was fresh. After I color coded the interviews into themes, I listened to the audio recordings and reviewed the observation notes again to confirm that I did not leave out any information. Once all of the interviews were coded for common themes, I shared the transcribed information with the participants to ensure the information captured was conveyed accurately. According to Merriam (2009), member checking provides participants an opportunity to verify that the information was communicated correctly. I analyzed all of the color coded interviews, eight common themes emerged from the participant data. By using the color coding process, it was easier to identify the same themes.

### **Referral Reports Data Analysis**

The second phase of data analysis involved instructor discipline referral reports. Once I transcribed all the participant interviews and coded them for common themes, I reviewed the instructor discipline referral reports in detail. An Excel spreadsheet was created for each instructor and student labeled with their code names vertically. I entered the last three school years on the excel spreadsheet horizontally across the top. I also included a comment section beside each name for additional information. Another Excel spreadsheet was created for documenting the various types of uncivil behavior reported by each instructor and student. Next, I reviewed the number of discipline referral reports that each instructor wrote for uncivil behavior. The number of referral reports allowed

me to determine how the data corresponded with the feedback given during the interview phase.

### **Observation Notes Data Analysis**

The third data analysis included the researcher observation notes. Observation notes involved observing the 5 instructors that chose to participate in the interview phase of this project study. I reviewed and transferred the observation notes to an excel spreadsheet for easy reading and organizing data. I was specifically looking for information that assisted in clarifying or justifying certain research findings associated with the eight themes. In addition, the observation notes assisted in determining how information gathered corresponded with the participant answers given during the interview process. The 5 instructors' classroom management and teaching style were all similar. For example, each instructor started class on-time, took attendance, prepared lesson plans, provided real life examples, allowed student feedback, made students laugh, discussed upcoming events, and dismissed class on-time. Last, all classroom observations were appropriate and engaging. I made every effort not to interfere with class time by sitting toward the back of the class or to the side, close to the door where I could exit silently once done.

### **Discrepant Data Analysis**

In addition to producing good results, identifying and analyzing discrepant data is a vital component of validity testing in qualitative research (Creswell, 2012). Discrepant data for this project study pointed to information that needed modifying to fit the research findings. The participant responses to uncivil behavior that could not be

accounted for based on unsupported evidence in the instructor referral reports needed modifying. The discrepancy of data was discovered while reviewing and constantly comparing the referral reports to the participant responses. The method of comparing data collection allowed me to make a determination based on reviewing one form of data with another to reveal unique similarities and differences of the study (Merriam, 2009). I created an Excel spreadsheet for documenting the discrepancy by labeling the school years of 2015 through 2011 at the top of the page. Because the referral reports are previously recorded and signed by the instructor, I did not have to contact participants about the discrepancy or for member checking. Participant feedback is a valuable method for checking researcher biases and assumptions before drawing a conclusion (Creswell, 2012).

There was another discrepancy about instructors' admittance to not reporting all uncivil classroom behaviors among students that affected learning within the last 3 years. Instructors at this school believe if they can correct the behavior by talking to the student, they did not see a need to document all disruptions encountered in class. As you can see from the tables, some instructors did not report uncivil behavior for an entire year. The instructor referral reports did not show where they had reported any major uncivil behaviors within the last 3 years. The referral reports only showed minor incidents meaning there were no major uncivil behaviors reported that led to student dismissal or suspension from class by the 5 instructors.

Next, two female students had a physical altercation that led to suspension from school 3 days prior to researcher data collection. The physical altercation happened in

another instructor's classroom that was not a part of this project study. The academic dean stated deals with at least 15 minor behaviors a day. Students are always going to see the dean or the campus president to complain about an issue they are having. A student issue may involve a problem they are having with an instructor, another student or an external life issue. Students that are referred to the dean's office are usually minor issues and may or may be not documented.

Finally, there was another discrepancy in reporting uncivil behavior involving students violating the dress code. The school has a disciplinary advisement information form that is designed specifically to document dress code violations. If a faculty member identified a student that has violated the campus dress code, they were referred to their academic advisor for advisement. On the dress code form, the faculty member documents the date of violation, date of advisement, student's name, and reason for the advisement. The form did not include a place to identify the person who made the referral that caused a discrepancy in the data. Therefore, I was not able to identify if the 5 instructors chosen for this study had made any dress code violation referrals. Although the disciplinary advisement forms showed acts of uncivil behaviors within the last 3 years, I was not able to use the data.

### **Evidence of Quality Data Analysis**

To ensure the quality of data collected, the researcher validated the participants' responses by recording each interview. The interviews were recorded and checked against the recording device to make certain data were recorded accurately. Merriam (2009) suggested triangulation and member checking as a way to validate the research

study findings. Triangulation allows the researcher to use more than one type of method to collect data on the same phenomena. Immediately, after transcribing interviews from the voice recorder, I sent the participants a copy of their transcripts for member checking. Member checking allowed the participants to review their responses for accuracy (Merriam, 2009). Member checking is also a great way for participants to make changes to data in case the information may have been misinterpreted by the researcher. Only one participant noted a correction to their transcript. Instructor 4 clarified information on the transcript that did not pertain to the research questions. The corrected information involved another college institution's data that is not a part of this project study findings.

### **Summary of Outcomes**

The data collected for this project study did answer the research questions. When the instructors were asked about their perceptions toward classroom management strategies in college, they all confirmed that classroom management strategies used in college could be better. They also indicated during the interview that they are free to modify their classroom syllabus to address disruptive behaviors. When the students were asked the same question as the instructors, they all agreed that classroom management strategies used in college were appropriate, strict, and not tolerated. The next question asked about the instructor perceptions toward classroom incivility in college. Instructor responses toward classroom incivility were all the same; they agreed that student incivility was not tolerated and always addressed. However, the instructor referral reports tell a different story. All of the instructors have not consistently written a discipline referral report in 3 years. The instructors generally reported major incidents

that involved physical contact, threatening remarks, disrespect that warrants student suspension or dismissal from school. All other incidents that are considered minor such as sleeping in class may or may be not reported. Finally, the last question was students perception toward classroom incivility in college that varied by student classification. The first year students perceived classroom incivility as low in college and the second year student, all agreed that classroom incivility at their school was low to moderate. The data indicated that the instructors needed adequate training about how to deal with uncivil behavior among students that affects learning. The fact that this was a qualitative study based on instructors and students perceptions in one location, I am not able to make a generalization outside of this qualitative project study (Creswell, 2009).

### **Conclusion**

In conclusion, the results of this project study research answered the four research questions. The first and second research questions asked about the teacher's and student's perception toward classroom management strategies in college. The instructors indicated that they could benefit from receiving training on how to deal with uncivil classroom behaviors among students. They also agreed that the training should be required and held on a regular basis. The students also indicated that the instructors at this college lacked adequate training on how to deal with uncivil classroom behaviors among students. The third and fourth questions asked about the teacher's and the student's perception toward classroom incivility in college. All of the participants reported that uncivil behaviors among students affected their learning because the instructor had to stop teaching class to address the behavior. The instructors also added

that classroom disruptions take time away from instruction. The results revealed that instructors and students have experienced some type of uncivil classroom behavior among students that has affected their teaching and learning.

The data from the participant interviews, instructor referral reports, and the observation notes provided sufficient evidence that instructors need adequate training to address uncivil classroom behaviors among students consistently, effectively, and efficiently at this 2-year college institution. The goal of this investigation was to determine the need for better instructor classroom management that eliminated or at least minimized the number of uncivil behaviors among student in college classrooms. The project study findings led to the creation of a professional development training class that will aid to increase instructor knowledge of uncivil classroom behavior and equip them with effective control strategies on how to manage student disruptions in higher education classrooms nationwide. For the instructors to effectively comprehend and know how to effectively apply new strategies, the professional development training will take place over a course of 3 full days. The training includes learning objectives, outcomes, hands-on training activities, and assessments. On the first day of training, participants will learn the types of classroom incivilities and its effect on learning. The second day will cover the importance of classroom management and its effect on learning. The third day provides participants with effective strategies to apply involving classroom incivility and classroom management. By separating classroom incivility and classroom management allows participants to focus on one topic at a time. The third day of training allows participants a chance to reflect and how to apply new strategies to their

current instructional practices. Section 3 of this project study includes an overview of the project and Section 4 includes a discussion of the project findings and reflections.

## Section 3: The Project

### **Introduction**

The purpose of this research study project was to explore instructors and students perceptions toward classroom management strategies used to manage uncivil classroom behaviors among students that affect learning. The study was designed to answer the four following research questions:

1. What are teacher perceptions toward classroom management strategies in college?
2. What are student perceptions toward classroom management strategies in college?
3. What are teacher perceptions toward classroom incivility in college?
4. What are student perceptions toward classroom incivility in college?

Section 3 of this project study includes the project's goals and rationale, a literature review, project implementation, and implications for social change.

After collecting data and developing themes from the participant interviews, research findings showed instructors need adequate training on how to better deal with uncivil classroom disruptions due to the number of increased student misbehaviors reported within the last 3 years at this school. Each instructor dealt with uncivil classroom behavior among students differently from how their colleagues did. In addition, instructors disclosed during the interview process that they do not always report uncivil behaviors among students. The instructors would either deal with the disruption themselves by meeting with the student privately or refer the student to their academic advisor for counseling. A professional development training class on how to manage

uncivil classroom behaviors among students ensure all instructors will receive training that aid in successful teaching and learning.

### **Description and Goals**

The project developed from the results of this study is a classroom management professional development training for instructors. The training is designed to equip instructors with the essential tools to effectively manage uncivil classroom disruption among students in higher education. The training includes 3 full days of in-depth information, success strategies, and hands-on training activities.

The project was chosen as a classroom management behavior strategy professional development training for college instructors based on the supporting data from the research study project. The research findings demonstrate that all of the instructors interviewed agree for the need for adequate training on how to handle uncivil classroom behaviors among students. In addition, the students that were also interviewed felt instructors would benefit from additional professional development training. Furthermore, training on this subject will provide the instructors with knowledge, tools, and resources needed to manage classroom disruptions.

The proposed project is a professional development training designed for college instructors called “Classroom Incivility: Address it Now, Later or Never” (Appendix A). Within this training, the problem of uncivil classroom behaviors among students will be addressed during a period of 3 full days. The first day of training will address uncivil behavior, the types of uncivil behaviors, and how uncivil behavior affects learning. The expected outcome of Day 1 training is for instructors to become more aware of the types

of uncivil behaviors. Participants will watch videos, read scenarios, and share their thoughts about uncivil classroom behaviors. The second day of training will involve learning ways to handle uncivil classroom behaviors among students. Participants will form groups, read scenarios, and discuss their experiences regarding uncivil behaviors. The expected outcome of Day 2 will provide instructors with additional strategies that they may not have thought about using when dealing with classroom disruptions. In addition, instructors will learn how to develop effective strategies to manage uncivil behaviors among students. The third day of training will include more insight and give instructors' a chance to role play various scenarios dealing with misbehaving students. The training will break down the specific steps on how to manage student disruptions in their classrooms. The expected outcome of Day 3 will provide instructors with better insight to recognizing potential signs of uncivil behavior among students before they happen and how to effectively manage various types of classroom disruptions. At the end of the training, instructors should know when to address and take the appropriate steps in reducing uncivil classroom behavior among students. The main goal of this project is to provide college instructors with effective tools to better manage of uncivil classroom behaviors among students that affect learning.

### **Rationale**

Professional development is the endless process of acquiring new knowledge and improving instructor skills through training opportunities, seminars, and workshops that relate to their profession, job responsibilities, or work environment (Bayer, 2014; Zepeda, 2012). Professional development is needed when college data shows there is a scarcity

identified in a particular area (Bayer, 2014). A professional development training was chosen for this project because instructor classroom management strategies used to address uncivil classroom behaviors among students was identified as areas that needed improving at this college institution. The data analysis from Section 2 indicated that instructors in this project study need to receive on-going training to effectively manage uncivil classroom behaviors among students.

The goal of this project is to provide instructors with effective control methods on how to better manage student disruptions in higher education classrooms. According to the research findings, all participants agreed that uncivil classroom behaviors should be addressed immediately. Research findings also indicated that some instructors would direct the student to see their advisor, rather than dealing with the student misbehavior themselves. The learning objectives for this professional development training will give instructors step-by-step details on how to address uncivil classroom behaviors among students. The next learning objective will introduce the importance of managing uncivil classroom behaviors that affect learning. Another learning objective of this training includes the types of uncivil classroom behaviors. Instructors will no longer have to rely on their experience to guide them; they will learn effective strategies to use when addressing student disruptions. Uncivil classroom behaviors can be better managed in higher education if consistent instructional practices are addressed properly by all instructors in the same strategic process. For example, consequences must be established for each uncivil behavior and given in the same strategic flow.

This project could promote positive social change when implemented professionally and effectively. Finally, staff and faculty members will be able to collaborate using the same strategies they learned in training and form an Instructional Strategy Support Team (ISST) to reduce uncivil behavior among students in the school. In fact, college instructors and faculty members will reap the benefits of this professional development training which will be a healthier learning environment for everyone.

### **Review of the Literature**

This review of the literature relates to professional development training aimed at meeting the instructional needs of instructors in higher education to better manage student classroom disruptions. There is a limited number of articles written about instructors and student experiences with classroom management strategies and uncivil behavior that affects learning in higher education. Although experiences play an important role on how instructors manage uncivil behavior, to acquire minimal classroom disruptions that hinders learning, all instructors and faculty members must be in agreement (Raisor & Thompson, 2014). An agreement from all instructors and faculty members to minimize student disruptions involves effective teachers developing a classroom setting that enhances student performance, making the learning environment a key focus in educating students (Swafford, Bailey, & Beasley, 2014). In order to minimize student disruptions, instructors need the time to build their knowledge, engage with the concept and have the opportunity to evaluate their instructional practices (Matherson et al., 2014). The best way to train instructors and staff is by providing on-going professional development opportunities (Matherson et al., 2014). Professional

development is the process of increasing one's knowledge and skills identified in the workplace as a weakness through training (Gulamhussein, 2013; Wei et al., 2010).

The literature review synthesizes research articles published within the past 5 years in peer-reviewed journals obtained through the Walden University library database searches from EBSCOhost, Educational Resources Information Center (ERIC), Academic Premiere Research, Education Research Complete, and, Dissertations & Theses at Walden University. The search terms used to find articles on professional development were *professional development in higher education, professional development and college instructors, higher education instructor training, faculty development in higher education, college staff development, teacher training and professional development, quality training and professional development in college, effective professional development in higher education, components of professional development, professional development strategies, effective strategies, embedded professional development, and assessing professional development in higher education.*

For many years, there has been a call from community leaders and political leaders advocating for change in educational practices and improvement to student achievement and retention rates within community colleges across the United States (Clements, 2012). A federal call to action to reform community colleges across the nation, challenging college officials to increase instructional practices to improve student achievement on college campuses was mandated (American Association of Community Colleges, 2009). To coincide with President Barack Obama's vision to revamp community college's educational system focus should be placed on instructor

professional development. To effectively train starts with the educational knowledge and instructional capability of the instructor (Jones, 2012). Instructors lacking sufficient knowledge and instructional skills could negatively affect successful student learning. In fact, professional development that is effective occurs in the presence of fellow colleagues who support, encourage, and learn together as one or in partnership (Guskey, 2014; Levine & Marcus, 2010; Tate, 2012; Zepeda, 2012). College educators must demonstrate their ability and knowledge to provide the essential resources available to better understand students' needs and assist in alleviating any challenges that may affected learning or student achievement (Scherer, 2012).

College instructors are overwhelmed and struggling to meet the educational needs of their students because of their inability to engage with diverse populations (Jones, 2012). When it comes to educational challenges that hinder students from learning, colleges need to determine the professional development approach to apply towards overcoming the deficiencies that bring forth disadvantages to instructors teaching these students (Harding, 2012). Instructors need to become transformational leaders within the campus environment by encompassing a vision of their students' potential growth and future (Harding, 2012). According to Zepeda (2012), instructors and students reap the benefits when instructors attend and participate in effective professional development. Part-time and full-time college instructors are generally hired to teach in an area in which they are subject matter experts. However, there is a perceived notion that college instructors learning and work methodologies gives them the ability to connect automatically and relate with diverse students by using different instructional strategies

(Ingersoll, 2012). Clements (2012) found “few community college instructors are grounded in learning theory; most have never formally studied or read about cognition, learning styles, human development, moral development, or taxonomies of intellectual growth” (p. 20). The lack or absence of effective professional development for all faculty members has presented challenges to the college leadership environment (Nduna, 2012).

To facilitate higher education improvement efforts and increase student achievement, school leaders must continue to work to increase their leadership skills. Professional development provides formal learning opportunities in which practicing school leaders participate in order to improve their skills and knowledge (Goldring et al., 2012). This review of the literature includes nine effective professional development methods: (a) student needs (b) active learning strategies (c) knowledge of instructional pedagogy (d) hands on training, (e) job embedded, (f) instructor content area, (g) time for instructors to collaborate (h) on-going and sustainable (j) and an evaluation method.

### **Professional Development Identifies Student Needs**

To improve an identified area of weakness or concern in a learning environment, professional development is key to addressing the problem. Professional development should begin with the end goal in mind (Guskey, 2014). Addressing the student need and improving student achievement in a learning environment are the main goals to remember. In order to accomplish the main goals, targeted student needs that are identified as a concern must be driven by professional development learning outcomes (Gulamhussein, 2013; Wood, 2013). The objective of improving a weakness is by providing effective professional development that addresses student needs

(Gulamhussein; Hunzicker, 2010). Research indicates that instructors who utilize strategies learned from professional development training, their students tend to do better than other students whose instructors do not participate in professional training (Gulamhussein, 2010). Smith and Valentine (2012) suggested that instructors who do not participate in professional development primarily taught with lectures, group discussions, textbooks, and electronic devices rather than applying student-centered strategies. Student-centered teaching strategies involve instructors fostering students' understanding of the course expectations (Sadler, 2012). Although instructors are often subject matter experts, these research studies clearly confirm that they may not possess the advanced teaching and learning knowledge necessary to achieve student success. The professional development training series, "Classroom Incivility: Address it Now, Later or Never" falls in line with this component of learning because classroom management strategies used by instructors to address uncivil behavior was identified at this college institution as a training need. The main objective of the training is to arm college instructors with better tools on how to manage uncivil classroom behaviors among students.

### **Professional Development Learning Strategies**

Instructors entering the field of teaching are faced with instructional challenges because current education practices do not mirror the traditional practices they already know or used to receiving from previous teaching experiences (Nolan, 2012; Steele & Rogers, 2012; 2010; Unal, 2011). Professional development should provide instructors with learning strategies that support best practices in the classroom to increase student achievement (Zepeda, 2012). For an instructor to change their instructional practice and

demonstrate mastery at a high efficient and effective level takes 3 to 5 years to accomplish (Bengtson, Airola, Peer, & Davis, 2012). In fact, professional development should be focused on providing instructors with active learning tools that reach beyond traditional educational practices involving memorization and recall (Brown, 2012; Lau, Singh, & Hwa, 2009; Sheppard, 2011). If learning depends on high student engagement, then creating a conducive, stress-free learning environment that embraces student interaction, active learning, and motivation has a foundation rooted in a collaborative effort for learning and development of best practices (Bourke, Mentis, & O'Neill, 2012).

### **Professional Development Instructional Practices**

Students need and deserve an educational leader that understand the complexities of diverse relationships, specifically, those who possess a professional knowledge of pedagogical practices embedded around content that may be modified to meet the needs of students (Beswick, 2012; Thompson et al., 2009; Unal, 2011; Windschitl, Thompson, Braaten, & Stroupe, 2012). The need to modify content could involve a student who has fallen into the role of a passive learner, in which this practice does not lend itself toward high student engagement. For example, in a highly driven classroom, the passive learner redirects instructor practice, which is common in mathematics courses (Beswick, 2012; Nolan, 2011). This type of practice only leads students not to take ownership of their learning. To support student ownership of learning, instructors must shape their instructional practices to meet this need (Newman & Newman, 2013). To meet the need for teaching students to take ownership of their learning, educational leaders must provide exposure to quality instructional practices that

allow this type of learning environment (Donahoe, 2013; Laughlin, Nelson, & Donaldson, 2011; Sheppard, 2011; Smith, 2012). Instructors who are “stuck” in the mindset of teaching the way they were taught are not providing lessons for learning, but lessons for telling (Artzt, Sultan, Curcio, & Gurl, 2012; Piccolo, Harbaugh, Carter, Capraro, & Capraro, 2008). Although, quality instructional practices may be identified as best practices, they must have been defined and generalized from evidence-based practices that have demonstrated growth in student learning (Hlebowitsh, 2012; Sheppard, 2011).

### **Hands-on Training Professional Development**

When it comes to participating in professional development training, people often think of sitting for long hours and listening to a speaker. The problem is most professional development training do not offer participants the opportunity to engage actively in the course materials. Although many people have sat in a learning lecture style environment, the lecture style has no effect on instructor practice and consequently no effect on student learning (Gulamhussein, 2013). Ten percent of instructors reported leaving lecture style training feeling no different from when they first arrived at professional development (Gulamhussein, 2013). People are more apt to learn when they can apply hands-on training to what they are learning. Instructors find learning easier when they are able to include hands on training activities such as role playing, live modeling, and having a group discussion about the topic (Hillman, 2011; Hung, 2013). By instructors having a chance to engage in hands-on training activities in the professional development, phase helps them to build self-confidence in their teaching abilities (Hillman, 2011; Hung, 2013). Better yet, instructors are given a chance to

actively immerse themselves into the subject matter (Hillman, 2011; Hung, 2013). The professional development training series, “Classroom Incivility: Address it Now, Later or Never” will provide college instructors the opportunity to learn about uncivil behavior by participating in hands-on training activities that focus on student disruptions. The training allows instructors to engage in group discussions, watch videos, and role play various scenarios that target the subject matter.

The professional development training series, “Classroom Incivility: Address it Now, Later or Never” falls in line with this component of learning because classroom management strategies used by instructors to address uncivil behavior was identified as an area that needed professional development training at this college institution. The main objective of the training is to arm college instructors with effective tools to better manage uncivil classroom behaviors among students (Salmela, Eriksson, & Fagerstrom, 2012).

