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Teachers' Perceptions about Classroom Management Preparedness

Leslie Ellis
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Walden University

College of Education

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Leslie Ellis

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2018

Abstract

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EdS, Northwestern State University, 2007

MA, East Tennessee State University, 1998

BA, East Tennessee State University, 1996

Project Study Submitted in Partial Fulfillment

Of the Requirements for the Degree of

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Walden University

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Abstract

Undesirable student behaviors can disrupt classroom activities and can prevent instruction from taking place. At a local middle school, teachers lacked effective classroom management strategies to address undesirable student behaviors that impeded their abilities to instruct students. The purpose of this study was to explore teachers' perceptions about their classroom management preparation and to investigate professional development opportunities that may strengthen their skills in classroom management. Glasser's choice theory was used in this qualitative case study to explore perceptions of 10 teachers. The research questions focused on teachers' perceptions and experiences with effective classroom management practices, their perceptions of administrators' classroom management expectations, and professional development opportunities that may enhance teachers' classroom management skills. Findings from the data were collected with semistructured interviews, online journals, and document analysis. Three emergent themes were identified from the data through open coding; they involved classroom management strategies, a clear expectations, and professional development. The findings were validated through triangulation and member checking. The resulting project consisted of a 3-day professional development program designed to increase teachers' knowledge of proactive classroom management approaches and effective ways to organize classrooms. The project contributes to positive social change by providing teachers with the strategies to improve classroom management skills. Improved classroom management skills may lead to classroom environments that allow all students to learn without disruptions.

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Section 1: The Problem

Introduction

Well-managed classrooms are characterized as safe environments where learning occurs freely (Dibapile, 2012). Effective classroom management training is provided to preservice teachers while they are preparing to enter the field of education, and teachers continue to receive professional development through in-service workshops to improve this skill. Limited training in behavior management creates questions pertaining to what strategies teachers use and where those strategies originate (Smart & Igo, 2010). Numerous undesirable student behaviors interrupt the classroom and prevent instruction from taking place at a local middle school. A middle school principal indicated that many teachers lack the ability to deal with an increasing amount of negative student behaviors that interfere with their ability to instruct students (Personal communication, February 10, 2015). Students continue to misbehave and disrupt or even halt the learning process in their classrooms (Middle school principal, personal communication, February 2015). Teachers lack effective strategies to engage students, and they often address undesirable behaviors in negative ways that interrupt the flow of teaching and learning. This study explored the types of classroom management training that teachers receive and their perceptions of how this training has prepared them to address behavior issues in the classroom and to create an environment conducive to learning.

Definition of the Problem

The problem at a local middle school is that teachers may not possess effective classroom management strategies to address a large number of undesirable student behaviors that impede teachers' abilities to instruct students. One teacher shared that he and other teachers have to deal with student behaviors that interrupt instruction and which require them to either address the behaviors in the classroom or call administrators to remove students from the classroom (Personal communication, March 17, 2016). One assistant principal stated that many teachers do not consistently utilize interesting teaching strategies that discourage off task behaviors and that they lack effective classroom management skills to prevent or quickly deal with undesirable behaviors (Personal communication, April 6, 2016). This school has a large number of disciplinary referrals annually as result of undesirable student behaviors. According to an assistant superintendent of special services, high numbers of behavior problems had a negative impact on schools and the school district (Personal communication, March 4, 2015). While disciplinary records from several schools in the local school district showed a substantial number of behavior problems, the local school had the largest number of referrals for undesirable student behaviors (Assistant superintendent of special services, personal communication, March, 19, 2015). During a professional learning community (PLC) meeting at the local school, several teachers mentioned that student discipline problems have prevented them from implementing their lesson plans (PLC meeting, personal communication, April 13, 2016). One teacher stated that she could not execute

her lesson plans satisfactorily with the number of discipline problems in her classroom (Personal communication, April 15, 2016). Another teacher indicated, “Getting through a group activity is next to impossible because of my students’ inability to get along” (Personal communication, May 8, 2016). Yet another teacher affirmed her students’ inability to focus long enough to pay attention to the lesson and complete a simple task (Personal communication, May 11, 2016). Reducing the high occurrences of behavior problems has to be a priority for every classroom teacher and school administrator (Associate superintendent of operations, Personal communication, May 2015). Teachers need additional support to acquire classroom management skills and to build the confidence to successfully implement them (Associate superintendent of operations, Personal communication, June 2015).