### **Job Embedded Professional Development**

Job-embedded professional development is an ongoing process that is shared and makes a direct connection to applied learning in teacher daily instructional practices, thereby requiring active teacher involvement (Hoppey & Dana, 2014). The direct connection to applied learning should link the professional development material and the needs of the school (Archibald et al., 2011; Croft et al., 2010). Furthermore, job-embedded professional development should be associated to the required work responsibilities of what teachers do on a daily basis (Archibald et al., 2011; DeMonte, 2013; Hunzicker, 2010). Effective job-embedded professional development targets the

teacher day-to-day instructional practices with the intent of improving student learning (Hoppey & Dana, 2014). In addition, educators feel supported as they learn new instructional practices to improve student learning outcomes. Moreover, job-embedded professional development is more effective than traditional professional development because it targets the needs of adult learner's initiatives, instructional practices, and a chance to evaluate their performance (Wiggins & McTighe, 2011). In addition, effective professional development that is job-embedded includes practical, meaningful, and relevant materials to the adult learner that can positively affect student achievement and school improvement effort (Archibald et al., 2011; Guskey & Yoon, 2009; Hoppey & Dana, 2014; Hunzicker, 2010). The professional development training series, "Classroom Incivility: Address it Now, Later or Never" is delivered in the school setting and shows a direct to the instructor's daily practice at this college. Consequently, there is a direct connection between the material that is present in the training and the needs of this college institution to affect positive change.

### **Content Knowledge Professional Development**

Professional development may occur in several types of formats, such as conferences, workshops, small groups, seminars, or one-on-one mentoring; additionally professional development provides many topics that are relevant to meeting the need of school leaders (Enomoto, 2012; Goldring et al., 2012). Further research has shown that effective professional development that is relevant to specific content helps instructors become more advanced and knowledgeable in the subject matter (Benedict et al., 2014; Garet et al., 2008; Hunzicker, 2010). In addition, Rozenszajn and Yarden (2014)

suggested that professional development programs that target specific content knowledge areas may further improve teacher's knowledge. Professional development is not an occurrence; it's a process designed to improve student performance through changes in teaching practices (Rozenszajn & Yarden, 2014). Ultimately, a process that is conducive to the changes that the professional development is designed to provide.

### **Collaborative and Supportive Professional Development**

School leaders should make time to provide opportunities for instructors to collaborate and utilize each other for support (Wanless, Patton, Rimm-Kaufman, & Deutsch, 2013). Instructors were reported as enjoying the collaborative opportunity of having time to work together with their colleagues (Jao & McDougall, 2015). In fact, instructors who participated in collaborative and organized professional development were found to create many new content-specific tasks to improve student learning (Jao & McDougall, 2015). Although collaboration with colleagues is a well-documented approach for improving teacher knowledge, teachers are not always given this chance (Mayotte, Wei, Lamphier, & Doyle, 2013). Effective professional development allows for instructor's time to collaborate and share with one another what they already know to unfamiliar situations and problems (DeMonte, 2013; Darling-Hammond, 2013; Lutrick & Szabo, 2012). Sharing best practices and analyzing what strategies may be ineffective gives instructors time to come up with creative solutions together (Collay, 2013). By instructors collaborating reduces feelings of isolation when learning new instructional practices. All in all, instructors who have experience with innovative instructional practices provide a positive collaborative support system for other instructors to address

what is in the best interest of their students (Collay, 2013; Darling-Hammond, 2013). The professional development training series, “Classroom Incivility: Address it Now, Later or Never” supports participant collaboration during training and provides many opportunities for engaging group activities with one another.

### **Ongoing and Sustainable Professional Development**

Ongoing professional development continues to be a widely discussed topic among researchers and has a variety of specific interpretations (Matherson, Wilson, & Wright, 2014; Polly, Neale, & Pugalee, 2014). Effective professional development can no longer just be about exposing teachers to basic knowledge about a teaching concept in a one-time workshop. Although, professional development is typically a one-time workshop with little to no follow-up, it is unsuccessful at generating effective positive instructional change (Roehrig et al., 2011). Instead, effective professional development is an on-going process that occurs over time and is sustainable for instructors to build their confidence level (DeMonte, 2013; Gulamhussein, 2013; Hunzicker, 2010; Lutrick & Szabo, 2012). Educators need to participate in on-going professional development to meet the needs of the college and students. In order to build teachers knowledge to help students learn, it is essential that school leaders provide adequate and ongoing support throughout the school year for instructors (Stormont, Reinke, Newcomer, Marchese, & Lewis, 2014). By schools providing ongoing professional development support throughout the school year gives instructors time to engage with the concept and have the opportunity to practice and assess their progress (Matherson et al., 2014). Instructors must have mentors for sustained instructional practice over time (Gulamhussein, 2013;

Hunzicker, 2010). By instructors participating in ongoing professional development keeps them abreast to evolving instructional practices, strategies, and methods (Lutrick & Szabo, 2012). However, the main objective of the professional development training series, “Classroom Incivility: Address it Now, Later or Never” is to equip college instructors with effective tools to better manage uncivil classroom behavior among student that disrupts learning; the training activities has follow-up activities that include participants to meet and collaborate on best practices for implementation.

### **Evaluating Professional Development**

When instructors participate in professional development training, the opportunity to receive an evaluation and to reflect on their learning best facilitates a change in practice (Cogshall et al., 2013; Enomoto, 2012). Reflective practice supports educators in both understanding their learning and how to apply new changes that allow for a gradual refinement in instructional practice, rather than an immediate change that may be difficult to sustain (Barnes, Camburn, Sanders, & Sebastian, 2010). The skills and strategies learned during the initial professional development training provides results and is evaluated (Guskey, 2014; Killion, 2008). If the professional development training did not provide high-quality content that meets the needs of the school, it is an unproductive use of time and money. As a whole, college educators may agree to meet once or twice a month to reflect on their instructional practice, discuss appropriate learning, and evaluate their progress. Training goals and objectives are clearly defined which gives participants an understanding of why they are there and to know the learning outcomes they are working toward to achieve. Additionally, effective professional

development should provide opportunities for instructors to reflect their modeling of social and emotional behaviors, and their encouragement of their students' use of these skills (Hughes, 2012; Osher et al, 2012; Spilt et al., 2012). Ultimately, the professional development experience is enjoyable allowing adults to have fun while learning. In fact, adults tend to learn better when they are engaged and having fun (Hillman, 2011; Hung, 2013). Next, a well-designed professional development training creates learning communities that is supportive and target learning on a small number of high priority learning outcomes. Good school leaders can see the benefit of the professional development training and if not, this way of thinking can negatively affect staff motivation to apply new strategies, therefore making the training ineffective. Finally, the professional development trainer is an expert to providing relevant material that relates to all of the components as mentioned earlier to improve learning (Johnson & Kardos, 2002; Killion, 2008; MacGlaughlin & Mertens, 2014). The trainer should review the professional development participant evaluations and make the necessary changes for future training.

### **Professional Development Training**

The professional development training “Classroom Incivility: Address it Now, Later or Never” was the best approach for this project study because classroom management strategies that address uncivil classroom behavior among students that affects learning was identified as an area of weakness for this particular college institution. Additionally, “Classroom Incivility: Address it Now, Later or Never” includes the 10 components of effective professional development that are also embedded

in this literature of the review. In conclusion, effective professional development begins in the planning stages and is based on the needs of the school. Understanding school and student needs require clarity of thought regarding the learning outcomes, learning processes, and the results used to guide decision making. Good effective development training provides opportunities for participants to apply hands on learning versus sitting through an entire lecture model (Gulamhussein, 2013). Effective professional development is job embedded, includes relevant pedagogical content knowledge, asks and answers specific questions, practical and meaningful, gathers quality feedback, and provides an evaluation for gaining in-depth recommendation for future action (Archibald et al., 2011; Guskey & Yoon, 2009; Hoppey & Dana, 2014; Hunzicker, 2010). Finally, research shows professional development is most effective when it is presented in a professional learning community with other colleagues (Jao & McDougall, 2015). Effective instructor's attitudes and behaviors demonstrate appreciation for all their students, they establish positive learning environments that are safe, and they communicate high expectations for academic achievement.

### **Implementation**

The project that I have designed is a 3-day professional development training to provide instructors in higher education with supplemental educational instruction to better manage uncivil classroom behaviors among students. This 3-day training will be presented to the college administration by addressing the need to supply instructors at this college with effective instructional practices and awareness to academic officials. In educating college administrators with innovative information regarding better

instructional practices may potentially support future implementation of professional development policies at the college level. The next sections include potential resources and existing supports, potential barriers, a proposal for implementation and timetable, roles and responsibilities of the researcher.

### **Potential Resources and Existing Supports**

To implement my project, I will only need the support of the college campus president and academic dean. Because my project is a professional development training class that will be scheduled for 3 days between semesters, I need the college president to make this a requirement due to the number of increased student disruptions reported within the last 3 years at this school. I will also need the president to offer this training class as part of their required annual professional development hours. In fact, the president should consider offering this training class as a requirement for new hires before teaching students at this college institution. Although instructor classroom management strategies was identified as a weakness, the college has the ability to approve credit for staff who attends the three-day professional development training class. Another resource includes technology and space for training. The college has existing technology and space to provide trainings. For example, each classroom has an overhead projector and space for a computer. The college also has a conference room to accommodate several participants and space for a computer. This 3-day professional development training requires a computer to show the PowerPoint slides. Most importantly, the college has existing technology that supports the implementation of this professional development training.

**Potential Barriers**

When proposing any professional development training, there is always a possibility that the ultimate decision maker may decline to implement the proposed training program. Although the instructors and students who participated in the study were eager to participate in an opportunity to gain knowledge and see positive change in instructional practices, college officials may have a different opinion. The campus president and academic dean may deny the proposed recommendation of this project. A potential barrier that could hinder the success of my project would be instructor resistance. Some instructors feel like they can handle uncivil classroom behaviors because most students do not give them problems. In fact, instructors may not respond to new strategies, either because they are fearful of new ideas or because they would not be persuaded to change their current teaching methods regardless of how the training material is presented. Policies and procedures have to remain consistent, or it will demonstrate to the students that certain uncivil behaviors are okay and acceptable. Another barrier may involve the cost for printing and creating training packets for each participant. The cost of additional training materials would increase the school's professional development budget that may hinder the launch of this project. Moreover, finding the time for adjunct professors to attend a 3-day training class may be difficult and may conflict with their full-time day job. Training would need to be offered on the weekend to accommodate part-time faculty members; the college campus does not have a union to consider. Although, these barriers seem impossible to conquer, it was still worthwhile to create the proposal and timetable for implementation.

### **Proposal for Implementation and Timetable**

First, I would share the project study findings with the campus president and the academic dean. I will schedule a day when I can meet with both the campus president and academic dean. Next, I will use a power point projector to present the project findings along with a hand-out for them to follow along and jot down their questions. The presentation will last 20 minutes. The main goal of my presentation is to bring awareness to higher education officials regarding uncivil classroom behaviors among students that affects learning at this college institution. Most importantly, I need both of their support to effectively launch the professional development training project. The launch of my project would occur between semesters during the 2015-2016 school year. The training project is designed to cover 3 full days of information from 8:00 a.m. – 3:00 p.m. The project training schedule includes two 15 minute breaks and a one-hour lunch break for each day.

The first day of the training class is designed to increase instructor skills about the types of student disruptions. The second day of the training will include how to deal with uncivil behaviors among students and the best strategies to use for minimizing or eliminating classroom disruptions. On the third and last day of the training class will analyze certain procedures for dealing with students' uncivil behaviors and classroom management strategies in college environment. The instructors will be given a short test at the end of the training class to assess their mastery level of the professional development class. Finally, the instructors will complete an evaluation of the materials presented, the trainer, and the overall training class. To make certain instructors are

implementing policies and procedures with fidelity, monthly reviews will be conducted to address any concerns or questions they may have.

### **Roles and Responsibilities of the Researcher and Others**

The role and responsibility of the investigator is to professionally present the professional development training to the college officials. This professional development training presentation will include presenting the project goals, and learning objectives, and the results of the research investigation. In addition, a projected timetable for implementation will be discussed. The role and responsibility of the college officials is to review the proposed professional development training project. If the training project is approved, it will be forwarded to the academic dean for implementation. I will serve as the trainer for educating the instructors and planning the launch of this project. The training will include all adjunct and full-time instructors. For this proposed project to be successful, the majority of the instructors need to attend the professional development three-day training sessions so they are aware of what the training entails and how it will be implemented. After the initial training sessions, instructors will be responsible for collaborating with each other and utilizing this approach to enhance their instructional practices. Lastly, participants of this training will be asked to provide feedback on the strengths and weaknesses of this program.

### **Project Evaluation**

The project evaluation will be presented in a formative format. This formative evaluation plan is designed to measure instructional learning outcomes (Rodrigues & Oliveira, 2014). An evaluation plan also allows for the opportunity to make necessary

changes in the project design, content, and overall delivery of the training (Maher, 2012). Participants will be asked to complete an evaluation form at the conclusion of the training: (a) how they felt about the results of the training, (b) how useful they found the training activities, and (c) the level of effect training materials had on their perceptions. The instructors need to have a representative on the Instructional Strategy Support Team (ISST) that will conduct monthly checks with the instructors to review any issues or concerns as it relates to instructor's confidence in addressing the different types of uncivil behaviors among students in their classrooms. Participants will also be asked to share how many discipline referrals they wrote for uncivil classroom behavior among students that affected learning for the previous month and which type of uncivil behavior led to the referral.

Participation in this training should be high because instructors in higher education are experiencing more uncivil behaviors among students in their classrooms. As time goes on and new strategies are consistently practiced, the number of reported student disruptions should drop. Finally, various students will be randomly selected monthly and asked what classroom instructional practices they see as it relates to the uncivil behavior being addressed by their instructors as effective and has changed. Campus leads such as the academic dean will have to meet with the instructors monthly to assess if they are consistently applying the procedures that were established. If there are any concerns or issues that may need modifying or correcting as time progresses.

A formal evaluation of teachers participating in future professional development training once recommended changes are made would be the best method for measuring

the effectiveness of this project and if changes are made based on my research (Vonderwell & Boboc, 2013). However, if this study brings about the anticipated changes, the level of engagement that instructors demonstrate in training should increase their instructional knowledge, which in turn would boost the likelihood of effective implementation (Kane & Staiger, 2012). The formative evaluation will allow for assessing or judging the value of a project once it is over (Rodrigues & Oliveria, 2014). The formative evaluation for this project will occur at the end of each semester since this is a 2-year college institution. The main goal of the evaluation is to review the learning outcomes. By requiring end of the semester evaluations, provides a chance to see if the training and monthly reviews made instructors more aware of their instructional practices to addressing uncivil classroom behaviors among students. The ISST team will review the project evaluations and make the appropriate changes needed for effective development for the 2016-2017 school year.

### **Implications Including Social Change**

#### **Local Community**

The results of this study could have implications for positive social change at the local level. After conducting this study, data revealed that college instructors need classroom management training on how to better manage uncivil classroom behaviors among students. Instructors will be more confident in handling student disruptions in their classrooms. They will be able to recognize the potential for uncivil behaviors among students early on where they may not have been able to see it in past incidents. In fact, the instructor will learn the role they play when addressing uncivil classroom

behavior among students. Not only will the instructor know their role, but the student will also notice the change in instructional practice. For students to notice the change, the instructor must consistently apply and model the information they learned in training. Consistency in practice may demonstrate to students that uncivil behavior is not tolerated and is unacceptable. By adopting this professional development training project will benefit not only the part-time and full-time faculty members and students, but the success of the entire community college environment.

### **Far-Reaching**

While conducting this study, participants expressed their concerns for better instructional practices that effectively address student classroom misbehavior at this college campus. The findings of this study could have ongoing positive ramifications. To increase instructor knowledge as it relates to applying effective classroom management strategies, the ISST team may consider networking with other colleges and professional learning opportunities made available to them as college educators. This professional development project may have a positive effect on society; the project could provide resources to assist instructors with the desired classroom management training, promote educational success for enrolled students, and make a positive social change by providing to colleges and universities across the nation the assurance that uncivil classroom behavior is addressed effectively.

## Conclusion

This section of the study began by revisiting the project study goals and rationale of the study. The literature was reviewed to provide additional guidance and justifications of various components of the project study findings. A plan and timetable for implementation were discussed, including the existing supports, and potential barriers. The roles and responsibilities of the participants were given along with a method for completing a formative project evaluation process is described.

This project details a professional development training for college instructors called “Classroom Incivility: Address it Now, Later or Never.” The training is designed to include practical instructional strategies over the course of 3 full days. In addition, instructors who are newly hired to this school need to participate in this training prior to teaching. Instructors will learn new strategies on how to better manage uncivil behaviors among students. Instructors will also have an opportunity to reflect and share their thoughts with their colleagues. A formative evaluation to assess the effectiveness of the project will occur at the end of each semester because this is a 2-year college institution. Finally, the implications of positive social change for this research study project were proposed, both local and far-reaching. Section 4 contains the following (a) a reflection and conclusion of the project, (b) the strengths and limitations of the study, (c) an analysis of the project, (d) an analysis of the student’s capacities as a researcher, (e) implications for positive social change, and (f) future research suggestions.

## Section 4: Reflections and Conclusions

### **Introduction**

The purpose of this research study project was to investigate classroom management strategies and uncivil behaviors among students that affect learning. Findings from the study indicated that all the instructors needed adequate training to address student disruptions effectively in their school. The need for instructors to receive adequate training on how to better manage student disruptions led to the creation of a professional development training. In this section, I will discuss my reflections on this project and offer some conclusions. The discussion of the project will also include the project strengths, recommendations for remediation of limitations, and project development and evaluation. Also, I will provide the role of a scholar, practitioner, and project developer. Finally, this section will conclude with the project's potential effect on social change, implications, applications, and ideas for future research for related areas of concern.

### **Project Strengths**

The ultimate strength of this project yielded the necessary data needed to answer the research questions. Although, the project data answered the research questions it was created specifically to address the needs at this college institution. Another major strength of this project is instructors will have the assurance and confidence through effective professional development on how to better manage uncivil behaviors among students in their classrooms. Moreover, this college could ultimately be the role model for other local college institutions. Also, this project could prove beneficial for students

who disrupt class as well as those who do not. Most of all, this project could create a positive social climate at this college institution by consistently addressing uncivil behavior among students immediately. Finally, this project includes a monthly formative evaluation method for assessing the weaknesses and strength of the project. Including monthly evaluations will allow educators to make appropriate changes during the planning phase instead of waiting until the end of the semester.

### **Recommendations for Remediation of Limitations**

The goal of this project study was to provide a deep understanding of college instructors' and students' perceptions regarding classroom management strategies used to address uncivil classroom behaviors among students. A limitation of this study was its lack of generalizability. I used purposeful sampling to ensure a variety of participant perceptions to the issue were included. However, the participant population would need to have been randomly selected in order to have confidence that the results can be duplicated. Out of 20 participants, only 10 agreed to be interviewed. This study included 10 participants who helped to preserve the in-depth examination of data. On the other hand, the small number of study participants limited the project study's applicability to other situations. The low number of participants reduces the ability to make generalizations about any other college institution. The results of the project study are specific to this college institution. I believe a duplication of this study with all the local colleges and universities would produce better results about how other instructors handle uncivil behaviors among students that affect learning. If instructors do not consistently follow the guidelines to incorporating effective instructional practice then, the project

will be unsuccessful. For instructional practices to be effective, instructors need to meet on a monthly basis to reflect on their learning. Monthly meetings create a check and balance system to evaluate the weakness and strengths of the project.

Another limitation of this project that can threaten the quality of data comes from a researcher imposing their views on the participants. Researchers should be cognizant of any biases and make every effort not to impose their views on the participants.

Throughout this study, I refrained from providing my opinion and do not feel like my views swayed the research findings. The validity of the study was established by giving participants a choice to participate in this study.

The first recommendation for future studies would be to involve more participants. I believe a greater number of participants would have created a greater, more in-depth understanding of research findings. It would have been nice to see if the findings would have yielded different results by including an even number of females and males. A second recommendation would be for instructors to document all uncivil behaviors among students consistently. Findings of this study showed that instructors do not always document or report student disruptions. This would have provided a better understanding of the actual number of reported misbehaviors and what instructors are truly experiencing in their classrooms. Even though limitations are found in almost every study, I was willing to accept the limitations mentioned above to create some viable recommendations.

## Scholarship

I began this research process as an educator striving to improve my instructional practice. The word scholarship has taken on additional meanings that involve building new knowledge and knowing that individual thoughts or ideas are subjective to interpretation. This notion allowed me to change my perceptions of how I viewed professional learning in higher education. In fact, I learned that scholarship is ongoing and everlasting. I have gained additional knowledge to investigate issues, write in a scholarly manner, conduct research involving humans, analyze the data, and make a recommendation for positive social change. “Armed with research results, teachers, and other educators become more effective professions” (Creswell, 2012, p. 4). I realize that I am more effective in my profession as I have learned how to present research finding based on a complete investigation of an issue. I also learned to form solid relationships with key personnel are the vital to solving problems and creating solutions in research. Additionally, I have learned the various components of research from beginning to the end such as: (a) identifying research problems, (b) reviewing the literature of review, (c) specifying a purpose for the research, (d) collecting the data, (e) analyzing and interpreting the data, and (f) reporting and evaluating research findings. These components allowed me to gain the knowledge required to conduct professional research in higher education with researcher responsibilities of creating interview questions, using a panel of experts to validate the research questions, preparing an interview protocol, interviewing participants, collecting data, analyzing data, and drawing conclusions based on participate feedback. I also learned the importance of being a scholar of discovery,

application, and integration. This experience has opened my eyes to new facts, knowledge and information as it pertains to induction of the novice working in the field of higher education. Furthermore, I was able to interpret research findings and apply new insights to existing knowledge for effective project development.

All in all, my role as a scholar has improve, and I have conquered certain fears and developed another sense of personal and professional growth. This research experience increased my skills of helping me to recognize and identify educational problems and solutions with implications for positive social change. My involvement in this study represents scholarship and has challenged me to continue to advocate for changes in higher education that will improve teaching and learning. Additionally, I have found that critical thinking, process of inquiry, perseverance, and determination are key factors in successfully completing this project study.

### **Project Development and Evaluation**

Developing a project required many hours of diligent research. A majority of the time was spent on the consideration to the effectiveness of the project. After a great deal of consideration to the interview questions and participant responses, it was evident that professional development is needed to include procedures for instructors to collaborate and evaluate their instructional practices. Based on the research findings, I created a professional development training that will help instructors to effectively and consistently apply new strategies that will increase teaching and learning.

Before beginning the project, I learned the importance and the differences between primary sources and secondary sources and if the information obtained from

various websites is credible. Credible websites allowed me to gather meaningful information that is valid for this project development. The content and learning outcomes of this project corroborated with the literature review on proven strategies for supporting uncivil behaviors among students in college. Once the project was completed, I learned that creating a formative evaluation that aligns with the project's main goals is essential to project development.

Most of all, I learned that developing a project is not just about reconstructing what is already in existence, but providing new opportunities that will promote a transfer of learning. Incorporating new knowledge to already existing information provided many ramifications to acquiring knowledge in the field of higher education and for project development. In developing this project, I realized that college instructors may experience the same professional development from other sources but may walk away with a different understanding and appreciation of my professional development training series "Classroom Incivility: Address it Now, Later or Never." Evaluating the information that I have gathered for this project has also enlightened me to the fact that issues and obstacles experienced in higher education are also common at other colleges and universities nationwide.

### **Leadership and Change**

While working on this study and project development, I have learned that positive social change is possible to achieve. What stood out the most during this entire process was the importance of having good leadership and management skills. I further learned that to successfully reach my goals, I needed to stay focused on the project study. As an

experienced working professional who has worked in both the government (contract manager and project leader) and the higher education system (associate academic dean, program chair, vice-chair, and adjunct instructor), I have consistently demonstrated and applied a variety of leadership skills to accomplish a variety of tasks such as: sharing a vision, staying organized, being motivated, motivating others, listening to others, being a role model, being held accountable, and ensuring goals are met. These essential skills lead to effective leadership practices.

Although, I have not learned anything new about leadership, these skills have provided me the opportunity to sharpen my leadership abilities. After graduation from this program, I will continue to take on the leadership role in establishing the need for positive social change in higher education. I hope to prevail in efforts of exhibiting a desire for change by presenting the data in regards to the project goals by using a PowerPoint presentation to higher education administrators during a staff meeting. Finally, I have learned that a project cannot be successful if the leader lacks the required leadership qualities aforementioned to sustain the duration of the project. A project has to be maintained for ongoing use, monitored for effectiveness, and for the purpose that it was designed to serve. I hope that my leadership skills in developing this project has influenced positive change and benefited others.

### **Analysis of Self as Scholar**

As I consider the aspect of this project study from the position of a scholar, I have learned to think of myself not just as a scholar but as a professional scholar. I now have gained a plethora of knowledge about classroom management strategies used in higher

education to address uncivil behavior among students. I am more confident in my ability to quote certain researchers and speak about my research study topic. In fact, I am more confident and compelled to conduct additional research on other topics that influence positive change. Furthermore, I am no longer intimidated by lengthy research articles with a better understanding of how to make sense and interpret the research linguistic. This experience has afforded me the ability to read an article or research paper and determine if I agree with what it is saying from a scholarly perspective. I can make this determination by comparing and contrasting my research and my viewpoint as a professional scholar of research.

During certain phases of the project, I learned how to engage in time-consuming and tedious techniques of data analysis by collecting thick-rich data, reviewing and deciphering accurate data, segmenting, coding, and identifying common emerging themes. I also discovered how to offer important information about proper induction by thinking at a higher level about the needs of college educators specifically novice instructors. Finally, the creation of this project increased my professional skills as a leader, a manager, a good listener, a researcher, and my problem-solving skills. When I think of a scholar, I will reflect on everything I have experienced in developing this project. Also, I will think about someone who has totally immersed themselves for an extended period into a particular topic and has research findings to prove their work. I now consider myself as an expert to uncivil classroom behaviors among students that affect learning. I am extremely proud of my work and myself for achieving this goal.

### **Analysis of Self as Practitioner**

As a practitioner, this project development has helped me to grow not only as a college instructor but also as a researcher. To become more proficient in these two positions, I have had the opportunity to put into practice what I have learned as a scholar. I learned how to apply new information and experiment with new strategies. I also learned that research is constantly changing, and I need to be abreast with emerging research regarding my area of expertise. Although, I was familiar with some of the issues regarding this project, I am aware that I did not learn everything necessary by conducting this doctoral study. Most importantly, I learned to push myself to the limit by raising my standards as a scholar, as a scholarly writer, and as a professional researcher to find a solution to the problem at hand. Throughout this project development, I learned that constant observation, continued education, and endorsement of various components are critical to the progressive development of new ideas in higher education. Finally, it is my responsibility as a practitioner to take new information and apply it to areas that may affect positive social change in higher education.

### **Analysis of Self as Project Developer**

As a project developer, I conducted research on the best way to format professional development training for college instructors. In conducting the research, I was able to keep an open mind and apply prior knowledge of key components for successful implementation. The key components that I learned involved reading, listening, and rereading the data for accuracy and understanding. I was also able to apply my project management skills for accomplishing the goals of the project. During the

development of this project, I learned to plan strategically the layout to fulfill the goals and objectives of the project. I was able to achieve the constraints of dealing with the scope, time, quality, and delivery of organized and manageable data.

Finally, learning to work as a scholar and as a practitioner, I acquired numerous educational tools that assisted with my development as a project developer. During the development phase, I became an expert at researching and evaluating scholarly resources by gaining experience in collecting and analyzing data. In addition, I was able to collaborate with the college president, academic dean, instructors, and other supportive professionals within higher education. By utilizing these indispensable concepts provided me with the essential skills needed to put into practice the capacity to educate higher education leaders to make a positive social change in the college environment.

### **The Project's Potential Effect on Social Change**

The project's potential effect on social change is to provide sufficient support to local colleges and universities worldwide. The support provided will result in college instructors gaining knowledge and the necessary skills to perform the responsibilities of teaching in higher education. At the college campus-wide level, equipping instructors to effectively handle uncivil classroom behaviors has positive learning outcomes for students, instructors, and the entire campus. Research indicates that creating a positive learning environment aids in students being productive members of society. This college campus could be the perfect model for other colleges and universities to influence positive social change throughout the community. Most of all, the development of this project shows that positive social change is possible and can be created by targeting

specific needs that are relevant to professional development involving a group of people. Finally, this project study will bring forth positive social change by educating and potentially promoting further implementation of professional development policies in higher education that will spark additional learning opportunities and assistance to promote effective teaching that will increase student academic achievement.

### **Implications, Applications, and Directions for Future Research**

The work in this research study project has provided insightful and valuable information that is important to me and hopefully to those who are in higher education, specifically educators. Instructors need to feel empowered and need support in their attempts to improve their instructional practices. Uncivil classroom behaviors among students that affects learning is a serious problem that sometimes lead to shootings and even death on college campuses. Although there is an overabundance of research in grades k-12 involving student disruptions, there is limited research focusing on higher education instructors' and students' perceptions of uncivil classroom behaviors. This project study was created at a local college in North Texas in which I would initially implement the project at this college institution. The findings of this project provided a direct solution for instructors at this college that may have been reluctant or unsure on to how to handle certain student classroom behaviors. Next, this college institution has a second campus located in another state. If this study were conducted utilizing both campuses, it would provide thick-rich data allowing for a greater comparison between instructors' and students' perceptions about the issue. This project could be implemented

or modified at other campuses to meet the needs of the instructors' and students' in their settings.

Since there is limited research on uncivil classroom behaviors that affect learning in higher education, it is important that this research is shared. By having this project study published will help fill the gap in research on this topic. Once my research study project is approved, I plan to implement my project by traveling and educating other colleges and universities around the globe. In addition, I plan to create a supplemental guide, part 2 to my professional development called "Classroom Incivility: Address It Now, Later, or Never Trainer Guide." This guide is designed to ensure leaders can keep the instructional practices they learned from my project alive and ongoing. The guide will include additional activities and examples they can use to enhance learning. Finally, I plan to start writing books on professional development with the goal of getting them published. As a practitioner, leader, and scholar, I will be forced to stay abreast to emerging research on classroom management and uncivil behavior that affects learning. Most of all, I will continue to grow as a person and as a professional.

### **Conclusion**

In conclusion, this project study was created to investigate the perceptions of instructors' and students' experiences toward uncivil behavior that affects learning. In addition, the project also examined the instructor's classroom management strategies that are used to address student disruptions in their classrooms. The study findings revealed that instructors needed adequate training on how to effectively address uncivil behaviors among students. Based on the research findings, a professional development training

series entitled “Classroom Incivility: Address it Now, Later or Never” was developed to supply college instructors with consistent and effective classroom management strategies on how to better manage uncivil classroom behaviors among students. The project’s strengths included training strategies for instructors to effectively manage student misbehavior such as having clear and concise guidelines, concrete expectations, and their specific responsibilities as an educator to manage classroom incivilities. In fact, this project could be the best model for other local colleges and universities statewide to implement in dealing with uncivil classroom behaviors among students. Additionally, this project could create and promote ongoing positive social change at this college.

The project’s limitations included a small number of participants, instructor’s inconsistency to instructional practices, and the college officials’ reluctance to implement a new project. Finally, having the opportunity to collaborate with the college president, academic dean, instructors, students, and other faculty members gave me a chance to hear their personal views on higher education policies and classroom management strategies. The participant’s personal views toward uncivil classroom behaviors among students supplied me with knowledge and the educational direction to develop a professional development training that would directly enhance the instructional strategies needed for academic achievement. Most of all, this project showed how much I have learned as a practitioner, a leader, a scholar, and a project developer. Sharing this project with other educators’ not only fills the gap in literature but ensures application for future research which in turn may create positive social change to either minimizing or eliminating the number of student disruptions in higher education.

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## Appendix A: The Project



### Day 1: Uncivil Behaviors - Powerpoint Notes

#### **Welcome participants to training (9:00 am)**

- Provide short introduction about the trainer
- Conduct participant introductions
  - Give your name
  - Where are you from?
  - What grade level do you teach?
  - What do you hope to learn from this training?
- Training is divided:
  - Day 1 is about uncivil behaviors
  - Day 2 is about classroom management
  - Day 3 is about how to apply effective strategies
- Discuss training layout (two 15-minute breaks and 1-hour lunch)
- Discuss training expectations (participation, attendance, phones, promptness)
- Discuss logisticis (bathroom, break room, smoking area, exits, parking)

#### **Discuss: Purpose of attendance (9:20 am)**

- Purpose of all 3-days of professional development training
  - Increase learning by reducing or eliminating classroom incivilities
- Goals of all 3-days of professional development training
  - Identify the different types of uncivil behaviors
  - Identify the different types of classroom management strategies
  - Prevent classroom incivility from occurring
  - Recognize signs of troubled students (moderate and severe)
  - Recognize signs of potential student disruptions
  - Handle acts of academic integrity
  - Remember important school policies
  - Address the behavior now, later, or never
- Learning outcomes of professional development training
  - Know how to apply effective strategies
  - Be able to choose the appropriate strategy to fit the misbehavior
  - Address the behavior now, later, or never

#### **PreTest: Classroom Incivility-TurningPoint (9:30 am)**

- Trainer will explain and administer:
  - A multiple choice pretest, what do participants already know?
  - *TurningPoint* is an instant electronic polling device
  - Questions are displayed on the overhead projector
  - Participants will be handed “clickers” to make their selection
  - Participants will names will not be disclosed
  - Participants will see the polling results (given at the end of day 1)

**Questions: Classroom Misbehavior (9:40 am)**

Participants will share with the class, the number one student classroom misbehavior they hope to manage more effectively after attending this 3-day training session

**Activity: YouTube video: *The College Student Classroom Disruption* (10:00 am)**

- Participants will answer the following questions and share with the class:
  - What stood out the most?
  - What are your feelings toward this type of behavior?
  - How would you handle this type of behavior?

**Activity: The Best Teacher Ever! (10:15 am)**

- Participants will answer the following questions individually and then share their responses with the class:
  - Describe your best k-college teacher and why were they the best? Do not give any names.
  - What is one management strategy that teacher used that you like?
  - Explain if you use this strategy today, why or why not?
  - Describe how this strategy has to be modified or does it work all the time?
  - Describe your worst k-college teacher and why were they worst? Do not give any names.
  - Identify what specific actions that you feel have earned them the best or work title.

**15-MINUTE BREAK TIME (10:45 am)****Discuss: Reflect on the previous lessons (11:00 am)**

- Ask participants if they have any questions
- Ask participants is there anything in the lesson that changed their perception about uncivil behaviors

**Discuss: What is Uncivil Behavior? (11:10 am)**

- Trainer will discuss the definition of uncivil behavior
  - Uncivil behavior encompasses defiant, disrespectful, and disruptive behaviors that interrupt learning and undermine teachers' sense of efficacy (Sterling, 2009).

**Discuss: Two types of problem students (11:15 am)**

- Trainer will discuss the following:
  - Students with problems
    - Students problems may become class problems
      - Bad hygiene
  - Students as problems
    - Class problems may create student problems
      - Talking loud

**Discuss: Types of uncivil behavior that students bring to class (11:20 am)**

- Trainer will discuss the following:
  - Talking while the instructor is talking
  - Using electronic devices during class time
  - Making disparaging remarks out loud
  - Laughing out loud
  - Making loud noises
  - Having side conversations
  - Yawning out loud
  - Bothering other students
  - Sleeping in class
  - Arriving late
  - Challenging the instructor remarks
  - Arriving under the influence of alcohol or drugs

**Activity: Types of uncivil classroom behaviors (11:30 am)**

- Participants will form groups and discuss the types of uncivil classroom behaviors they have experienced.
  - Participants will discuss how they handled the misbehavior.
  - Participants will identify the most common problems they deal with the most as a group.
  - Participants will write the most common classroom student behaviors they all deal with onto the flip chart.
  - Participants will discuss how they handled the misbehavior.

**What are the causes of uncivil behaviors (11:45 am)**

- Trainer will discuss the following:
  - Emotional difficulties
  - Inability to do the course work
  - Low self-esteem
  - Boredom
  - Financial issues
  - Family problems
  - Work issues
  - Health problems
  - Personality conflict with instructor

**1-HOUR LUNCH TIME – 12:00 pm****Discuss: Reflect on the previous lessons (1:00 pm)**

- Ask participants if they have any questions
- Ask participants is there anything in the lesson that changed their perception about uncivil behaviors

**Activity: Youtube Video. Why do people misbehave? (1:10 am)**

- Participants will watch the *why do people misbehave video?*
- Participants will share their thoughts to why people misbehave
  - Trainer will discuss why people misbehave?
    - It makes them feel special or important
    - They think they can get away with it and never be caught
    - They have observed others get away with it
    - They are emotionally immature with no care in world/spoiled
    - They think their outbursts are justified because of who they are
    - They believe others are suppose to meet their needs

**Discuss: Why should we respond to uncivil behavior? (1:20 pm)**

- Trainer will discuss:
  - Uncivil behavior affects you and the other students in the class
  - Uncivil behavior may reflect underlying classroom problems
  - Uncivil behavior may lead to frustration or anger that impacts everyone

**Activity: Talking to each other in class scenario (1:30 pm)**

- Participants will read the following scenario:  
 One of your coworkers tell you that two or three students in their r class seem to enjoy talking to each other more than listening to the lecture. The instructors tells you that they had to stop teaching class and ask them to pay attention, but the next day they came back to class doing the something. Some of the students who sit near them appear to be bothered by their continued talking, but others act like they are really enjoying what they are talking about. They admit that they are afraid and may be losing part control of their classroom.
  - How would you handle this situation?
  - What advice would you give to your coworker?

**Activity: Arriving to class late scenario (1:45 pm)**Participants will read the following scenario:

One of your colleagues believe that students arriving late to class is very disrespectful and a distraction. Almost every day there are at least three students that arrive late to their class. For some reason, they tell you that they have not said anything to these students for being late.

- Why do you think this instructor has not said anything?
- What advice would you offer?

**Discuss: How to recognize troubled students moderate behaviors (2:00 pm)**Trainer will explain student behavior that indicate that something is wrong:

- A lack of motivation toward achievement
- Increased number of absences from their classes
- Difficulty with trying to concentrate or staying focused
- Pattern of interaction w/others has changed (avoidance, dependency)
- Altered mood changes (sadness, irritability, fatigue and sleeping in class)
- Turning in late or incomplete work assignments

- Lack of self-care (poor hygiene), Deny or accept an offer of help
- Exhibit mild disruption during class (angry outbursts, walking out, not talking, attacking what other people say)

### **15-MINUTE BREAK TIME (2:30)**

#### **Discuss: How to handle troubled students with moderate behaviors (2:45 pm)**

- Trainer will discuss:
  - Consult with others on how best to address your concerns
  - Work with the student individually if appropriate
  - Address uncivil behavior, provide corrective and formative feedback
  - Communicate and set clear expectations and consequences
  - Refer the student to campus resources if necessary:
    - Counseling Services
    - Academic Dean
    - Student Infirmary
    - Academic Advisor
  - Document and report what happened
  - Check on the student to utilize resources

#### **Discuss: How to recognize troubled students with severe behaviors (3:00 pm)**

- Trainer will explain student behavior that indicate that something is wrong:
  - Reluctant to accept help and may view help as offensive or invasion
  - Expression of emotions are more intense regardless of who is around
  - Reflect poor self-care and a lack of empathy for others
  - Regularly miss class and are often late to class
  - Verbally aggressive toward others
  - Unwilling to talk and resist assuming responsibility
  - Slurred speech or can barely understand what they are saying
  - Confused sense of reality
  - Highly suspicious of others
  - Stalking behaviors, inappropriate contact such as threatening e-mails
  - Hyper and very reactive to other's opinions
  - Talk/reference suicidal or homicidal thoughts

#### **Discuss: How to handle troubled students with severe behaviors (3:15 pm)**

- Trainer will discuss:
  - Protect yourself
    - Call someone to meet the student in a safe close to resources
  - Consult colleagues
    - Campus lead
    - Counselor
    - Campus police

- If the student is agitated and/or a threat to harm themselves or others
  - Maintain a safe distance
  - Attempt to maintain a calm demeanor
  - Avoid escalating your voice level and using provocative language
  - Remove yourself by indicating you will find someone else they can talk to
- If the student is able to discuss the problem and does not pose an imminent threat:
  - Listen to what the student is saying with an open an attitude of sincerity
  - Avoid saying this will be confidential to the student
  - Identify the problem
  - Clarify what needs to be managed
  - Research what has worked in the past regarding the problem
  - Avoid making promises, encourage positive change that is constructive
- Encourage the student to seek help, suggest resources
- Document and discuss your experience with your boss, what could you have done differently?

**Post Test: Classroom Incivility-Turning Point (3:30 pm)**

- Trainer will discuss participants responses:
  - Administer a multiple choice pre test using Turning Point to see what participants learned about classroom incivility.
  - Discuss polling responses

**Activity: To Go Ticket! (3:40)**

- Write down three things you learned today that you did NOT already know about uncivil behavior
- Write down three things you learned today that you did NOT already know about classroom management

**Evaluation: (3:50 pm)**

Participants will evaluate day-1 of training dealing with uncivil behaviors

**END OF DAY 1 - 4:00 pm**

## **Day 2: Classroom Management Training - PowerPoint Notes**

### **Welcome participants back to training (9:00 am)**

- Who can tell me what we discussed yesterday?
- Answer any questions about the previous lessons

### **Discuss: Day 2 Expectations (9:10 am)**

- Provide overview of day-2 layout
  - Two 15-minute breaks
  - 1-hour lunch
- Explain day-2 training goals
  - Learn about classroom management

### **Pre Test: Classroom Management-Turning Point (9:15 am)**

- Trainer will do the following:
  - Administer a multiple choice pretest using *Turning Point* to see what participants already know about classroom management.

### **Activity: Closed Hand or Open Hand (9:20 am)**

- Give the participant next to you a high five!
- Keep your high five hand open, do not close it

By indicating with your fingers, on a scale of 1 to 5, rate your level of knowledge to classroom management:

1. A closed hand means you are still thinking and do not know
2. One finger means you are extremely frustrated and really confused
3. Two fingers means you are just frustrated
4. Three fingers means that you are barely making it
5. Four fingers means that your things are working well
6. Five fingers means that your class is good and you have very few issues.

If you have five finger open, please tell us why are you here today?

### **Watch Funny YouTube Video: David Spade Class Management (9:25 am)**

#### **Group Activity: David Spade video (9:30 am)**

- Participants will choose a partner and discuss some of the student behaviors observed from the video and share with the class
- What are the positive approaches the instructor used to manage the class?
- What are the negative approaches the instructor used to manage the class?
- What types of behaviors did you see from the instructor and student?

### **Discuss: The definition of classroom management? (10:00 am)**

- Trainer will discuss:
  - Classroom management is the responsibility of each classroom instructor. Classroom management refers to the design and implementation of efficient classroom routines, policies, and procedures for participation in class discussions, forming cooperative learning groups, accomplishing class work, and various other classroom activities and interactions (Sterling, 2009).

**Discuss: What classroom management is NOT.... (10:05 am)**

- Trainer will discuss:
  - Telling students what to do making life easier for you
  - Lacking engagement with students
  - Teaching lessons in the best style that think works best or is easiest
  - A power struggle between you and the students
  - Overlooking the needs of students
  - Everything is geared toward the instructor's preference
  - Not following through with discipline strategies
  - Overlooking problems
  - Establishing classroom favoritisms
  - Unorganized and chaotic
  - Overwhelming expectations
  - Inappropriate rules and consequences

**15-MINUTE BREAK TIME – 10:30 am****Trainer will reflect on previous lesson (10:45 am)**

- Answer any questions about the previous lessons

**Activity: Why is classroom management important? (10:50 am)**

- Trainer will discuss the importance of classroom management
- Participants will jot down two reasons onto an index card
- Participants will read the responses out loud for discussion

**Activity: Hate Hurts by: Nadine Simpson (11:30 am)**

- Participants will watch video
- Participants will discuss share what they took from the video  
<http://www.nea.org/tools/15978.htm>

**1-HOUR LUNCH TIME-12:00****Trainer will reflect on previous lesson (1:00 pm)**

- Answer any questions about the previous lessons

**Discuss: Types of classroom management styles (1:00 pm)**

- Trainer will discuss and provide examples:
  - Authoritative Style
    - The classroom has high expectations of appropriate behavior, certain behaviors are acceptable, and a positive student-teacher relationship.
  - Permissive Style
    - The classroom lacks involvement, no discipline, few demands, and a lot of freedom.
  - The Indulgent Style
    - The classroom environment is free. No demands on the student. Students seek their own ends by using any reasonable means necessary.