There were large numbers of undesirable behaviors that disrupted the classroom environment and interfered with instruction and learning at the study site. Because teachers lacked strategies to effectively address these undesirable behaviors, they relied heavily on administrative intervention and external consequences such as in-school and out-of-school suspensions. In addition, this lack of ability to address undesirable student behaviors impacted whether teachers successfully implemented their instructional plans. There was a gap in practice in how classroom management skills were honed through effective training and professional development. The lack of strategies to address undesirable student behaviors could potentially impact student achievement in multiple local schools or even multiple school districts. Many teachers consider classroom

management one of the most difficult parts of the teaching profession (Dibapile, 2012). Effective classroom management by teachers can provide an environment in which effective teaching and learning can take place (Marzano, 2011). Everstson and Weinstein (2006) defined classroom management as the actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning. Likewise, Emmer and Stough (2001) defined classroom management as a teachers' ability to establish and maintain order, to engage students through interesting teaching strategies, and to encourage student cooperation. In order to help create this environment, teachers have to design and implement engaging lessons that utilize a variety of strategies to maintain student focus and to inspire students to participate in the lesson. In addition, teachers must develop, implement, and monitor classroom expectations to encourage positive classroom behavior and to discourage inappropriate behaviors. According to Marzano and Marzano (2003), teachers must establish clear expectations for student behavior and consequences for inappropriate actions. According to Glasser (1998), teachers must create lessons and a classroom environment that eradicates the occurrence of inappropriate behaviors.

It was unclear what preservice and in-service training teachers at the local school district received related to classroom management or what aspects of such training helped teachers feel efficacious regarding their ability to manage their classrooms. There was a gap between how teachers managed their classrooms and the district expectations for a well-managed, engaging, and productive classroom. The focus of this study was to

explore how teachers were trained to manage their classrooms and what aspects of past training have helped them to manage their classrooms in order to develop or implement new programs. Additionally, I sought to identify existing classroom management programs that could help teachers feel more empowered to address behavior issues and consequently reduce student behavior problems. In this study, I investigated the problem of teachers' lack of effective classroom management strategies. This could lead to improved preservice training and professional development. The following section provides support for the importance of teachers managing their classroom based on the school district administrators' classroom management expectations.

Rationale

Evidence of the Problem at the Local Level

Research studies have been done to examine the struggles that teachers have with classroom management (Kritsonis, 2015). A study of 401,852 students from 593 public middle schools indicated that discipline referrals in the first few months of school could accurately predict the number of referrals for an entire year (Preddy, McIntosh, & Frank, 2014). In fact, 50% of the public schools in the United States reported an insufficient ability to restrict or decrease violent behavior, a problem that was attributed to inadequate classroom management training (Miller, 2003). A study of 70 New England K-12 teachers established that professional development supports teachers' understanding of a chosen topic (McNeill & Knight, 2013). This study demonstrated the potential benefits of professional development among a group of teachers. Ensuring that teachers are

adequately prepared to manage classroom behavior is important because failure to do so successfully can affect the academic achievement of students (Hochweber, Hosenfeld, & Klieme, 2014).

The local school district is located in a city in Georgia. About 66% of the school district employees including teachers, coaches, and support staff hold advanced degrees. In addition, the school district serves students in elementary school, middle school, and high school. Several of these schools have a large volume of behavioral problems that cause classroom disruptions, which was the focus of this study. This study took place at a local middle school in this district.

According to Ediger (2013), even experienced teachers can allow behavior problems to affect classroom instruction and student achievement if they fail to manage their classrooms. Classroom management is an essential part of every teacher's job description. Teachers must utilize appropriate management measures to elevate learning and diminish disruptions (Ediger, 2013). An associate superintendent of operations for the school district suggested that ineffective classroom management strategies in the local school district had a negative influence on the school and classroom climates (Personal communication, May 2016). These classroom disruptions may have negatively affected teachers' abilities to teach and even their desire to continue working in the field of education (Associate superintendent of operations, personal communication, June 2016). Misbehaving students often interrupted instruction and prevented their classmates and themselves from learning. A teacher's ability to manage classroom behaviors not only

determines whether students have an opportunity to learn but also creates the environment and conditions in which the students must learn. Classroom management is about teachers' ability to create a functioning learning environment (Hochweber et al., 2014).