**Activity: Stand Firm! (1:10 pm)**

- Trainer will:
  - Post all three classroom management styles on separate walls
  - Trainer will read various scenarios related to classroom management
  - Participants will listen to the instructor read the scenario and go stand under the correct classroom management style posted on the wall.
  - Participants in each group will share why they chose this particular style

**Activity: The Best College Teaching (1:40 pm)**

- Participants will watch the video
- Participants will discuss what good teachers need
- Participants will discuss other qualities that good teachers need

**Why classroom management is different for others (2:00 pm)**

- Trainer will discuss:
  - Teaching Styles
  - Personality/Attitudes
  - Student population
  - Not all management strategies are effective for every teacher

**Discuss: Classroom management traits (2:15 pm)**

- Trainer will discuss:
  - Having effective discipline
  - Having prepared materials
  - Having the ability and desire of motivating your students
  - Having a safe, comfortable learning environment
  - Having the skills to build your students' self esteem
  - Having creative and engaging lessons

**15-MINUTE BREAK TIME – (2:30 pm)****Trainer will reflect on previous lesson (2:45 pm)**

- Answer any questions about the previous lessons

**YouTube Video: Classroom Management Interview (2:50 pm)**

- Participants will watch the classroom management interview

**Activity: Classroom Management Interview (2:55 pm)**

- Participants will be given an interview guide with 10 interview questions
- Participants will choose someone in the class to interview. They are to choose three questions from the guide that are most important
- Participants will come up in front of the class and interview each other (this is voluntary)
- Participants can be creative by choosing one of the classroom management styles

**Discuss: Warning signs of student trouble (3:20 pm)**

- Trainer will discuss:
  - **Depression**
    - Changes in dress, demeanor, sadness, crying, lack of energy, sleeping in class, withdrawal, poor attendance, poor grades, procrastination.
  - **Agitation**
    - Nervousness, hurried speech, erratic hand gestures or non-verbal communication, aggressive behavior.
  - **Anxiety**
    - Excessive worry, procrastination, hyper, irritably, overly dependent. Panic attacks, hyperventilation, excessive perspiration, upset stomach.
  - **Aggression**
    - Aggressive outbursts, threats of violence, over-reactive, hostility toward others, use harsh judgments without reasonable foundation, disrespectful.
  - **Violence**
    - Extremely aggressive behavior, yelling, harmful physical contact, threatening others, erratic behavior.
  - **Delusions**
    - Difficulty knowing fantasy from reality, confused thinking, hearing internal voices, bizarre behavior.
  - **Substance Abuse**
    - Physical signs of intoxication, slurred speech, hyperactivity, excessive perspiration, depressed mood.
  - **Suicidal**
    - Suicide talk of not wanting to live, says no one cares, feelings of hopelessness, alienation, history of alcohol or substance abuse

**Post Test: Classroom Management-Turning Point (3:30 pm)**

- Trainer will discuss participants responses:
  - Administer a multiple choice pretest using Turning Point to see what participants learned about classroom incivility.
  - Discuss polling responses

**Activity: To Go Ticket! (3:40)**

- Write down three things you learned today that you did NOT already know about uncivil behavior
- Write down three things you learned today that you did NOT already know about classroom management

**Evaluation: (3:50 pm)**

- Participants will evaluate day-2 of training, classroom management

**END OF DAY-2 TRAINING -4:00 pm**

### **Day 3: How to Apply Effective Strategies - PowerPoint Notes**

#### **Welcome participants back to training (9:00 am)**

- Who can tell me what we discussed yesterday?
- Answer any questions about the previous lessons

#### **Discuss: Day 3 Expectations (9:10 am)**

- **Provide overview of day-3 training**
  - Two breaks
  - 1-hour lunch
- **Explain the day-3 training goals and learning outcomes**
  - The morning training will cover how to effectively apply *uncivil behavior strategies*
  - The evening training will cover how to effectively apply *classroom management strategies*
- **Wrap-up!**
  - Classroom incivility: address it now, later, or never

#### **Pretest: Applying the right strategies-Turning Point (9:15 pm)**

- Trainer will discuss participants responses:
  - Administer a multiple choice pretest using Turning Point to see what participants learned about applying the right strategy regarding classroom management and uncivil behaviors.
  - Results of polling will be revealed at the end of class (posttest)

#### **Discuss: Address it Now, Later, or Never (9:20 am)**

- Explain the importance and its effect on when is the appropriate time to address uncivil behaviors that impact learning.
  - Address it now
  - Address it later
  - Never address it

**Activity:** Participants will play jeordardy

#### **Discuss: Strategies to preventing classroom incivility – The Talkers! (9:30 am)**

- Trainer will discuss:
  - Make eye contact with the talkers
  - Make movement to where the talkers are speaking
  - Make sure students know that only one person speaks at a time
  - Make sure you use expert power by knowing the content
  - Make sure you model appropriate behavior
  - Make sure you are available and approachable to students
  - Make sure you empower your students; make them feel valued
  - Make sure you go over the school's+ behavior policy
  - Make sure you provide a detailed syllabus with expectations
    - In the syllabus, emphasize how students should behave rather than what not to do

- Explain how this relates to student success.
- Have disclaimers such as “this syllabus is subject to change based on needs of the school, student, and instructor.”
- Make sure you respectfully get the class main/influential talkers to stop talking by saying:
  - “You’re ahead of me and I’m going to get to that later”
  - “I can tell you have spent time thinking about this”
  - “Does anyone else have some insight on this?”
  - “Very interesting point, so hold that thought for later

**Activity: Student Remark Scenario (9:45 am)**

- Participants will read the scenario and answer the following questions:
  - A student in your class starts talking and makes a remark that others interpret as racist or prejudice, or that is sexist, ageist, or homophobic.
  - Turn this remark into a catalyst to enlighten the class?
  - What strategies would you take to make this remark into a teachable positive moment?
  - Participants will share their responses with the class

**Discuss: Setting classroom expectations (10:00 am)**

- Trainer will discuss:
  - What is the importance of a classroom learning culture
  - Define expectations for the classroom (course syllabus)
  - Introduce expectations early
    - Language
    - Punctuality
    - Respect

**Activity: Preventing Classroom Incivility (10:05 am)**

- Participants will create a handout to the following:
  - Participants will form groups of three; write their answers on the flip chart
  - Create a non-authoritarian handout for your students regarding your attendance policy, lateness to class policy, respecting everyone’s opinions in class and respecting one another, cell phone policy, no-talking while someone else is talking, etc.
  - Each group will discuss their answers

**15-MINUTE BREAK TIME -10:30 am**

**Trainer will reflect on previous lesson (10:45 am)**

- Answer any questions about the previous lessons

**Activity: Student Complaint (10:50 am)**

- Participants will discuss how they would handle this type of situation?
  - A student receives an “F” on a quiz. He is very upset and protests his grade. He is adamant about getting his grade changed or allowing him to re-take the quiz. You stand firm in telling him that there are no make-ups or extra credit. The student’s tone becomes increasingly aggressive. He constantly calls you, emails you, and waits for you after class.

**Discuss: Strategies to classroom incivility (11:00 am)**

- Make sure you address ALL classroom incivility immediately
- Make sure you do not become angry or defensive with the student
- Make sure you give students a chance to express themselves but only if it’s in a respectful manner
- Make sure you acknowledge the students’ feelings and be apologetic
- Make sure you maintain eye contact and an open posture
- Make sure you are being empathetic for positive outcomes.
- Make sure you tell the student that you are on their side and you want them to succeed
- Make sure to ask the student what it is that they are upset about
- Make sure to suggest a solution to the problem that is fair
- Make sure to mention accommodations/resources offered by the college

**Discuss: Strategies on how to address overt incivilities (11:15 am)**

- Be sure to use reflective listening techniques
- Be sure to not become defensive
- Be sure to reflect back on your understanding of the problem
- Be sure to be disrespectful toward the behavior. Be calm.
- Be sure to talk with the student privately
- Be sure to let other students in the class know that you not let their learning environment be comprised.
- Be sure to apologize to the students if you overreacted, it will not happen again
- Be sure to remind students that the institution has a responsibility to diminish the occurrences of incivilities

**Activity: How to address added distractions in class (11:30 am)**

- Participants will form groups of three and discuss ways they would address the following distractions:
  - Cell Phones
  - Laptops
  - Reading magazines, newspaper

- Eating food and drinking
- Dress attire
- Hygiene
- Participants will think about a time when you had a problematic situation in class regarding the above list of distractions.
- What strategy did you use to address these distractions?

### **1-HOUR LUNCH TIME – 12:00 pm**

#### **Trainer will reflect on previous lesson (1:00 pm)**

- Answer any questions about the previous lessons

#### **Discuss: Classroom management action strategies (1:05 pm)**

- Trainer will discuss:
  - Make sure you use assertive body language
  - Make sure you use appropriate tone of voice
  - Make sure you set clear learning goals
  - Make sure you get to know your students
  - Make sure you greet students outside of class
  - Make sure you encourage classroom discussions
  - Make you use humor
  - Make sure you are consistent
  - Make sure you are patient
  - Make eye contact

#### **Activity: Classroom Management Mr. Hester Video (1:15 pm)**

- Students will discuss:
  - What strategies they saw in the video
  - What are some classroom management strategies that Mr. Hester used?
  - What does he stress the most to be an effective teacher?
  - What is one strategy the he mentioned and that you have tried or use?

#### **Discuss: How to create a positive environment (1:30 pm)**

- Trainer will discuss:
- It is important to have your students to want to return your class. Students are more apt to come back to your class if:
  - My teacher is approachable and friendly
  - My class has a sense of community involving my classmates
  - My teacher makes me think that the course is worthwhile and that I can succeed
  - My teacher is devoted to learning our names and getting know me
  - My teacher invite us to visit their office
  - My teacher shows they care about my life and my learning

**Activity: Positive Environment (1:45 pm)**

- Participants will discuss other positive points an instructor can do to create a positive environment?
- Participants will write on the flip chart their answers and share them with the class

**Recap: What is disruptive behavior? (2:00 pm)**

- Habitual interference that impacts learning
- Persistent and unreasonable demands for attention
- Intimidating and harassing others
- Refusal to cooperate with faculty members
- Threats of physical violence or threats of making reports to higher official

**Recap: Causes of disruptive behavior (2:20 pm)**

- Underlying psychological or mental health concerns
- Confusion about class expectations and/or material
- Difficult transition to college norms
- Lack of or underdeveloped social skills

**15-MINUTE BREAK TIME – 2:30 pm****Trainer will reflect on previous lesson (2:45 pm)**

- Answer any questions about the previous lessons

**Discuss: Cover yourself! (2:50 pm)**

- Trainer will discuss:
  - The importance of reporting incidents and concerns in writing

**Activity:** Ask participants to share how they report or document student misbehavior

**Discuss: Know the school discipline policies (3:00 pm)**

- Attendance and late arrival policies
- Grading policies
- Cell phone usage, laptops and other electronic devices
- Campus dress code policies
- Weapons, fighting, verbal disrespect and etc.
- Food and drink policies
- Alcohol and smoking policies
- Sexual Harassment policy

**Activity: Awareness policies (3:10 pm)**

- Participants form groups and write down as many policies they think instructors should be aware of such as:
  - Internet use policies
  - Family Educational Rights and Privacy Act (FERPA) Policies
  - Emergency evacuation procedures
  - Fire, earthquake, bomb threat, intruder, etc.
  - Accidents
  - Videos, movies, and other instructional materials

**Discuss: Strategies to preventing academic integrity (3:15 pm)**

- Trainer will:
  - Discuss academic integrity in your course syllabus
  - Discuss the college policy with them
  - Discuss your classroom expectations and give examples of violations
  - Discuss the consequences of violations
  - Discuss periodically about academic integrity, particularly before exams/papers are due
  - Discuss the possibility of “cheating”

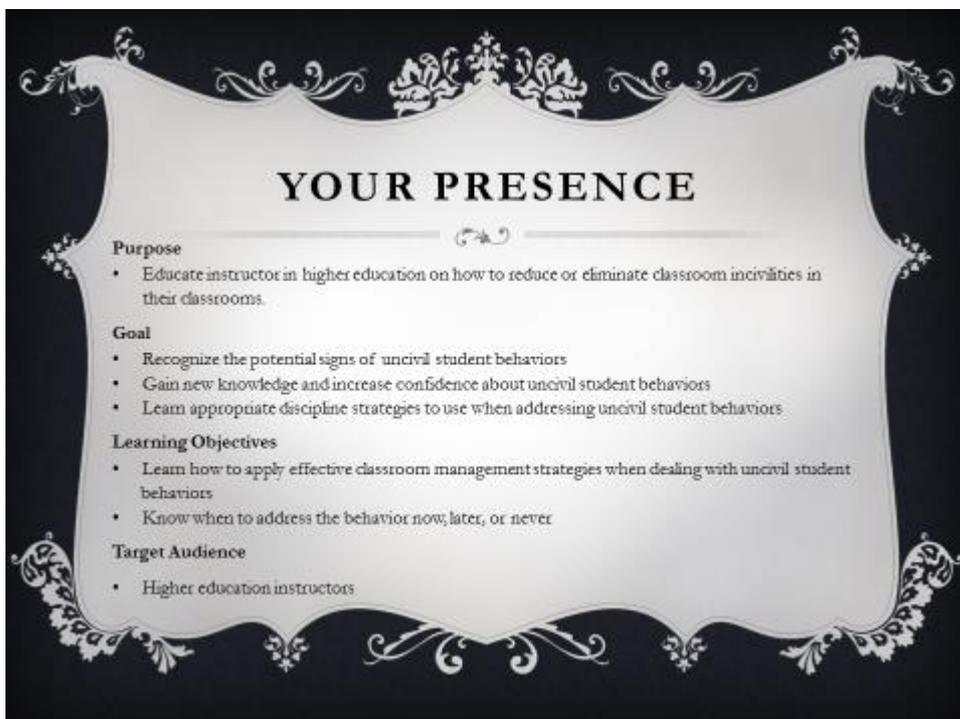
**Questions: Classroom Misbehavior (3:20 pm)**

- Participants will share with the class, the number one student classroom misbehavior that impacts learning they hope to manage more effectively after attending this 3-day training session
- Participants will discuss if this 3-day training answered their question and share with the class

**Post Test: Applying the right strategies-Turning Point (3:30 pm)**

- I will administer a six multiple choice pretest questions using Turning Point clickers to see what participants over what they learned.
- **Evaluate the training (3:45 pm)**
  - Participants will complete an evaluation and rate how the weaknesses and strengths of the training
  - Participants will offer changes and recommendations
- **List additional resources**
  - Websites
  - Articles
- **List trainer contact information**
  - My email address

**END OF DAY-3 TRAINING**



## DAY 1

- Welcome to Professional Development Training (9:00 am)
- Purpose of attendance (9:20 am)
- Pre Test: Classroom Incivility-*TurningPoint* (9:30 am)
- Questions: Classroom Misbehavior (9:40 am)
- YouTube video: *The College Student Classroom Disruption* (10:00 am)
- Activity: The Best Teacher Ever! (10:15 am)
- 15-MINUTE BREAK TIME (10:45 am)
- Discuss: Reflect on the previous lessons (11:00 am)
- Discuss: What is Uncivil Student Behavior? (11:10 am)
- Discuss: Two types of problem students (11:15 am)

## DAY 1

- Discuss: Types of uncivil behavior that students bring to class (11:20 am)
- Activity Handout: Types of uncivil classroom behaviors (11:30 am)
- What are the causes of uncivil student behaviors (11:45 am)
- 1-HOUR LUNCH TIME – 12:00 pm
- Discuss: Reflect on the previous lessons (1:00 pm)
- Activity: Youtube Video. Why do people misbehave? (1:10 am)
- Discuss: Why should we respond to uncivil behavior? (1:20 pm)
- Activity: Talking to each other in class scenario (1:30 pm)
- Activity: Arriving to class late scenario (1:45 pm)
- Discuss: How to recognize troubled students moderate behaviors pt.1 (2:00 pm)
- 15-MINUTE BREAK TIME (2:30)

## DAY 1

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- Activity: Talking to each other in class scenario (1:30 pm)
- Activity: Arriving to class late scenario (1:45 pm)
- Discuss: How to recognize troubled students moderate behaviors pt.1 (2:00 pm)
- 15-MINUTE BREAK TIME (2:30)
- Discuss: How to handle troubled students with moderate behaviors (2:45 pm)
- Discuss: How to recognize troubled students with severe behaviors (3:00 pm)
- Discuss: How to handle troubled students with severe behaviors (3:15 pm)
- Post Test: Classroom Incivility-*Turning Point* (3:30 pm)
- Activity: To Go Pass! (3:40)
- Evaluation: (3:50 pm)

**END OF DAY 1 - 4:00 pm**

## DAY 2

---

- Welcome participants back to training (9:00 am)
- Discuss: Day 2 Expectations (9:10 am)
- Pre Test: Classroom Management-*Turning Point* (9:15 am)
- Activity: Closed Fist or Open Fist (9:20 am)
- Watch YouTube Video: David Spade Class Management (9:25 am)
- Discuss: The definition of classroom management? (10:00 am)
- Discuss: What classroom management is NOT.... (10:05 am)
- 15-MINUTE BREAK TIME - 10:30 am
- Trainer will reflect on previous lesson (10:45 am)
- Why is classroom management important? (10:50 am)
- Activity: Hate Hurts by: Nadine Simpson (11:30 am)



## DAY 2

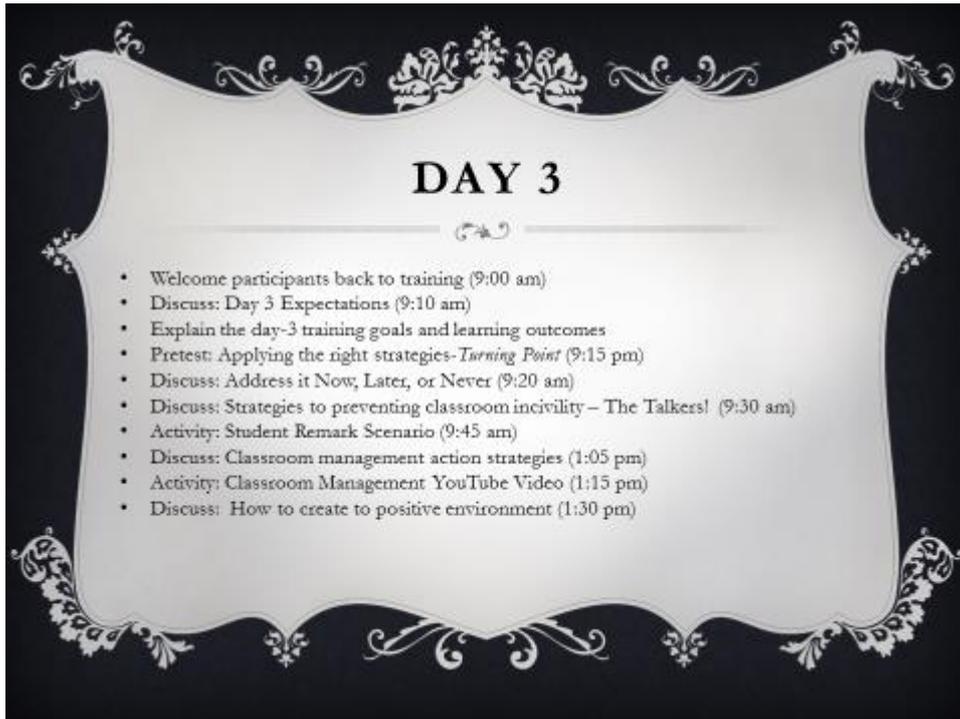
- 1-HOUR LUNCH TIME-12:00
- Trainer will reflect on previous lesson (1:00 pm)
- Discuss: Types of classroom management styles (1:00 pm)
- Activity: Stand Firm! (1:10 pm)
- Activity: What type of style is this? (1:40 pm)
- Why classroom management is different for others (2:00 pm)
- Discuss: Classroom management traits (2:15 pm)
- 15-MINUTE BREAK TIME – (2:30 pm)
- Trainer will reflect on previous lesson (2:45 pm)
- YouTube Video: Classroom Management Interview (2:50 pm)
- Activity: Classroom Management Interview (2:55 pm)



## DAY 2

- YouTube Video: Classroom Management Interview (2:50 pm)
- Activity: Classroom Management Interview (2:55 pm)
- Trainer will reflect on previous lesson (2:45 pm)
- YouTube Video: Classroom Management Interview (2:50 pm)
- Activity: Classroom Management Interview (2:55 pm)
- Discuss: Classroom management warning signs (3:20 pm)
- Post Test: Classroom Management-*Turning Point* (3:30 pm)
- Activity: To Go Pass! (3:40)

**END OF DAY-2 TRAINING -4:00 pm**



## DAY 3

---

- Welcome participants back to training (9:00 am)
- Discuss: Day 3 Expectations (9:10 am)
- Explain the day-3 training goals and learning outcomes
- Pretest: Applying the right strategies-*Turning Point* (9:15 pm)
- Discuss: Address it Now, Later, or Never (9:20 am)
- Discuss: Strategies to preventing classroom incivility – The Talkers! (9:30 am)
- Activity: Student Remark Scenario (9:45 am)
- Discuss: Classroom management action strategies (1:05 pm)
- Activity: Classroom Management YouTube Video (1:15 pm)
- Discuss: How to create to positive environment (1:30 pm)



## DAY 3

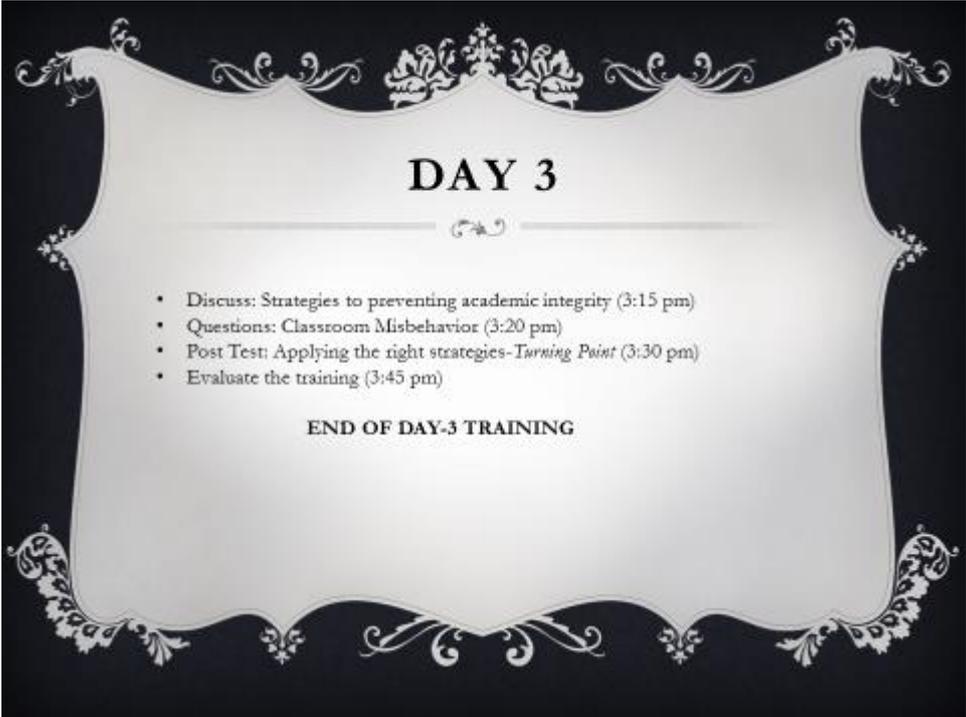
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- Discuss: Setting classroom expectations (10:00 am)
- Activity: Preventing Classroom Incivility (10:05 am)
- 15-MINUTE BREAK TIME -10:30 am
- Trainer will reflect on previous lesson (10:45 am)
- Activity: Student Complaint (10:50 am)
- Discuss: Strategies to classroom incivility (11:00 am)
- Discuss: Strategies on how to address overt incivilities (11:15 am)
- Activity: How to address added distractions in class (11:30 am)



## DAY 3

- 1-HOUR LUNCH TIME – 12:00 pm
- Trainer will reflect on previous lesson (1:00 pm)
- Activity: Positive Environment (1:45 pm)
- Recap: What is disruptive behavior? (2:00 pm)
- Recap: Causes of disruptive behavior (2:20 pm)
- 15-MINUTE BREAK TIME – 2:30 pm
- Trainer will reflect on previous lesson (2:45 pm)
- Discuss: Cover yourself! (2:50 pm)
- Discuss: Know the school discipline policies (3:00 pm)
- Activity: Awareness policies (3:10 pm)

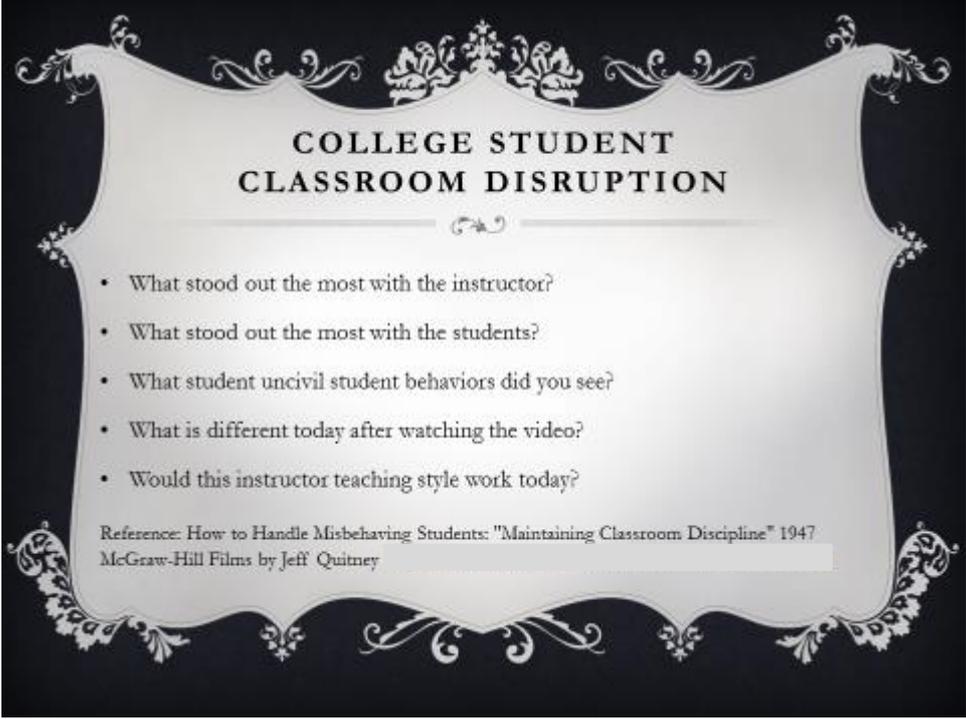


## DAY 3

- Discuss: Strategies to preventing academic integrity (3:15 pm)
- Questions: Classroom Misbehavior (3:20 pm)
- Post Test: Applying the right strategies-*Turning Point* (3:30 pm)
- Evaluate the training (3:45 pm)

**END OF DAY-3 TRAINING**

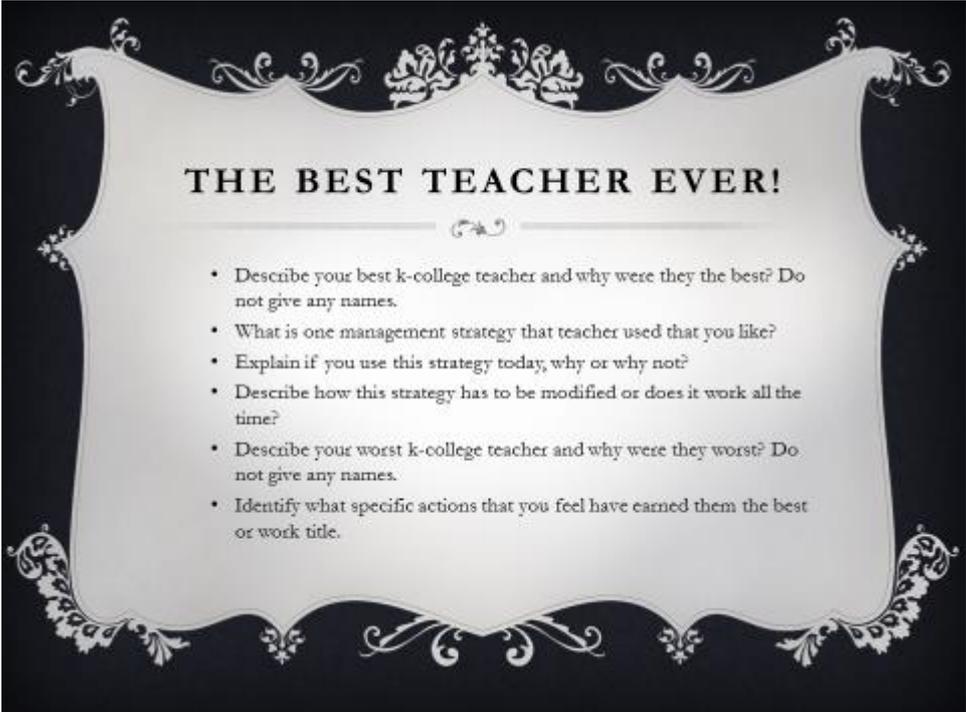




## COLLEGE STUDENT CLASSROOM DISRUPTION

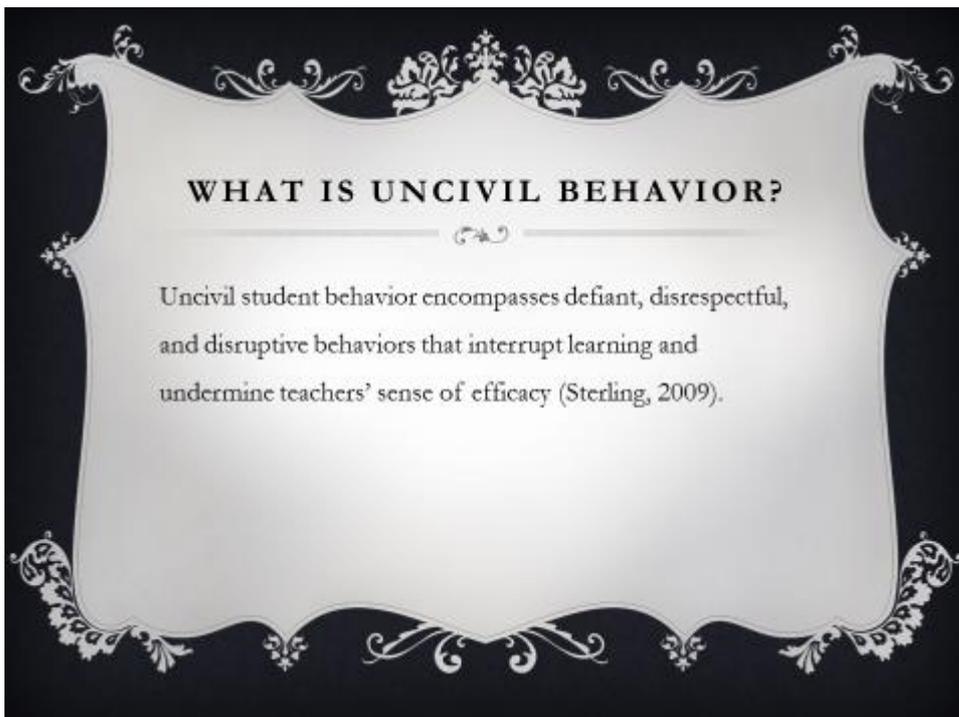
- What stood out the most with the instructor?
- What stood out the most with the students?
- What student uncivil student behaviors did you see?
- What is different today after watching the video?
- Would this instructor teaching style work today?

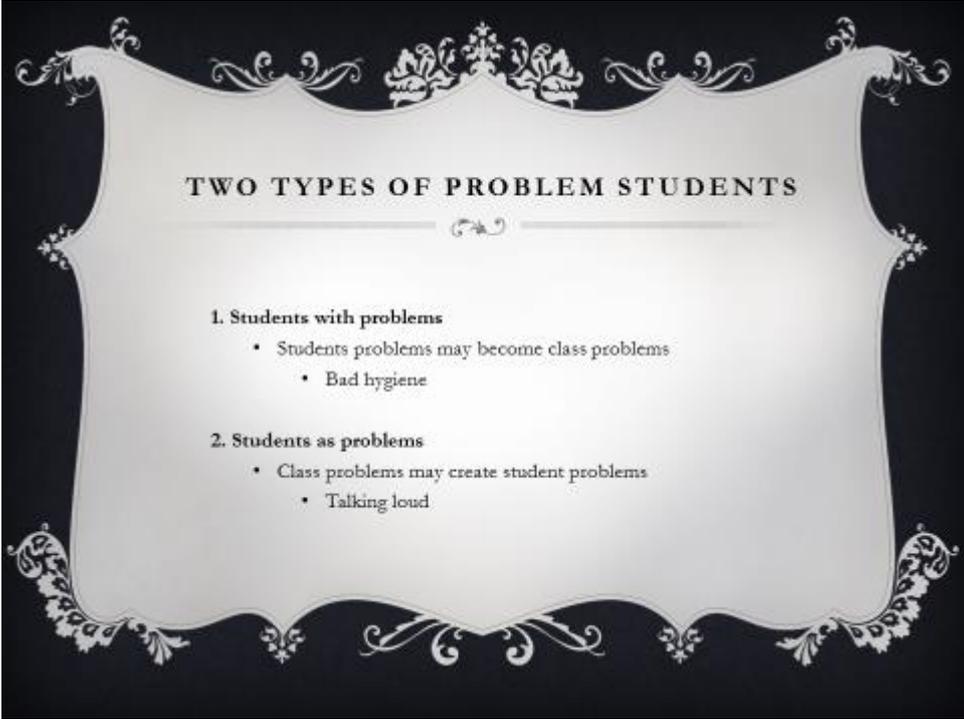
Reference: How to Handle Misbehaving Students: "Maintaining Classroom Discipline" 1947  
McGraw-Hill Films by Jeff Quitney



## THE BEST TEACHER EVER!

- Describe your best k-college teacher and why were they the best? Do not give any names.
- What is one management strategy that teacher used that you like?
- Explain if you use this strategy today, why or why not?
- Describe how this strategy has to be modified or does it work all the time?
- Describe your worst k-college teacher and why were they worst? Do not give any names.
- Identify what specific actions that you feel have earned them the best or work title.

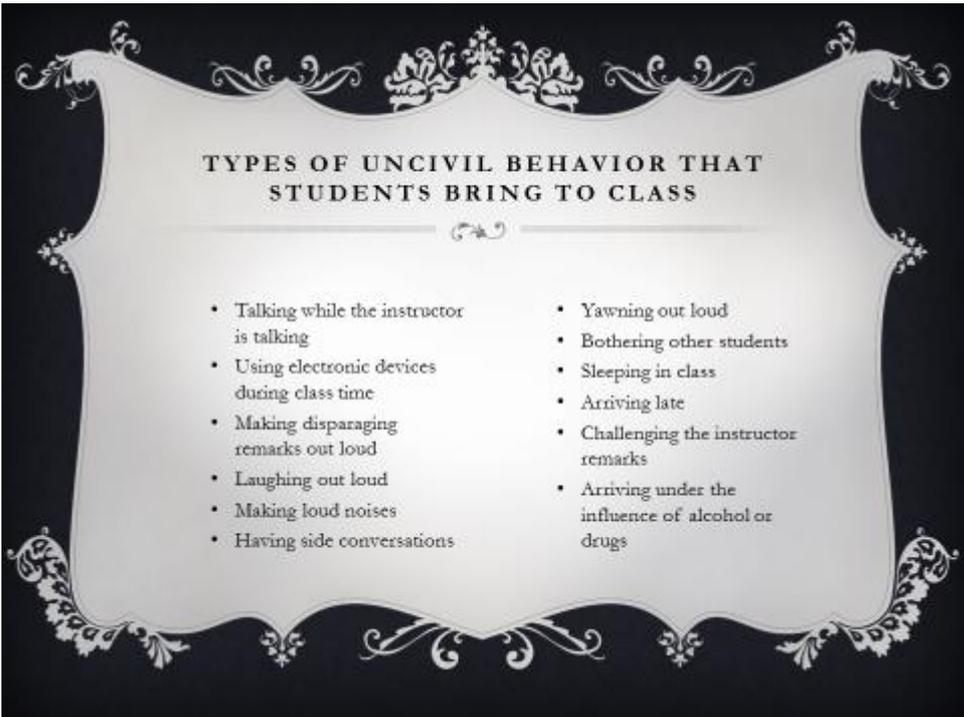




## TWO TYPES OF PROBLEM STUDENTS

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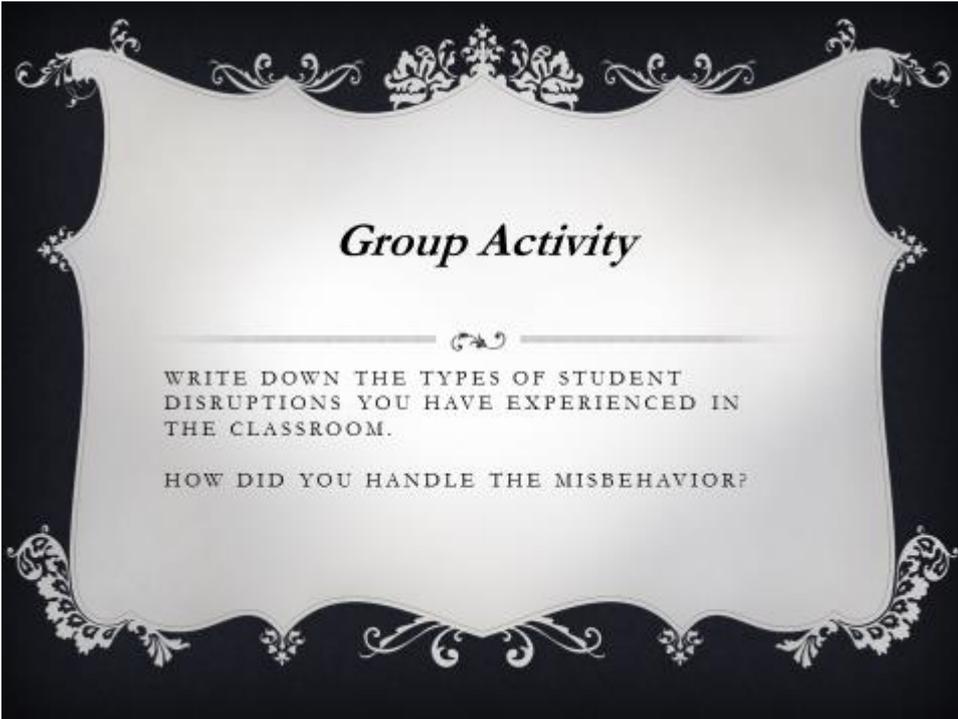
1. **Students with problems**
  - Students problems may become class problems
    - Bad hygiene
2. **Students as problems**
  - Class problems may create student problems
    - Talking loud



## TYPES OF UNCIVIL BEHAVIOR THAT STUDENTS BRING TO CLASS

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- Talking while the instructor is talking
- Using electronic devices during class time
- Making disparaging remarks out loud
- Laughing out loud
- Making loud noises
- Having side conversations
- Yawning out loud
- Bothering other students
- Sleeping in class
- Arriving late
- Challenging the instructor remarks
- Arriving under the influence of alcohol or drugs

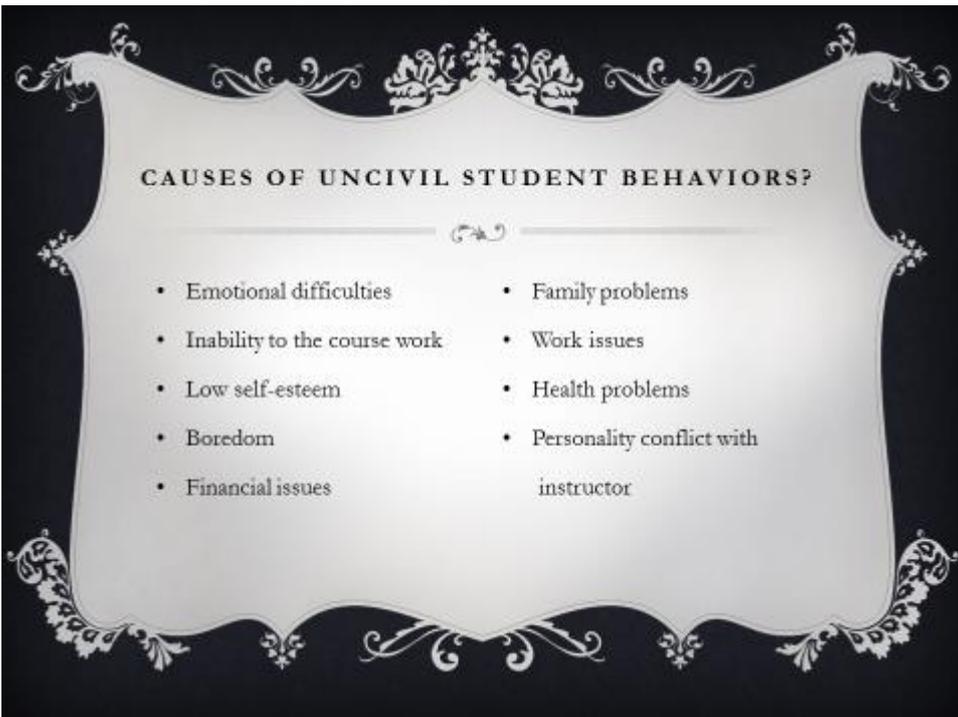


## *Group Activity*

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WRITE DOWN THE TYPES OF STUDENT  
DISRUPTIONS YOU HAVE EXPERIENCED IN  
THE CLASSROOM.

HOW DID YOU HANDLE THE MISBEHAVIOR?



## CAUSES OF UNCIVIL STUDENT BEHAVIORS?

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- Emotional difficulties
- Inability to the course work
- Low self-esteem
- Boredom
- Financial issues
- Family problems
- Work issues
- Health problems
- Personality conflict with  
instructor



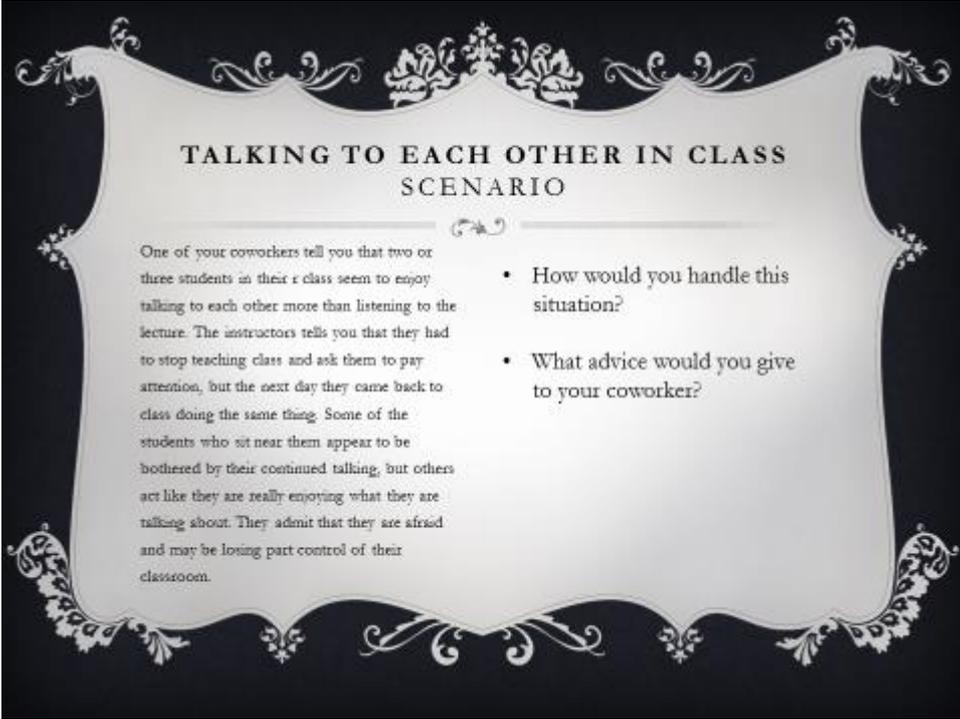
## CLASSROOM INCIVILITY

What stood out the most with the instructor?  
What stood out the most with the students?  
What student uncivil student behaviors did you see?  
What teaching style does this instructor use?  
How would you have handle these disruptions?

[Small white box]

## WHY SHOULD WE RESPOND TO UNCIVIL BEHAVIOR?

- Uncivil behavior affects you and the other students in the class
- Uncivil behavior may reflect underlying classroom problems
- Uncivil behavior may lead to frustration or anger that impacts everyone



### TALKING TO EACH OTHER IN CLASS SCENARIO

One of your coworkers tell you that two or three students in their class seem to enjoy talking to each other more than listening to the lecture. The instructor tells you that they had to stop teaching class and ask them to pay attention, but the next day they came back to class doing the same thing. Some of the students who sit near them appear to be bothered by their continued talking, but others act like they are really enjoying what they are talking about. They admit that they are afraid and may be losing part control of their classroom.