One principal in the local school district stated that behavior problems affected teachers' abilities to teach and students' abilities to learn (Personal communication, October 2014). In a faculty meeting, after the first progress-reporting period, there was a discussion about student behavior and some disruptions in the classroom. One teacher stated that classroom disruptions were getting out of control and making it difficult to teach (Personal communications, October 2014). Another teacher agreed and added that these classroom disruptions were her largest concern because of the impact they had on student achievement (Personal communication, October 2014). At a monthly department chair meeting, it was reported that many teachers were frustrated with student misbehavior and the influence misbehavior had on their classroom environments (Department chairs, personal communication, September 2016). According to several assistant principals in the district, new teachers were entering the district largely unprepared and lacking experience to manage a classroom effectively (Personal communication, December 2014). School administrators were inundated with behavior referrals that from three categories defined by the district's discipline code: severe or identified state reportable behaviors, nonreportable behaviors, and behaviors that teachers should have handled using their own positive classroom management techniques.

Every year, school disciplinary reports were cataloged into a local school district discipline comparison report. Student misbehaviors that prevented teachers from instructing students, ranging from classroom disruptions to physical altercations, were reported. From 2014 to 2016, the local school district recorded 43,307 classroom disturbances, 4,275 fights, 1,063 incidents of bullying, 2,647 incidents of threats/intimidation, 2,453 incidents of battery, and 4,902 other discipline incidents that resulted in 60,588 in-school suspensions, 37,026 out-of-school suspensions, and 543 expulsions. According to an assistant superintendent, the majority of students who were expelled or suspended were on the secondary level; he suggested that it might be the result of inappropriate behaviors not being addressed on the primary level. (Personal, communication, November, 2015). The problem was not simply the volume of behavior problems, but also the fact that teachers were not adequately trained to deal with the behaviors. According to Hochweber et al. (2014), how well teachers are trained to manage these students' behaviors can determine if teachers can minimize distraction and maximize instruction. Furthermore, they stated that teachers who ineffectively manage classrooms are not able to judge or impact student achievement (Hochweber et al., 2014). Struggling teachers foster classroom environments that are not conducive to learning; in such classrooms, students' academic performance does not correlate with students' learning ability (Hochweber et al., 2014). In other words, teachers' classroom management abilities, or lack thereof, may influence the quality of instruction and the level of achievement for students. If student misbehaviors persist, valuable instruction

time and achievement could possibly suffer in classrooms where teachers lack the skills to manage properly. Thus, a study was needed to explore teachers' perceptions about how they were trained in classroom management techniques, how effective they believed their training was, and what kind of training could enable them to be most effective in managing student behavior.

Evidence of the Problem from the Professional Literature

According to Kritsonis (2015), keeping order in schools has always been a concern of educators in American schools. Predy et al. (2014) indicated that undesirable classroom behaviors have been found to be present throughout the elementary, middle, and high school levels. In the school setting, new teachers, experienced teachers, administrators, and others are faced with managing discipline problems continuously (Kritsonis, 2015). Eisenman, Edwards, and Cushman (2015) stated that learning how to manage a classroom effectively is a difficult task for all teachers. Ineffective classroom management skills have a severe impact on teachers, students, and schools because teachers cannot teach and students cannot learn in such environments. Students enrolled in classrooms where teachers use effective classroom management practices often experience improved academic performance (Stronge, Ward, & Grant, 2011). Teachers who practice good classroom management have a lower incidence rate of burnout or attrition (Brouwers & Tomic, 2001). Stough, Montague, Landmark, and Williams-Diehm (2015) asserted that greater confidence and competence in classroom management practices are a result of formal classroom management training. Piwovar, Thiel, and

Ophardt (2013) discovered that teachers who received in-service training possessed greater classroom management knowledge and competence.