- How would you handle this situation?
- What advice would you give to your coworker?



### ARRIVING TO CLASS LATE SCENARIO

One of your colleagues believe that students arriving late to class is very disrespectful and a distraction. Almost every day there are at least three students that arrive late to their class. For some reason, they tell you that they have not said anything to these students for being late.

- Why do you think this instructor has not said anything?
- What advice would you offer?



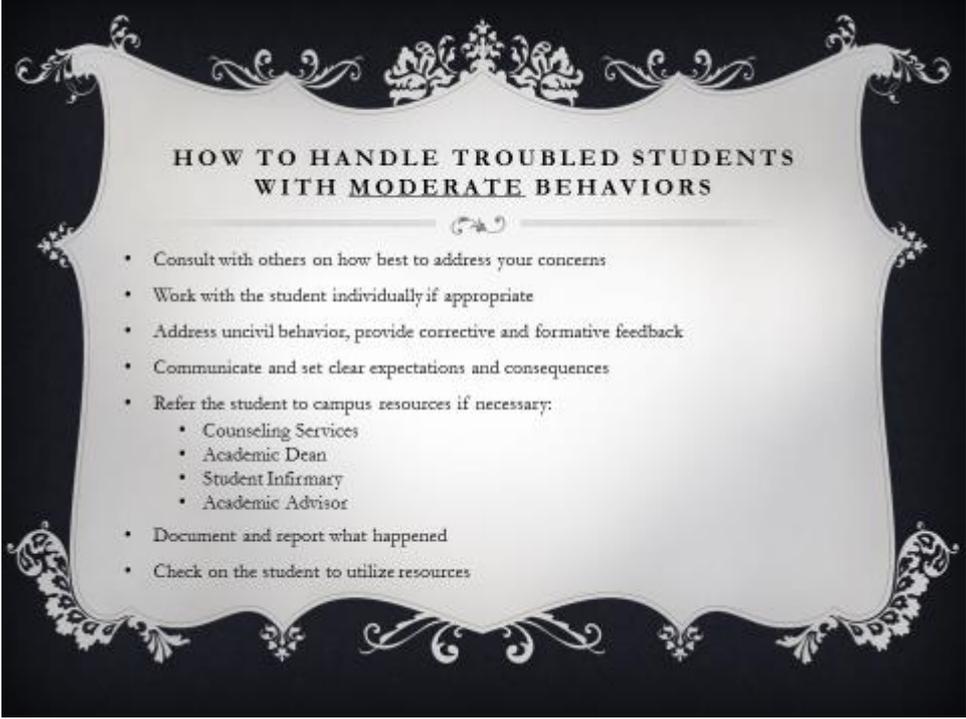
**HOW TO RECOGNIZE TROUBLED STUDENTS MODERATE BEHAVIORS**

- A lack of motivation toward achievement
- Increased number of absences from their classes
- Difficulty with trying to concentrate or staying focused
- Pattern of interaction w/others has changed (avoidance, dependency)
- Altered mood changes (sadness, irritability, fatigue and sleeping in class)
- Turning in late or incomplete work assignments
- Lack of self-care (poor hygiene), Deny or accept an offer of help
- Exhibit mild disruption during class (angry outbursts, walking out, not talking, attacking what other people say)



***BREAK TIME***

**15-MINUTES**



### HOW TO HANDLE TROUBLED STUDENTS WITH MODERATE BEHAVIORS

- Consult with others on how best to address your concerns
- Work with the student individually if appropriate
- Address uncivil behavior, provide corrective and formative feedback
- Communicate and set clear expectations and consequences
- Refer the student to campus resources if necessary:
  - Counseling Services
  - Academic Dean
  - Student Infirmary
  - Academic Advisor
- Document and report what happened
- Check on the student to utilize resources



### HOW TO RECOGNIZE TROUBLED STUDENTS WITH SEVERE BEHAVIORS

- Reluctant to accept help and may view help as offensive or invasion
- Expression of emotions are more intense regardless of who is around
- Reflect poor self-care and a lack of empathy for others
- Regularly miss class and are often late to class
- Verbally aggressive toward others
- Unwilling to talk and resist assuming responsibility
- Slurred speech or can barely understand what they are saying
- Confused sense of reality
- Highly suspicious of others
- Stalking behaviors, inappropriate contact such as threatening e-mails
- Hyper and very reactive to other's opinions
- Talk/reference suicidal or homicidal thoughts



**HOW TO HANDLE TROUBLED  
STUDENTS WITH SEVERE BEHAVIORS**

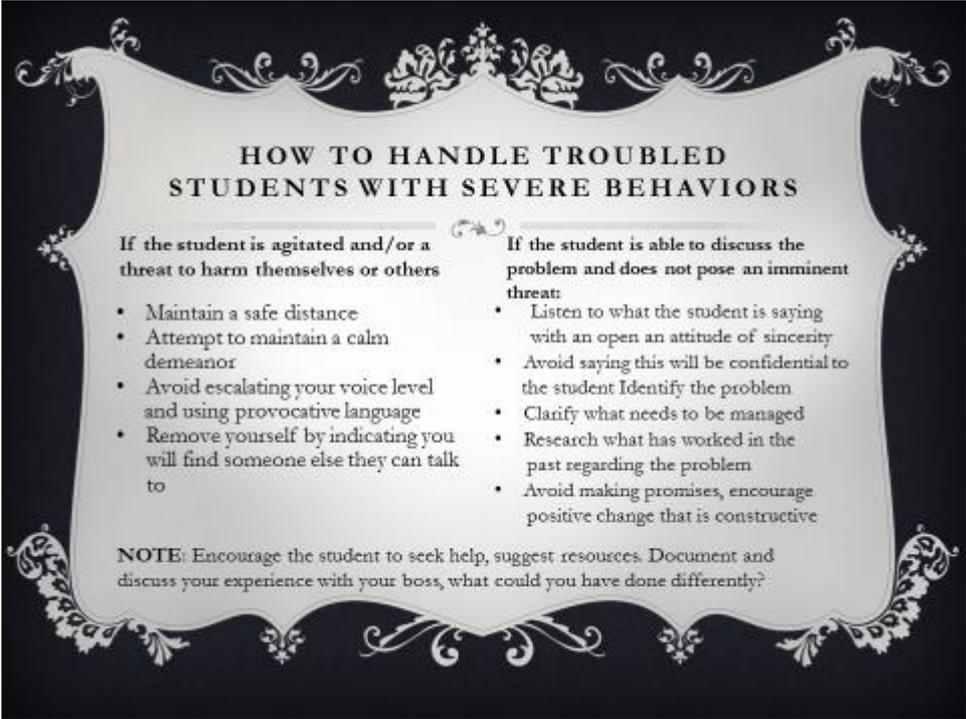
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**Protect yourself**

Call someone to meet you and the student in a safe environment that is close to resources

**Consult colleagues**

- Campus lead
- Counselor
- Campus police



**HOW TO HANDLE TROUBLED  
STUDENTS WITH SEVERE BEHAVIORS**

---

**If the student is agitated and/or a threat to harm themselves or others**

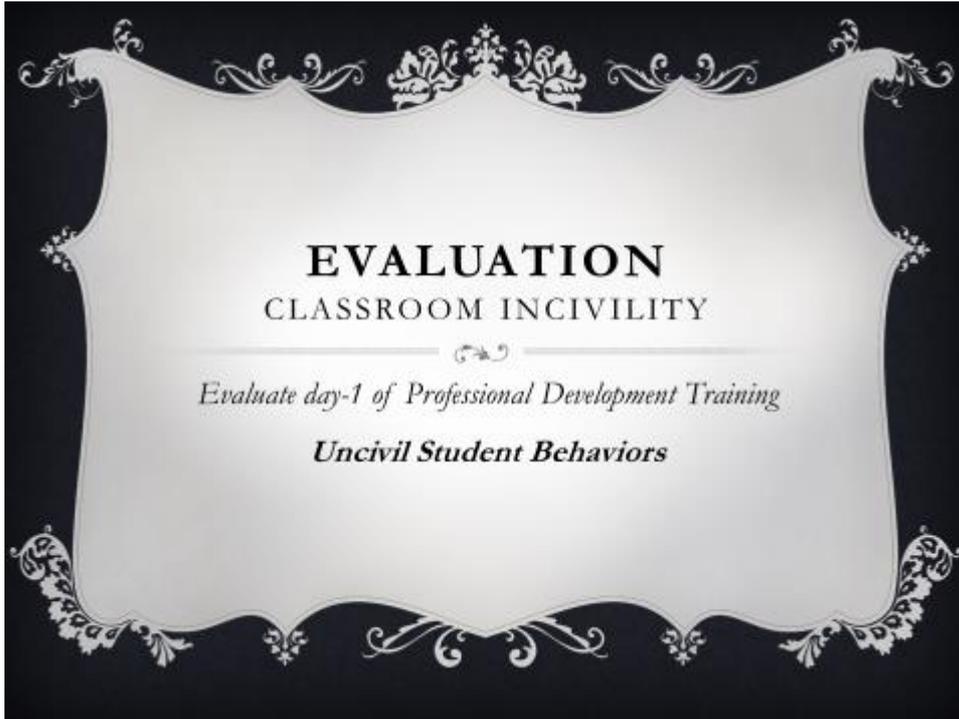
- Maintain a safe distance
- Attempt to maintain a calm demeanor
- Avoid escalating your voice level and using provocative language
- Remove yourself by indicating you will find someone else they can talk to

**If the student is able to discuss the problem and does not pose an imminent threat:**

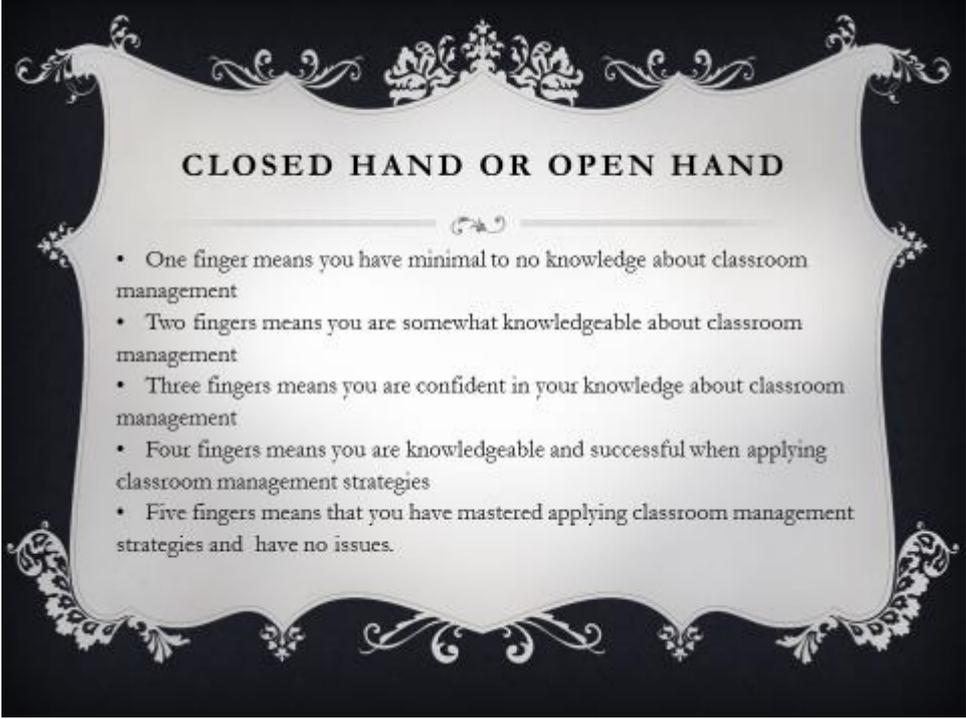
- Listen to what the student is saying with an open an attitude of sincerity
- Avoid saying this will be confidential to the student Identify the problem
- Clarify what needs to be managed
- Research what has worked in the past regarding the problem
- Avoid making promises, encourage positive change that is constructive

**NOTE:** Encourage the student to seek help, suggest resources. Document and discuss your experience with your boss, what could you have done differently?





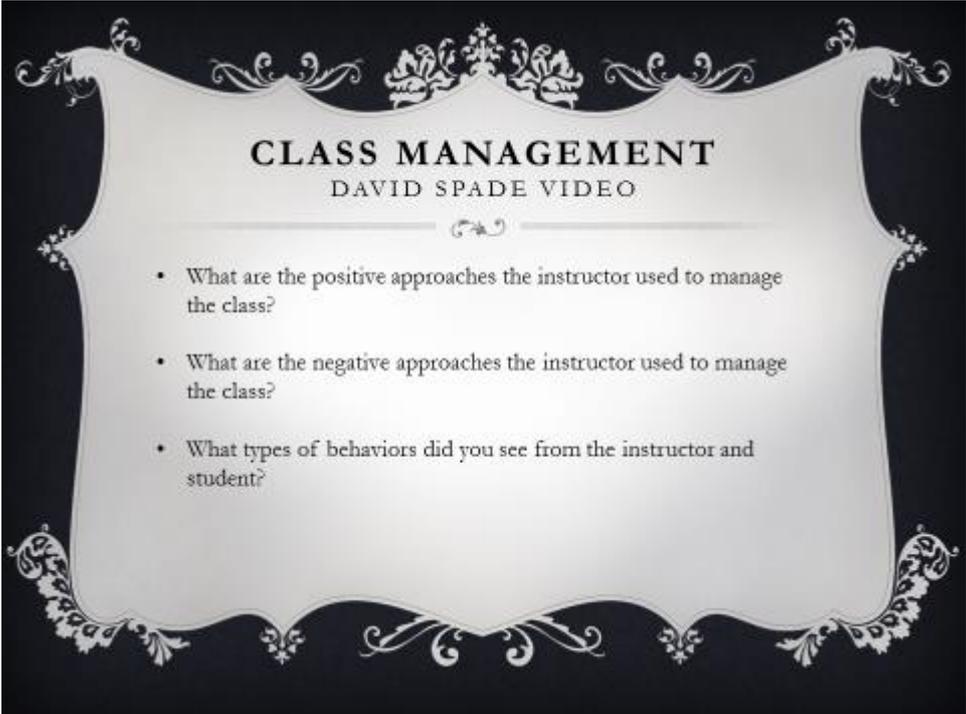




## CLOSED HAND OR OPEN HAND

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- One finger means you have minimal to no knowledge about classroom management
- Two fingers means you are somewhat knowledgeable about classroom management
- Three fingers means you are confident in your knowledge about classroom management
- Four fingers means you are knowledgeable and successful when applying classroom management strategies
- Five fingers means that you have mastered applying classroom management strategies and have no issues.



## CLASS MANAGEMENT

DAVID SPADE VIDEO

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- What are the positive approaches the instructor used to manage the class?
- What are the negative approaches the instructor used to manage the class?
- What types of behaviors did you see from the instructor and student?



## CLASSROOM MANAGEMENT DEFINITION

— — — — —

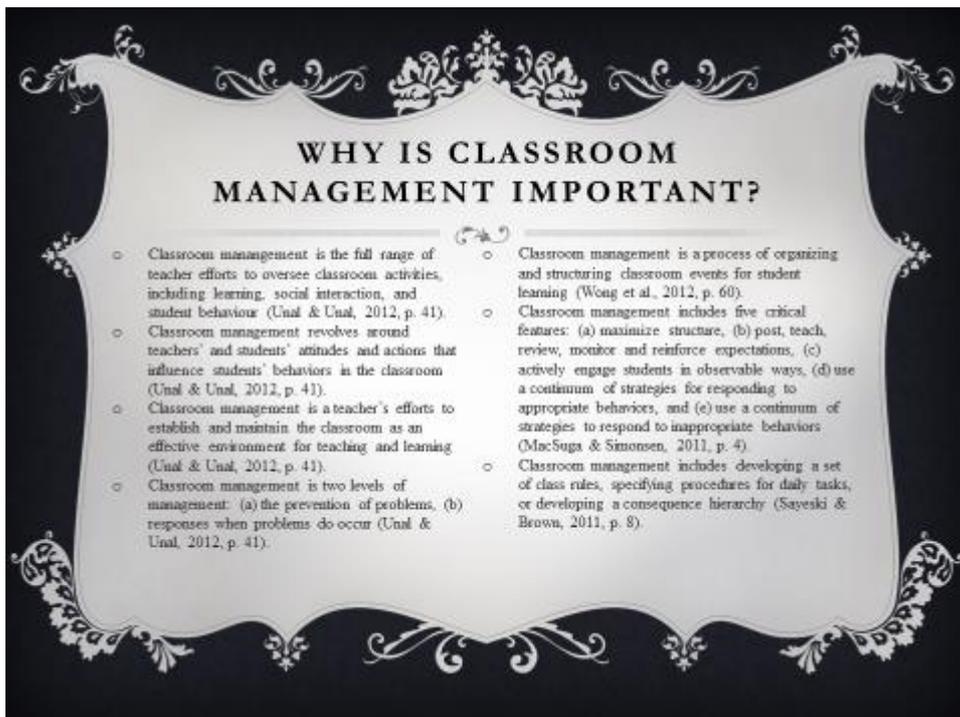
Classroom management is the responsibility of each classroom instructor. Classroom management refers to the design and implementation of efficient classroom routines, policies, and procedures for participation in class discussions, forming cooperative learning groups, accomplishing class work, and various other classroom activities and interactions (Sterling, 2009).



## WHAT CLASSROOM MANAGEMENT IS NOT....

— — — — —

- Telling students what to do making life easier for you
- Lacking engagement with students
- Teaching lessons in the best style that think works best or is easiest
- A power struggle between you and the students
- Overlooking the needs of students
- Everything is geared toward the instructor's preference
- Not following through with discipline strategies
- Overlooking problems
- Establishing classroom favoritisms
- Unorganized and chaotic
- Overwhelming expectations
- Inappropriate rules and consequences





**HATE HURTS**  
BY: NADINE SIMPSON

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Take notes and share your thoughts about this video

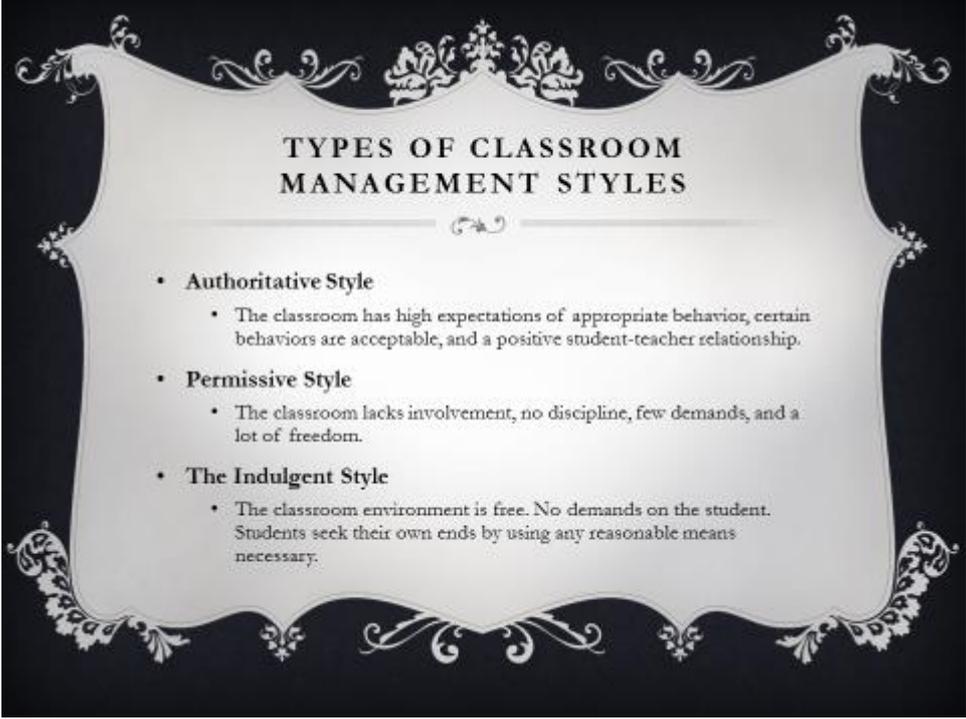
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**LUNCH TIME**

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*1-HOUR*



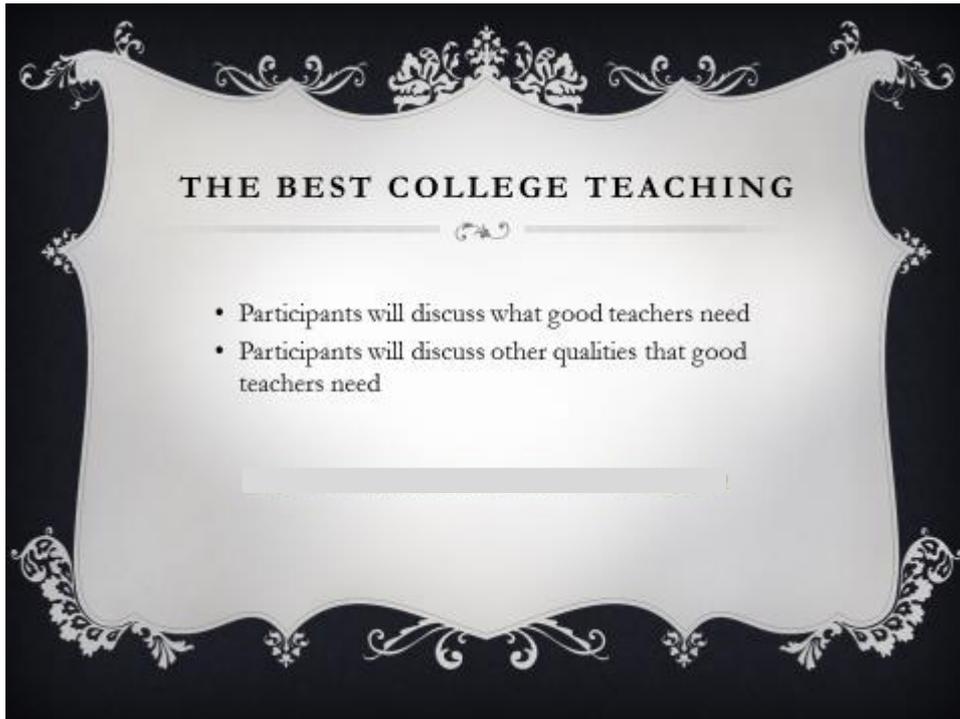
**TYPES OF CLASSROOM MANAGEMENT STYLES**

- **Authoritative Style**
  - The classroom has high expectations of appropriate behavior, certain behaviors are acceptable, and a positive student-teacher relationship.
- **Permissive Style**
  - The classroom lacks involvement, no discipline, few demands, and a lot of freedom.
- **The Indulgent Style**
  - The classroom environment is free. No demands on the student. Students seek their own ends by using any reasonable means necessary.