Classroom management has been described as a series of activities directed at establishing a setting in which students engage in learning activities designated by the teacher and in which students' disruptive behaviors are kept to a minimum (Emmer, 1984). Sahin (2015) described classroom management as a process by which teachers establish the essential organization to create and maintain an environment that encourages learning. Simonsen, Fairbanks, Briesch, Myers, and Sugai (2008) identified five critical features of classroom management: "(a) physical arrangement of classroom, (b) structure of classroom environment, (c) instructional management, (d) procedures designed to increase appropriate behavior, and (e) procedures designed to decrease inappropriate behavior" (p. 352). Equally important to effective classroom management are the strategies teachers use to make up effective classroom management plans. Sahin (2015) posited that the common goal of all teachers is to promote task-oriented instruction that promotes the consistent improvement of classroom management. Christofferson and Sullivan (2015) argued that classroom management must include strategies that highlight classroom rules, encourage efficient transitions, supervise student activities, and articulate appropriate classroom behavior. The role of classroom management strategies must be examined simultaneously with the strategies that will be utilized to teach each lesson (Eisenman et al., 2015).

Two other important facets of classroom management are how teachers perceive its importance and how teachers are trained to manage classrooms. It appears that many teachers feel that their classroom management training is inadequate. Stough et al. (2015) asserted that findings over the past 50 years have noted beginning teachers regularly pinpoint classroom management as a major concern. In one study, Romano (2008) found that teachers felt extra classroom management training would have benefitted their teaching practice. Evertson and Weinstein (2006) reported numerous teachers perceived their classroom management training was insufficient and unproductive. Stough et al. (2015) asserted that most teachers admit to learning more about managing a classroom on their own, while some rate their preservice training as beneficial.

Consequently, studies have shown positive results from teachers receiving classroom management training. O'Neill and Stephenson (2012) found a significant association between the number of classroom management courses teachers completed and their sense of preparedness and confidence applying classroom management strategies. Unfortunately, many teachers have received either very little or no training in the area of classroom management. Stough et al. (2015) asserted that even though classroom management is important to teachers, the emphasis on classroom management training varies among teacher education programs. Hammerness (2011) discovered that less than 50% of teacher education programs in New York require a classroom management class. According to Wesley and Vocke (1992), 37% of teacher education programs offer a classroom management course. Eisenman et al. (2015) pointed out that

very little attention is paid to classroom management in professional development, research, and professional discussion. As a result, there is a lack of formal preparation and reality-based pedagogy in many teacher education classrooms.

There was evidence that a problem with classroom management existed at the study site. Many beginning and experienced teachers stated that classroom management was one of the most difficult aspects of their teaching careers. Teachers did not seem to have effective strategies to combat inappropriate student behaviors that prevented teaching and learning from taking place. In addition, classroom management courses or training programs did not seem to be consistently available. The purpose of this study was to explore teachers' perceptions about their classroom management preparation and to investigate professional development opportunities that may strengthen their skills in classroom management.

Definitions

Classroom management: This refers to the actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning (Everstson & Weinstein, 2006).

Undesirable behaviors: Undesirable behaviors are student actions that disturb the teacher and other students in the classroom; that negatively affect students' relationships and communication with other students and the teacher; that hinder educational goals, plan, and studies; and that contradict the teacher's expectations and classroom rules (Şahin, 2015).

Preservice training: This term refers to a form of training for teacher candidates that aims to provide curriculum, content, and pedagogical knowledge as well technical skills (Lino, 2014).

Professional development: Professional development refers to the development of a person in that person's professional role and is defined as a growth that occurs through the professional cycle of a teacher (Lino, 2014).

Self-efficacy: Self-efficacy is the belief an individual holds about their ability to successfully carry out a task that requires specific knowledge and cognition (Bandura, 1997).

Significance

Student behavior problems at the local school negatively influenced the classroom and school environment. These behavioral problems also negatively affected teachers' abilities to teach as well as their desires to continue working in the field of education. Research on teachers' perceptions of classroom management preparedness could lead to changes in how teachers are trained to address student behavior problems and classroom management. Additional professional development training could improve teachers' abilities to manage classrooms effectively, decrease student behavior problems, and improve instructional and academic performances. Furthermore, findings from this study could influence teacher behaviors to prevent discipline referrals and teacher and administrator recommendations for suspensions, improve teacher efficacy, and reduce teachers' consideration about changing professions early in their careers. The findings in

this study provide information that may allow teachers to conduct uninterrupted instruction and to reduce the need for administrative intervention. Improved classroom management could allow administrators to focus less on discipline and more on instructional leadership. For these reasons, this study of teachers' perceptions of classroom management preparedness could benefit the local school.

Guiding/Research Question

Undesirable student behaviors, classroom management, and teacher efficacy are all very important concepts to be studied because they directly influence the effective operation of classrooms. There was a need for research on how teachers perceived their classroom management preparedness to determine current effective practices, problem areas, and additional professional development or training that may be warranted to address the problem. According to the assistant superintendent of special services, the school district had a problem with teachers' inability to handle behavior problems that interrupted instruction and affected student achievement (Personal communication, February, 2016). The following research questions guided this study of teacher perceptions of classroom management preparedness:

RQ1: What are teachers' perceptions about the effectiveness of the classroom management practices being used in the local school?

RQ2: What are teachers' perceptions of the school district's classroom management policy and expectations?

RQ3: What professional development opportunities could enhance teachers' classroom management skills?

Review of the Literature

Conceptual Framework

The conceptual framework of this study was based on Glasser's choice theory as it related to classroom management. The conceptual framework of this study established the importance of classroom management by adopting and implementing the seven caring habits: supporting, encouraging, listening, accepting, trusting, respecting, and negotiating differences (William Glasser Institute–US, 2010). Teachers who have replaced external control strategies with these seven caring habits have experienced greater connections with students and more productivity from students.

Glasser (1998), in the choice theory, posited that an individual's primary function is their behavior; most behaviors are chosen, and people are driven by their need for survival, love/belonging, power, freedom, and fun (Glasser, 1998). Glasser asserted that people's behavior is dictated by their efforts to fulfill one or more of these five influences called "basic needs." Glasser's five basic needs are prewired in each person, and satisfying those needs is a process of bridging the space between what individuals want and whether or not they are actually receiving it (Lujan, 2015). These forces are so strong that they can be linked to individuals' reasons for everything that they do. Wubbolding (2015) considered Glasser's (1998) choice theory to be a road map from an undesired to a preferred life. Wubbolding held that people's behaviors are a reflection of the constant

battle to meet their needs. Wubbolding (2015) alleged that Glasser's five principles supported choice theory as an inclusive justification of human inspiration, conduct, and view. Glasser (1998) stated that only a person is capable of satisfying their own needs. Blance (2004) proposed that Glasser's choice theory outlines the blueprint to help teachers create an environment that guarantees that students find what they need in school. When teachers implement the seven caring habits as a regular part of their professional behavior, they are able to model for students a caring attitude and a nurturing environment (William Glasser Institute–US, 2010). By engaging their students, getting to know them better, and building relationships teachers ensure that they maintain a classroom environment that endorses learning and dissuades undesirable behaviors.

The concept of caring habits was appropriate for this study because this idea is embedded in how teachers effectively manage a classroom. Many teachers were unaware of strategies that could reduce or eliminate undesirable behaviors that prevented them from teaching their students. As a result, it was beneficial to investigate teachers' knowledge of effective strategies to manage classrooms. In addition, it was helpful to explore the training teachers have received in effective classroom management strategies. Finally, teachers were able to provide insight into elements of professional development that could help them manage classrooms effectively. By discovering the connection between Glasser's caring habits and teachers' training to manage a classroom, valuable experiences that could be incorporated into teacher training programs were identified.

Review of the Broader Problem

Search Strategy

The following review was conducted to investigate concepts related to classroom management: choice theory, teacher self-efficacy, classroom management skills, effective classrooms, and preservice training and professional development. The review was facilitated by a search using the terms classroom management, classroom management problems, discipline, choice theory, efficacy, efficacy in classroom management, perception, the perception of classroom management preservice training, the perception of preservice training, effective preservice, professional development, the perception of professional development, and effective professional development. Each one of these terms relates to classroom management and how it impacts teacher effectiveness. In addition, a concerted effort was made to locate any research on how classroom management is learned. To search for literature sources, I used the following databases and search engines: Education Research Complete, Education Source, and ERIC. The topics included in the review are choice theory and classroom management, teacher self-efficacy and classroom management, classroom management skills, effective classrooms, and preservice training and professional development.

Choice Theory and Classroom Management.