**STAND FIRM!**

- Stand Firm! under the correct classroom management style
- Why did you choose this particular style



**THE BEST COLLEGE TEACHING**

- Participants will discuss what good teachers need
- Participants will discuss other qualities that good teachers need



**WHY CLASSROOM MANAGEMENT IS DIFFERENT FOR OTHERS**

- Teaching Styles
- Personality/Attitudes
- Student population
- Not all management strategies are effective for every teacher



**CLASSROOM MANAGEMENT TRAITS**

- Having effective discipline
- Having prepared materials
- Having the ability and desire of motivating your students
- Having a safe, comfortable learning environment
- Having the skills to build your students' self esteem
- Having creative and engaging lessons



**BREAK TIME**

*15-MINUTE*

**CLASSROOM MANAGEMENT INTERVIEW**

**Read the interview guide**

- Choose someone in the class to interview.
- Choose three questions from the interview guide that are most important to you
- Discuss your interview with the class
- What did you learn from them?

**CLASSROOM MANAGEMENT WARNING  
SIGNS OF STUDENT TROUBLE**

- **Depression**
  - Changes in class, demeanor, sadness, crying, lack of energy, sleeping in class, withdrawal, poor attendance, poor grades, procrastination.
- **Agitation**
  - Nervousness, hurried speech, erratic hand gestures or non-verbal communication, aggressive behavior.
- **Anxiety**
  - Excessive worry, procrastination, lapses, irritability, overly dependent. Panic attacks, hyperventilation, excessive perspiration, upset stomach.
- **Aggression**
  - Aggressive outbursts, threats of violence, over-reaction, hostile toward others, use harsh judgments without reasonable foundation, disrespectful.
- **Violence**
  - Extremely aggressive behavior, yelling, harmful physical contact, threatening others, erratic behavior.
- **Delusions**
  - Difficulty knowing fantasy from reality, confused thinking, hearing internal voices, bizarre behavior.
- **Substance Abuse**
  - Physical signs of intoxication, slurred speech, hyperactivity, excessive perspiration, depressed mood.
- **Suicidal**
  - Suicide talk of not wanting to live, says no one cares, feelings of hopelessness, alienation, history of alcohol or substance abuse.







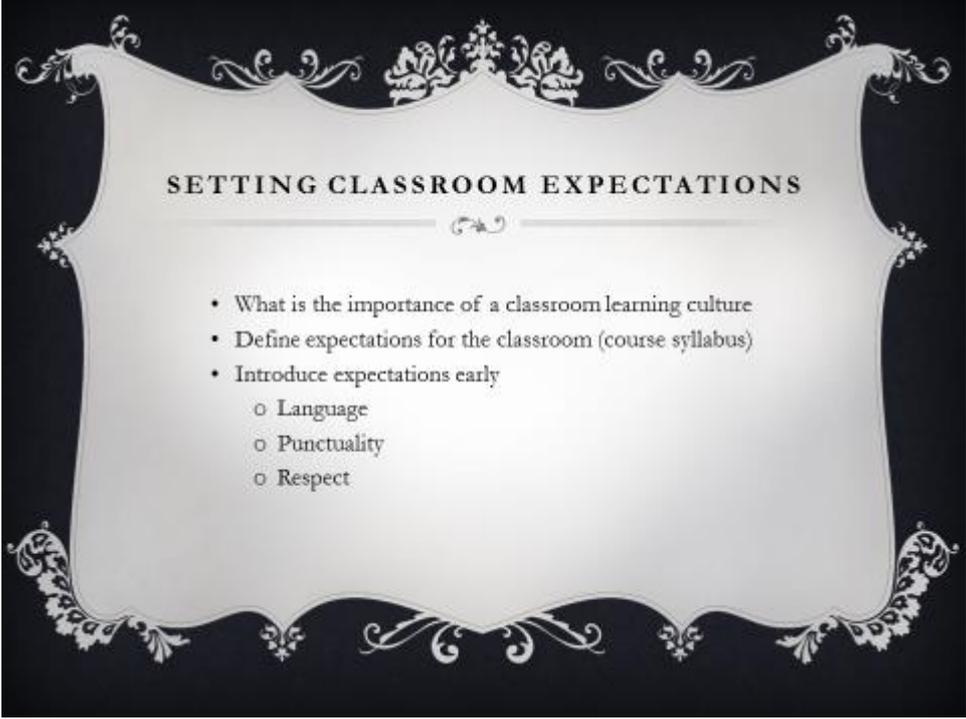
**STRATEGIES TO PREVENTING  
CLASSROOM INCIVILITY  
THE TALKERS!**

- Make eye contact with the talkers
- Make movement to where the talkers are speaking
- Make sure students know that only one person speaks at a time
- Make sure you use expert power by knowing the content
- Make sure you model appropriate behavior
- Make sure you are available and approachable to students
- Make sure you empower your students; make them feel valued
- Make sure you go over the school's+ behavior policy
- Make sure you provide a detailed syllabus with expectations
  - In the syllabus, emphasize how students should behave rather than what not to do
  - Explain how this relates to student success.
  - Have disclaimers such as "this syllabus is subject to change based on needs of the school, student, and instructor."
- Make sure you respectfully get the class main/influential talkers to stop talking by saying:
  - "You're ahead of me and I'm going to get to that later"
  - "I can tell you have spent time thinking about this"
  - "Does anyone else have some insight on this?"
  - "Very interesting point, so hold that thought for later"

**STUDENT REMARK  
SCENARIO**

A student in your class starts talking and makes a remark that others interpret as racist or prejudice, or that is sexist, ageist, or homophobic.

- How turn this remark into a springboard to enlighten the class?
- What strategies would take to make this remark into a "teachable positive moment?"



**SETTING CLASSROOM EXPECTATIONS**

- What is the importance of a classroom learning culture
- Define expectations for the classroom (course syllabus)
- Introduce expectations early
  - Language
  - Punctuality
  - Respect



***BREAK TIME***

**15-MINUTES**

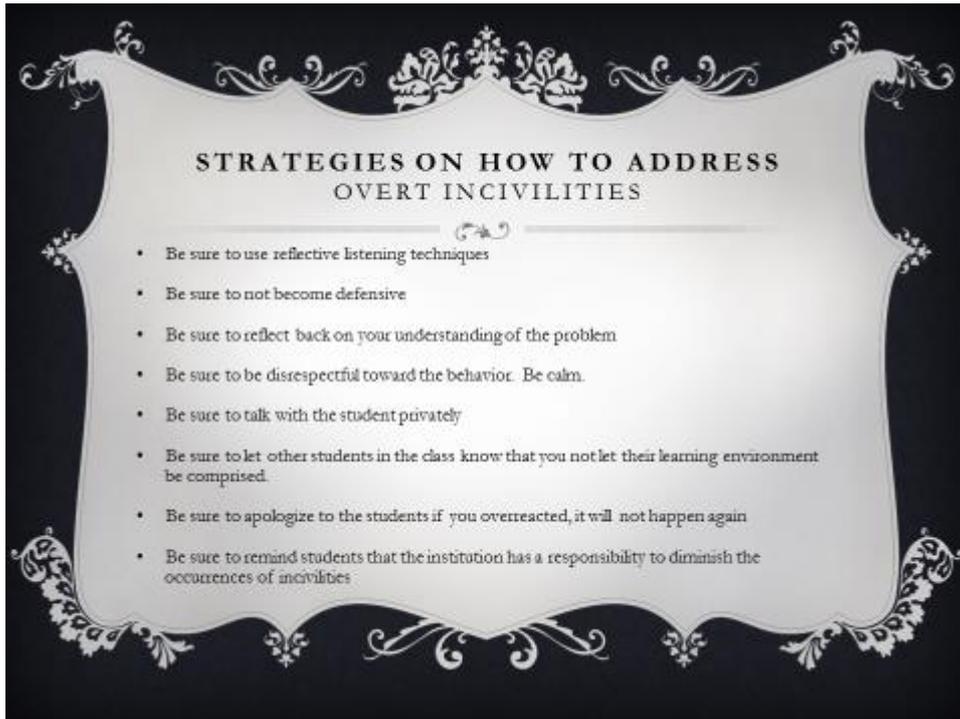
## STUDENT COMPLAINT

A student receives an "F" on a quiz. He is very upset and protests his grade. He is adamant about getting his grade changed or allowing him to re-take the quiz. You stand firm in telling him that there are no make-ups or extra credit. The student's tone becomes increasingly aggressive. He constantly calls you, emails you, and waits for you after class.

How would you handle this complaint?

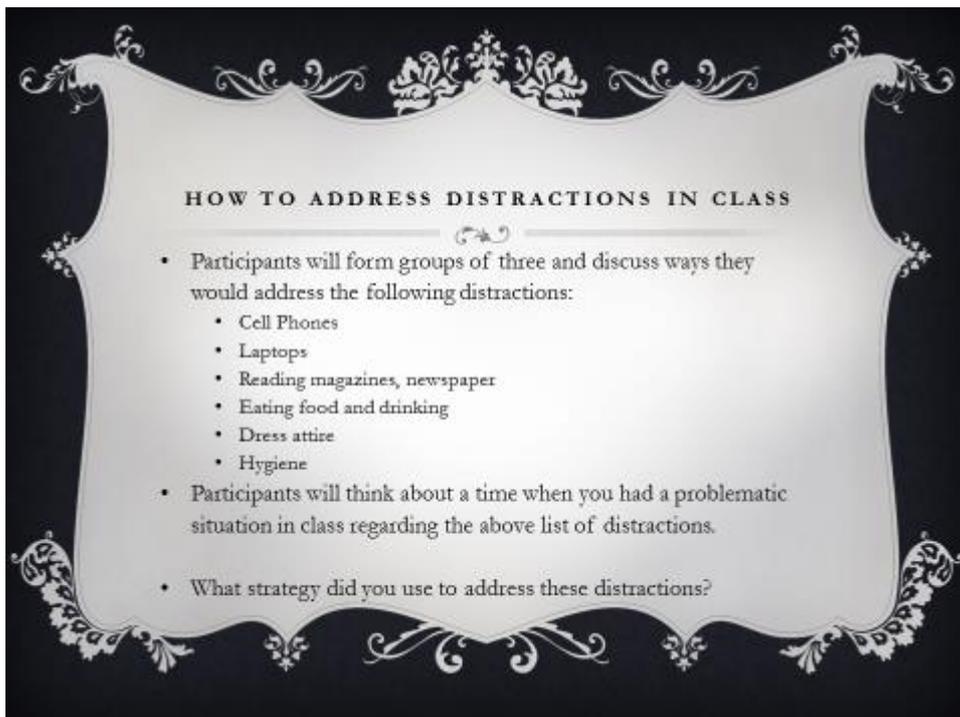
## CLASSROOM INCIVILITY STRATEGIES

- Make sure you address ALL classroom incivility immediately
- Make sure you do not become angry or defensive with the student
- Make sure you give students a chance to express themselves but only if it's in a respectful manner
- Make sure you acknowledge the students' feelings and be apologetic
- Make sure you maintain eye contact and an open posture
- Make sure you are being empathetic for positive outcomes.
- Make sure you tell the student that you are on their side and you want them to succeed
- Make sure to ask the student what it is that they are upset about
- Make sure to suggest a solution to the problem that is fair
- Make sure to mention accommodations/resources offered by the college



### STRATEGIES ON HOW TO ADDRESS OVERT INCIVILITIES

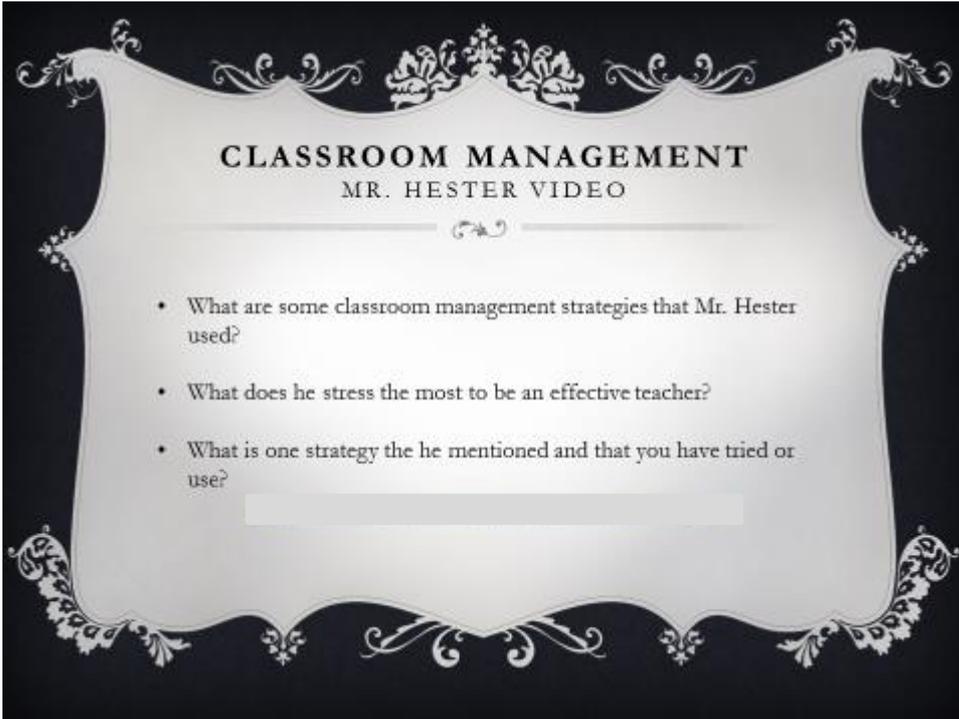
- Be sure to use reflective listening techniques
- Be sure to not become defensive
- Be sure to reflect back on your understanding of the problem
- Be sure to be disrespectful toward the behavior. Be calm.
- Be sure to talk with the student privately
- Be sure to let other students in the class know that you not let their learning environment be comprised.
- Be sure to apologize to the students if you overreacted, it will not happen again
- Be sure to remind students that the institution has a responsibility to diminish the occurrences of incivilities



### HOW TO ADDRESS DISTRACTIONS IN CLASS

- Participants will form groups of three and discuss ways they would address the following distractions:
  - Cell Phones
  - Laptops
  - Reading magazines, newspaper
  - Eating food and drinking
  - Dress attire
  - Hygiene
- Participants will think about a time when you had a problematic situation in class regarding the above list of distractions.
- What strategy did you use to address these distractions?

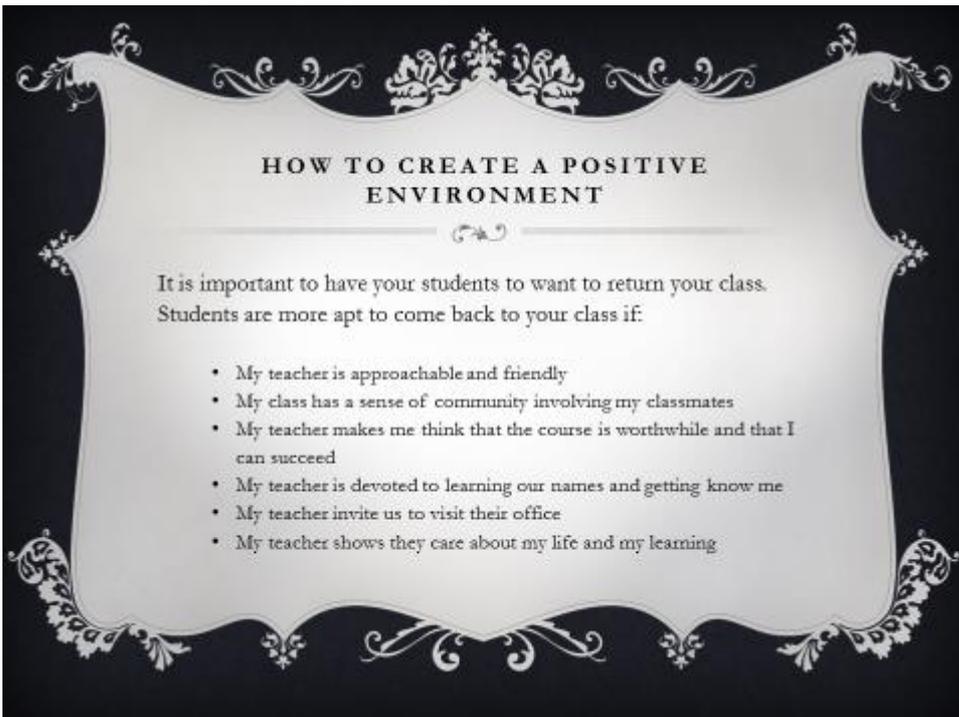




## CLASSROOM MANAGEMENT

MR. HESTER VIDEO

- What are some classroom management strategies that Mr. Hester used?
- What does he stress the most to be an effective teacher?
- What is one strategy the he mentioned and that you have tried or use?



## HOW TO CREATE A POSITIVE ENVIRONMENT

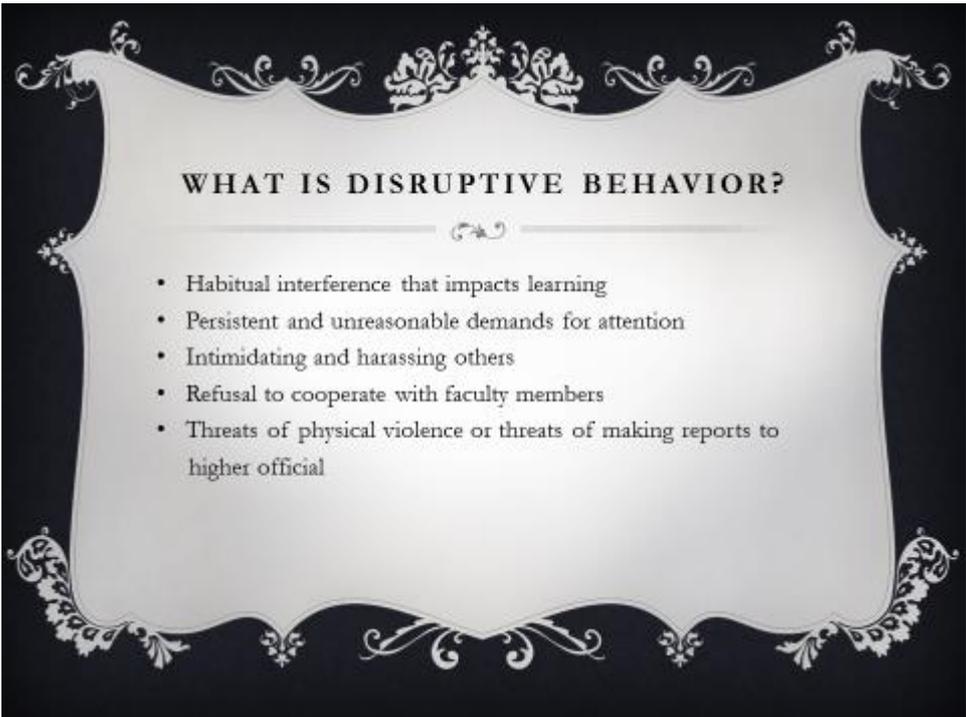
It is important to have your students to want to return your class. Students are more apt to come back to your class if:

- My teacher is approachable and friendly
- My class has a sense of community involving my classmates
- My teacher makes me think that the course is worthwhile and that I can succeed
- My teacher is devoted to learning our names and getting know me
- My teacher invite us to visit their office
- My teacher shows they care about my life and my learning



## POSITIVE ENVIRONMENT

- Participants will discuss other positive points an instructor can do to create a positive environment?
- Participants will write on the flip chart their answers and share them with the class



## WHAT IS DISRUPTIVE BEHAVIOR?

- Habitual interference that impacts learning
- Persistent and unreasonable demands for attention
- Intimidating and harassing others
- Refusal to cooperate with faculty members
- Threats of physical violence or threats of making reports to higher official



**CAUSES OF DISRUPTIVE BEHAVIOR**

- Underlying psychological or mental health concerns
- Confusion about class expectations and/or material
- Difficult transition to college norms
- Lack of or underdeveloped social skills



***BREAK TIME***

**15-MINUTES**



## COVER YOURSELF!

- Document incidents and concerns in writing
- Provide descriptive details (date, time, witnesses)
- Keep a copy for your records
- How do you normally report student misbehavior?
- Do you discuss the reported behavior with your boss?



## KNOW THE SCHOOL DISCIPLINE POLICIES

- Attendance and late arrival policies
- Grading policies
- Cell phone usage, laptops and other electronic devices
- Campus dress code policies
- Weapons, fighting, verbal disrespect and etc.
- Food and drink policies
- Alcohol and smoking policies
- Sexual Harassment policy



## AWARENESS POLICIES

- Internet use policies
- Family Educational Rights and Privacy Act (FERPA) Policies
- Emergency evacuation procedures
- Fire, earthquake, bomb threat, intruder, etc.
- Accidents
- Videos, movies, and other instructional materials



## STRATEGIES TO PREVENTING ACADEMIC INTEGRITY

- Discuss academic integrity in your course syllabus
- Discuss the college policy with them
- Discuss your classroom expectations and give examples of violations
- Discuss the consequences of violations
- Discuss periodically about academic integrity, particularly before exams/papers are due
- Discuss the possibility of "cheating"



**CLASSROOM MISBEHAVIOR  
QUESTION**

What is the number one student classroom misbehavior you hope to manage more effectively after attending this 3-day training session?

- Was your question answered?
- Share your response with the class,?



**APPLYING THE RIGHT STRATEGIES**

**Post Test**





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Classroom Incivility: *Address it Now, Later, or Never*

**Activity: The Best Teacher Ever!**

Participants will answer the following questions individually and then share their responses with the class:

- Describe your best k-college teacher and why were they the best? Do not give any names.
- What is one management strategy that teacher used that you like?
- Explain if you use this strategy today, why or why not?
- Describe how this strategy has to be modified or does it work all the time?
- Describe your worst k-college teacher and why were they worst? Do not give any names.

Identify what specific actions that you feel have earned them the best or work title

**Scenario: Talking to each other in class**

Participants will read the following scenario:

One of your coworkers tell you that two or three students in their r class seem to enjoy talking to each other more than listening to the lecture. The instructors tells you that they had to stop teaching class and ask them to pay attention, but the next day they came back to class doing the same thing. Some of the students who sit near them appear to be bothered by their continued talking, but others act like they are really enjoying what they are talking about. They admit that they are afraid and may be losing part control of their classroom.