Because classroom management is the systematic way in which a teacher affects student behavior, choice theory provides key insight on what teachers can do to positively influence student behavior. This theory points out that quality relationships produce

quality learning environments and ultimately quality schools. Glasser (1998) asserted that the time teachers spend trying to make students obey rules could be better used to provide a quality education that eliminates the need for discipline. Student engagement can determine whether student behavior is a problem. According to Rose (2003), student misbehavior is a survival mechanism and those unwanted behaviors are an attempt to meet one or more of their needs. When students misbehave, teachers should associate the unwanted behavior with an unfulfilled need and focus on the need instead of the behavior. Rose (2003) explained that when students cannot satisfy a need, they may remove themselves from the situation simply by daydreaming, or more drastically, by dropping out of school altogether. According to Glasser (1998), student discipline is only an issue when students are required to attend situations that are not satisfying. Sahin (2015) stated that regardless of a teacher's classroom management style, their primary role is to maintain order in an effort to encourage students to work and continue to improve. The use of punishment to curb behavior may temporarily subdue unwanted behaviors, but generally fails to eradicate the behaviors. Glasser (1998) stressed that coercion does not inspire compliance from students any more than it does any other group of people. Walter, Lambie, and Ngazimbi (2008) recounted several findings where traditional discipline methods failed to eradicate unwanted behaviors. Disciplining students by assigning them to time outside of the classroom, as in-school or out-of-school suspension, proved largely ineffective at curbing undesirable behaviors. Walter et al., (2008) found that many negative behavior patterns lead to more severe behaviors and are

linked to increased student attrition and future delinquent behaviors. Rewards may encourage more desirable behaviors, but only for short periods of time. Glasser (1998) stated that because punishment, like pain, is never satisfying, the use of punishment for school discipline cannot motivate behavior for the long term. In a case study, Shillingford and Edwards (2008) illustrated how an assortment of choice theory principles helped misbehaving students disrupt their classmates less, resist ridiculing their classmates, and stop fighting with them. Sayeski and Brown (2014) pointed out that a classroom's practiced and rehearsed daily procedures create the backbone of effective classroom management. Choice theory states that people's behavior is an attempt to satisfy a need and if teachers want to change behavior, they must first help students discover what needs must be satisfied and then accommodate meeting those needs. Glasser (1998) explained that in the past the only discipline plan utilized was removing disruptive and unsuccessful students. Now that students are rarely permanently removed from school, teachers are expected to manage their classroom with poorly behaving students (Glasser, 1998). This fact means there are large numbers of students that display inappropriate behavior in the classroom. Godwin et al., (2016) found that the instructional design impacts whether or not student behavior is on-task. According to Glasser (1998), it is increasingly clear that teachers are encumbered with large numbers of students who are not motivated to learn, and it is difficult to conduct an effective classroom. According to Guthrie and Klauda (2014) there are benefits to providing students with choices in various learning activities in the classroom and to using engaging teaching strategies to

increase motivation. Often, teachers expect administrators to stop class disturbances or disruptive students in the classroom. Glasser (1998) noted that if the problem occurs in the classroom, it is unrealistic to expect an administrator to fix the problem without the teacher. Choice theory provides a viable option to help teachers rethink the instructional planning and strategies they use to engage, motivate, guide, and instruct their students in an environment that encourages learning.

In a study of 83 second-graders, Hale and Maola (2011) found that students who were taught by teachers who incorporated the choice theory believed in their classroom management strategies did not show any more achievement than the students taught by a teacher that was not trained in choice therapy. The study, however, concluded that the choice theory training did not last long enough and there was no follow through. The results indicated that professional development programs should be of sufficient duration and should involve follow-up.

In a study of teachers in Kurdistan, a Province of Iran, Omar and Barzan (2012) discovered that after eight sessions of choice theory training, there was evidence that this type of training would improve academic success. According to Sori and Robey (2013) when students understood that their choices could improve their world, they felt empowered and took more responsibility for their lives. Sori and Robey (2013) found that using the Want Do Evaluation Plan (WDEP) choice theory model could be helpful at teaching students that there are consequences to each one of their choices. The WDEP choice theory model encouraged students to think about what they want, what they need

to do to get what they want, how they evaluate their current situation, and how they develop a plan to achieve their goal.