- How would you handle this situation?
- What advice would you give to your coworker?

**Activity: Classroom Management Interview**

- Participants will be given an interview guide with 10 interview questions
- Participants will choose someone in the class to interview. They are to choose three questions from the guide that are most important
- Participants will come up in front of the class and interview each other (this is voluntary)
- Participants can be creative by choosing one of the classroom management styles

## Interview Questions:

1. What is your definition to classroom management?
2. What are two effective classroom management strategies that you use?
3. Describe two problems where you have to use different classroom management strategies?
4. What are two classroom management rules that you never change?
5. How did you create your classroom management rules?
6. What are two classroom management consequences that you have?
7. How do you handle students who regularly misbehave?
8. Describe classroom management issue that you could not handle or needed help? What was steps did you and what was the outcome?
9. Describe your classroom management structure?
10. How do you document and report on-going problems?

**Pre Test and Post Test: Classroom Incivility**

1. What should happen if a student's misbehavior is minor but interfere with other students who trying to learn?
  - a. Talk to them in private
  - b. Ignore the behavior because its minor
  - c. Cue the student
  - d. Stop teaching and address the behavior
  - e. None of the above
  
2. One of your student is always late for class and you have told them more than once the importance of being in class on time; however, they continue to be late. What should you do?
  - a. Talk to them in private
  - b. Ignore the behavior because its minor
  - c. Cue the student
  - d. Stop teaching and address the behavior
  - e. None of the above
  
3. A student dropped his book bag loudly on the floor and disturbed the entire class, but they only did it once. What should you do?
  - a. Talk to them in private
  - b. Ignore the behavior because its minor
  - c. Cue the student
  - d. Stop teaching and address the behavior
  - e. None of the above
  
4. During one of your lectures, you observe two of you're a student's having a side conversation. They are not talking loud and sitting at the back of the class to keep disturbing others. What should you do?
  - a. Talk to them in private
  - b. Ignore the behavior because its minor
  - c. Cue the student
  - d. Stop teaching and address the behavior
  - e. None of the above

5. During lecture, one of your students continue to challenge everything you say because they are very inquisitive. Only one other student has expressed a concern about this matter but the other students really don't care because the student is very smart. What should you do?
- Talk to them in private
  - Ignore the behavior because its minor
  - Cue the student
  - Stop teaching and address the behavior
  - None of the above
6. Several students are seen texting or looking at their cell phones in your class. They are not really disturbing the class because they being very discrete. Although they are being very discrete, they are not really disturbing anyone else. What should you do?
- Talk to them in private
  - Ignore the behavior because its minor
  - Cue the student
  - Stop teaching and address the behavior
  - None of the above

**Pre Test and Post Test: Classroom Management**

1. What is the first step you should take to get the new school year off to a good start?
  - a. Consult with a co-worker, boss, or friend
  - b. Search the internet
  - c. Rely on your past experiences
  - d. Read the school's policy manual
  - e. All of the above
  - f. Not sure
  
2. How can you help your students develop self-control?
  - a. Consult with a co-worker, boss, or friend
  - b. Search the internet
  - c. Rely on your past experiences
  - d. Read the school's policy manual
  - e. All of the above
  - f. Not sure
  
3. How can you manage disruptive behavior in your classroom?
  - a. Consult with a co-worker, boss, or friend
  - b. Search the internet
  - c. Rely on your past experiences
  - d. Read the school's policy manual
  - e. All of the above
  - f. Not sure

4. How can you apply and promote positive student engagement without resorting to a reward approach that is used to get something in return?
  - a. Consult with a co-worker, boss, or friend
  - b. Search the internet
  - c. Rely on your past experiences
  - d. Read the school's policy manual
  - e. All of the above
  - f. Not sure
  
5. After attending professional development training, you applied a new learning strategy that helps control the class better. For some reason, the new strategy is not working. What should you do?
  - a. Consult with a co-worker, boss, or friend
  - b. Search the internet
  - c. Rely on your past experiences
  - d. Read the school's policy manual
  - e. All of the above
  - f. Not sure
  
6. How do you build classroom community as an educator?
  - a. Consult with a co-worker, boss, or friend
  - b. Search the internet
  - c. Rely on your past experiences
  - d. Read the school's policy manual
  - e. All of the above
  - f. Not sure

Classroom Incivility: *Address it Now, Later, or Never*

**Day-1 Classroom Incivility Formative Evaluation**

Please help me in improve this professional development training by taking a few minutes and answering nine question about your 1-day experience. I value your feedback and will incorporate your thoughts and ideas into future training.

1. How satisfied are you with the materials presented in this professional development training?

Pleased                                      Neutral                                      Displeased

If displeased, please explain why.

2. How satisfied are you with the presenter of this professional development training?

Pleased                                      Neutral                                      Displeased

If displeased, please explain why.

3. Do you feel the learning goals and outcomes are clear?

Yes                                      Not sure                                      No

If no, please explain why.

4. Before this training how confident were you about addressing uncivil student behaviors in your classroom?

Very Confident                                      Fairly Confident                                      Not Confident

5. After this training how confident are you about addressing uncivil student behaviors in your classroom?

Very Confident                                      Fairly Confident                                      Not Confident

6. What were the trainer's strengths and weaknesses?

7. What did you like most about the professional development training?

8. What changes would you make to improve this professional development training?

9. What other comments or concerns do you suggest?

**Day-2 Classroom Management Formative Evaluation**

Please help me in improve this professional development training by taking a few minutes and answering nine question about your 2-day experience. I value your feedback and will incorporate your thoughts and ideas into future training.

1. How satisfied are you with the materials presented in this professional development training?

Pleased                                      Neutral                                      Displeased

If displeased, please explain why.

2. How satisfied are you with the presenter of this professional development training?

Pleased                                      Neutral                                      Displeased

If displeased, please explain why.

3. Do you feel the learning goals and outcomes are clear?

Yes    Not sure    No

If no, please explain why.

4. Before this training how confident were you about addressing uncivil student behaviors in your classroom?

Very Confident                                      Fairly Confident                                      Not Confident

5. After this training how confident are you about addressing uncivil student behaviors in your classroom?

Very Confident                                      Fairly Confident                                      Not Confident

6. What were the trainer's strengths and weaknesses?

7. What did you like most about the professional development training?

8. What changes would you make to improve this professional development training?

9. What other comments or concerns do you suggest?



Appendix B: Interview Questions Prepared by Researcher

An Investigation of the Impact of Higher Education Classroom Management

Behavior Strategies on Learning

1. Could you tell me about a specific classroom student disruption incident from your past?
2. You chose to tell me about a classroom student disruption incident in which you were the (victim or bystander). Tell me how this was handled by any others who were involved?
3. Do you think the incident could have been handled more effectively? (If “No” go on to next question; if “Yes” ask the following question: In your case how do you think it should have been handled?)
4. How do you think this incident impacted your learning? Can you give me any examples?
5. How you deal with uncivil student behavior in your own classroom?
6. What methods of reducing student incivility do you think work best?
7. Please describe which student incivility in the classroom as most problematic?
8. Please describe your feelings toward classroom management policies at your school?
9. Do you think classroom student disruptions can be reduced in college today? How?
10. Do you think your college environment influences uncivil student disruptions? How?

11. Do you think your college has a (high, moderate, low) percentage of classroom student disruption incidents? What do you think causes this type of behavior?
12. Describe your thoughts toward specific gender differences playing a part in student disruption at your school?
13. If you could change the classroom student disruption incident you described, what would be the new outcome?
14. Can you describe a time when an intervention changed the outcome of the classroom student disruption incident?
15. What can you tell me about recent changes in the way classroom management strategies are used to address uncivil student behavior?
16. How do you feel about the classroom management strategies that are in place at your school?
17. Do you feel that you the instructors have received adequate training to handle uncivil student classroom behaviors at your school?
18. What are some effective classroom management strategies that you feel should be implemented at your campus?
19. Is there anything else you would like to add to this interview?

## Appendix C: Instructor Interview Transcript

## Instructor #1 Interview Transcript

KH: Could you tell me about a specific classroom student disruption incident from your past?

I1: "I had one gentlemen that had psychological issues and based on previous enrollment at another school, I knew he probably had potential to be disruptive. During class he started spouting off while I was teaching, so I called him by name as a way to let him know that I see what you are doing. I always learn my students name, it makes them feel important. I told the student to stop by my office and let's talk about the issue. I also believe this student was getting medical help because he would just go off but was never violent. I always let my students know that they can stop by my office at any time to talk, I believe in an open-door policy. It gives my students a chance to be heard."

KH: You chose to tell me about a classroom student disruption incident in which you were the (victim or bystander). Tell me how this was handled by any others who were involved?

I1: "Calling by him name and telling him stop by office and to discuss his concerns. This strategy worked because he stopped spouting off. Calling them by name to get their attention is as a way of addressing the behavior. The other students in the class were just frustrated, they did not say anything."

KH: Do you think the incident could have been handled more effectively?

(If “No” go on to next question; if “Yes” ask the following question: In your case how do you think it should have been handled?)

I1: “I think calling the students by their name and addressing classroom disruptions immediately was effective in this matter.”

KH: How do you think this incident impacted your learning? Can you give me any examples?

I1: “Students were impacted by this incident because I had to stop teaching, to address the behavior. The student that was involved in the incident learning was impacted because he probably did not take his medication. His behaviors was a distraction, this has happened on more than once occasion. The student eventually withdrew from the school.”

KH: How you deal with uncivil student behavior in your own classroom?

I1: “I let students know upfront what the expectations are for my class. I call students by their name and give them eye contact as way to address their behavior. I also tell them to stop by my office later to discuss their concerns.”

KH: What methods of reducing student incivility do you think work best?

I1: “Letting students know up front what your expectations are of them works. I believe the assigned seating helps minimize disruptions. I let students know that they can stop by office to talk about their concern. With, first semester students they tend to have a lot of anxiety. At times, I will ask the students to meet in another

classroom to basically have an open discussion about what is bothering them. I close the door and let them say anything, sometimes they will let loose. This method lets them get things off their chest and normally feel better. I also tell students to address their concerns in writing by sending a letter to the dean.”

KH: Please describe which student incivility in the classroom as most problematic?

I1: “I believe having cell phones is the most problematic. I had a young lady on her phone in one of my classes, so strolled down the aisle and tapped her on her shoulder as a gesture to get off of the phone.”

KH: Please describe your feelings toward classroom management policies at your school?

I1: “I think the policies that are in place works for us. We are very strict, students have assigned seating, they cannot leave class and come back because the lectures are already short, so once they leave out there is no returning. We have academic freedom to add classroom rules to our syllabus.”

KH: Do you think classroom student disruptions can be reduced in college today?

How?

I1: “Yes I do, I believe the smaller the classroom of student enrolled in each course will help minimize disruptions.”

KH: Do you think your college environment influences uncivil student disruptions?

How?

I1: "I do not think so. We are a trade school and students know that, they are here because they want to be. The majority of our population consist of second career students."

KH: Do you think your college has a (high, moderate, low) percentage of classroom student disruption incidents? What do you think causes this type of behavior?

I1: "When it comes to violence, I think that is low but when it comes to student cell phone usage in class that is high. It is basically an individual thing."

KH: Describe your thoughts toward specific gender differences playing a part in student disruption at your school?

I1: "This is a great question that I have not thought about. I have more trouble with females than males. We have more females enrolled than males. Because the school has more females enrolled, I believe they think they have something to prove because this has always been a majority male industry, so the males think they can just skate right through. I believe the students that come to us with experience in the field cause the most disruptions. I believe this happens because they think they know more and are better than those who have not worked in the funeral business."

KH: If you could change the classroom student disruption incident you described, what would be the new outcome?

I1: "If students could see things as a group and see that what they do, affects others."

KH: Can you describe a time when an intervention changed the outcome of the classroom student disruption incident?

I1: "I do what is called the HOT TOPIC session, this allows students to speak freely about."

KH: What can you tell me about recent changes in the way classroom management strategies are used to address uncivil student behavior?

I1: "I believe having cell phones is the most problematic. I had a young lady on her phone in one of my classes, so strolled down the aisle and tapped her on her shoulder as a gesture to get off of the phone."

KH: How do you feel about the classroom management strategies that are in place at your school?

I1: "I think the policies that are in place works for us. We are very strict, students have assigned seating, they cannot leave class and come back because the lectures are already short, so once they leave out there is no returning. We have academic freedom to add classroom rules to our syllabus."

KH: Do you feel that you the instructors have received adequate training to handle uncivil student classroom behaviors at your school?

I1: "We do not have any in-house training on how to handle uncivil student behaviors. Most of us who have worked in the funeral industry handle personal conflict according to the way they have handled family conflict when dealing with

families. We need continue education training on this issue and it should be a requirement.”

KH: What are some effective classroom management strategies that you feel should be implemented at your campus?

I1: “No cell phones. I think cell phone should be turned off. I also believe because the electronic age is emerging, we need to come up with ways on how to make it work for instructors without it being a distraction.”

KH: Is there anything else you would like to add to this interview?

I1: “no”

## Appendix D: Student Interview Transcript

## Student #4 Interview Transcript

KH: Could you tell me about a specific classroom student disruption incident from your past?

S4: “We have a lot of chatters that would be constant. Chatters, making quips, laughing, it makes them think of something they say out loud, uh I imagine this is the same for any classroom across the globe and so it’s kind of like, you just have to learn and it a distraction and for younger people, I don’t think it’s any big of a distraction because they are just used to it, they’re coming from that kind of environment all the time, for an adult to come in and try to study in a classroom, even though my life is full of children and distractions, sitting there trying to focus, it sometimes does hinder, it stops my focus. It increases the amount focus that I have. Sometimes it, first others just be, sometimes it doesn’t already hear huffing and puffing or nothing or um.”

KH: You chose to tell me about a classroom student disruption incident in which you were the (victim or bystander). Tell me how this was handled by any others who were involved?

S4: “The instructor just keeps going.”

KH: Do you think the incident could have been handled more effectively? (If “No” go on to next question; if “Yes” ask the following question: In your case how do you think it should have been handled?)

S4: "The instructor does recognize and tries to separate people who spur each other on, you can see it, they try to separate people who spur each other on to do chatter, to talk and it does work."

KH: How do you think this incident impacted your learning? Can you give me any examples?

S4: "It impact learning, it the chitter-chatter is not subject related, it's a distraction. Sitting there trying to focus, it sometimes does hinder, it stops my focus. It increases the amount focus that I have. Sometimes it first others just be, sometimes it doesn't already hear huffing and puffing or nothing or um."

KH: How you deal with uncivil student behavior in your own classroom?

S4: "I just try to focus, I try to tune them out like always do cuz when the TV is on or when the older kids have they're music or they're playing X-Box. I don't say anything, I choose my battles, and you know if it's something petty and it really is unfortunately could be a problem for some people but and it would and I believe, most of the people that do that would probably be offended at first they would make excuses but they're just at that age where if they get criticized for something, it's somebody else's problem, you it's an excuse, I just think that's the age. The one's doing this is a mixed, just mixed personality."

KH: What methods of reducing student incivility do you think work best?

S4: "The seating assignment is affective." It's kind of a more casual raising your hand is effective."

KH: Please describe which student incivility in the classroom as most problematic?

S4: "The chatter and side conversations."

KH: Please describe your feelings toward classroom management policies at your school?

S4: "They are good."

KH: Do you think classroom student disruptions can be reduced in college today? How?

S4: "Yes, the how part is hard. It's just like college, it's a just a weed a process, you know the ones that aren't gonna pay attention will eventually fall-off just like anything else. It just may not be their time. For me, I've already gone to college before but it wasn't my time to finish, you know I made other choices."

KH: Do you think your college environment influences uncivil student disruptions? How?

S4: "Inappropriate dress code, not, not the men but some of the women and there's just a few, I don't see a whole lot anymore but we had a few that had come in to hear and they just couldn't get through their heads, they thought if they were wearing night clothes or evening clothes that, that was formal wear but such that they thought that was appropriate for coming to school, they kind of gotta it confused and that was, that was very difficult because flat-out, we, I mean everybody had to tell one girl, I mean just over and over, she's not here anymore but you know, I flat-out told

her, I think you're great, you're probably great at what you do, blah, blah, blah, blah, she's in the business but um if I walked in saw you standing right there in what you have on to bury my father, I would turn around and walk-out the door, I wouldn't even ask for another person, because they are allowing someone who looks like that to dress here and it's totally inappropriate. I absolutely think we should wear business attire, this is what you're gonna do, so might as well get used to it, get used to it, get you a year to build up some pieces, it's just the way it is. This industry goes hand in hand, you have to dress appropriately because I don't want anybody when I bury any or me, my family showing up in sweats or shorts. It's like my grand Oscar or Grammy night, you show up in some nice clothes."

KH: Do you think your college has a (high, moderate, low) percentage of classroom student disruption incidents? What do you think causes this type of behavior?

S4: "I no idea about the other classes but I think our class is really good, to be honest with you, no."

KH: Describe your thoughts toward specific gender differences playing a part in student disruption at your school?

S4: "No, there's a good mix of talk among both men and women. The students that have funeral home experience or work in the field, I think they do disrupt the most. OMG, they are and maybe because they work the job, they think they know, I just gotta get the C and get out of here, those are also the ones that don't really apply themselves so much because they just need to pass, they don't need the A, they just need to pass because they already have their job. This is where my generation comes

in and you can probably ask any of the kids over 40. Someone comes in, in our generation, we are all about learning what we can because this is gonna be our field and you know, we don't wanna go out and not know something. I think we think of it in different terms. That's all."

KH: If you could change the classroom student disruption incident you described, what would be the new outcome?

S4: "I would actually set up the room a little bit differently and the professors speak into a microphone or just some kind of sound pick-up system, it doesn't have to be a microphone on them necessarily but some kind of sound system because you know, I am not being funny here but you have an arrangement people and um a lot of our young people, we have several with hearing loss um or have come from other industries or have a hard time hearing a certain voice, a timber or tone and I would do more of a round table because it keeps everybody looking at each other and its the focal point, the professor is the focal point. and that when you are learning such an advanced program and they are shoving it down your throat the more you can focus on the material after given you, the better, so I would kind of do that, I would definitely do some kind of sound for voices and then rearrange the structure of the class."

KH: Can you describe a time when an intervention changed the outcome of the classroom student disruption incident?

S4: "I don't know"

KH: What can you tell me about recent changes in the way classroom management strategies are used to address uncivil student behavior?

S4: “The seating chart and it changes occasionally and we come in, oh new seating chart but every time its happened, I can see where the talkers are getting further and further apart, so I'm good with it. There are some that are adamant about their cell phone, just cannot put it down, If I had to think about it, I only know of two or three in the class that are just dead set on that thing, it never goes away. it neeeverrr goes away.”

KH: How do you feel about the classroom management strategies that are in place at your school?

S4: “Well, I think so, I just think a lot of it has to do with the nature of the beast, its a very short program and a lot of information, I mean uh you know think about it, doctor's/physicians and dentists, they have uh four years to learn, let's just take one class, Anatomy, they have four years to go over that learn it and practical's, clinical, I mean they have four years and we have nine months. So it's a little bit different now, are we gonna use uh, do we learn the exact amount in Anatomy, I'm not even sure but I'm sure we do because that's our campus, so I'm sure we do, so that's, I really think they try to help people get through because a lot of people have jobs, most everybody has families these days and so they know that this and I mean, even if I lived on campus in a room and was just doing this, um it would be a lot of information. It's a lot of information, in a very short period of time, I think they do see that um and I think that the policies have set for, you got to be here, you got be here, you can't miss this, you can't miss this, that is for our benefit and it may look

like a punishment or a restriction but that is a guideline for you to succeed.

I mean you have to come to class, that's why when you get to you know what, five missed periods, five missed days or something like that you know it's like, you aint gone be able to get through this stuff, for every day you missed, its like missing a week in regular college, so I think those guidelines are in place, they're good.”

KH: Do you feel that you the instructors have received adequate training to handle uncivil student classroom behaviors at your school?

S4: “Yes.”

KH: What are some effective classroom management strategies that you feel should be implemented at your campus?

S4: “The seating chart and a different or a u-shaped where the focus is on the professor, the slide, what he's telling you, what he's saying to you um because I know I do a lot of this, a lot of this because of voices, I can't hear him. I don't have a problem with him dimming the light, so we can see that, that's fine. Its just when they get to talking, I know that a lot of things, only and its only you know because I'm a perfectionist but he'll say things and then it was on the test and I'm like, I didn't hear that because someone is always talking. The smaller the class, the better you can hear the instructor.”

KH: Is there anything else you would like to add to this interview?

S4: “No.”

## Appendix E: Observation Protocol

### Overview of the Protocol

This phase of data collection involves observing instructors who agreed to be interviewed in one of their classes. I plan to document what I see, what I hear the instructors and other staff members is saying, what I see on the bulletin boards, and the general overall “feel” of the classroom environment. I will also document the class structure, instructor teaching styles, and instructor interactions. The research questions of this project study focus on uncivil student behaviors in higher education classrooms that impacts learning. The observational protocol may assist in addressing the project study guiding questions:

- (1). What are teacher perceptions toward classroom management strategies in college?
- (2). What are student perceptions toward classroom management strategies in college?
- (3). What are teacher perceptions toward classroom incivility in college?
- (4). What are student perceives toward classroom incivility in college?

By creating an observational protocol may lead to revealing additional information such as:

- To what extent is the activity in classrooms focused on learning (as opposed to management, discipline)?
- To what extent are the daily experiences of students aligned to the expectations laid out in the student handbook?
- What types of classroom management behavior strategies do instructors have for the range of learners enrolled in their class?

These observations may provide indications of current practices performed by college officials. The purpose of the observation protocol is to raise questions about current classroom management practices that address uncivil student behavior including the conditions under which learning is affected.

### Observational Protocol

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Length of activity: \_\_\_\_\_ minutes

Site: \_\_\_\_\_

Participants: \_\_\_\_\_

<i>Descriptive Notes</i>	<i>Reflective Notes</i>
Physical setting: visual layout	[Reflective comments: questions to self, observations of nonverbal behavior, my interpretations]
Description of participants Description of activities Description of individuals engaged in activity Sequence of activity over time Interactions Unplanned events Participants comments: expressed in quotes	[Reflective comments: questions to self, observations of nonverbal behavior, my interpretations]
[The researcher's observation of what seems to be occurring]	