In a study of 109-college freshman, Burdenski and Faulkner (2010) explained that choice theory effectively increased post-test scores. The results suggested that students whose needs are met will thrive more in a school setting as opposed to students who do not get their needs met. Conversely, Burdenski and Faulkner (2010) stated that a failure to have needs met would result in personal and academic problems. Vanderclayen, Boudreau, Carlier, and Delens (2012) discovered that emotions influence on an individual's career, especially during preservice training. Therefore, preparing teachers to manage a classroom is as critical to effective teaching as instructional knowledge. Shoulders and Krei (2015) stated that teachers with at least a Master's degree and greater than 15 years of teaching experience tend to be more successful in classroom management and instructional practices. Glasser (1998) explained that when teachers create environments that both students and teachers benefit encourage students to give enough effort to learn. One integral part of teacher training is the ability to identify and meet the needs of their students. Rose (2003) suggested that both brain-based and quality schools share characteristics and features that help stimulate the brain and engage students to prevent them from getting bored. Both these characteristics and features offer a map of what makes effective schools for students. According to Rose (2003) teachers sometimes give students too much information without encouraging them to think and they also forget that students need to be able to make choices that satisfy their needs.

Glasser (1998) posited that if teachers do not teach things that satisfy student needs then no matter how ingeniously they teach, the students would not learn. Considering student need and choice supports classroom management and promotes student success.

Teacher Self-Efficacy and Classroom Management

Research (Brophy, 1988; Doyle, 1996; Emmer, Evertson, and Worsham, 2000) has shown that a teacher's ability to manage a classroom and organize instruction is critical to promote learning and aid student achievement. According to Jalali, Panahzade, & Firouzmand, (2014) classroom management is one of the most severe challenges facing not only teachers but students as well. It is believed to be a recurring activity that involves the planning, implementation, and evaluation of activities geared toward the learning and emotional security of the students in the classroom (Tal, 2010). Saveski and Brown (2014) stated that well-designed and clearly communicated rules and procedures set the stage for effective student behavior. In a study comparing classroom practices of 105 male and 78 female teachers, Jalali et al., (2014) found no significant difference between males and females in terms of their classroom management efficacy. Teachers' effectiveness is often determined by their ability to manage a classroom, yet Aloe, Amo, and Shanahan (2014) indicated teachers are not confident in their ability to do so. Webster-Stratton, Reinke, Herman, and Newcomer (2011) found that the number one area in which teachers identified the need for "additional training and support was in managing challenging classroom behaviors" (p. 510). In a study regarding managing classroom behaviors, Woodcock and Reupert (2013) indicated that classroom

management was the part of teachers' jobs for which they had the most challenges and the least preparatory training. Classroom management is a process consisting of five key areas: organizing the physical design of the classroom, establishing rules and routines, developing caring relationships, implementing engaging and effective instruction, and addressing discipline issues (Garrett, 2015).

Teachers must be ready to address inappropriate student behaviors and be able to anticipate student behavior to enhance learning and reduce distractions (Ediger, 2013). Consequently, teacher efficacy in classroom management is a significant part of the learning process. According to Akcadag (2012), teachers learn classroom management skills in one of two ways: preservice training received during their college courses in preparation for the teaching profession or professional development training received during an on-the-job learning experience provided by the school or school system as a part of employment. Ying, Connor, Yananyun, Roehrig, and Morrison (2013) suggested that teacher education programs for preservice teachers, and professional development programs for in-service teachers, which focus on teacher self-efficacy, might improve classroom practices and academic performance. State and federally sponsored policies often call for the adoption of "evidence-based practices and programs" (Reinke, Stormont, Webster-Stratton, Newcomer, & Herman, 2012, p. 420). In a study of 133 children who were diagnosed with behavior problems, children with teachers who were trained in classroom management displayed less aggression toward other students and cooperated more with their teachers than those with untrained teachers. Training teachers

to deal with various types of students and their behaviors is a valuable skill if teachers are to be successful.

College educators need to restructure their program to ensure that their teacher candidates have an opportunity to both observe quality teachers and practice their own classroom management strategies so they can gain self-efficacy (Aloe, et al., 2014). In a multivariate meta-analysis of 16 studies, Aloe et al., (2014) noted that teachers with higher levels of classroom management self-efficacy experienced less burnout. Administrators in both colleges and school districts would be well served to plan, implement, and require learning experiences that provide teachers with the necessary opportunities to learn and utilize classroom management skills in order to solidify their acquisition of this skill set. These learning experiences would require a significant commitment by universities and school district leaders to sufficiently prepare teachers for the difficult task of managing a diverse classroom. Sokal, Woloshyn, and Funk-Unrau (2013) suggested that preparing teachers adequately would require an investment in “time and resources” to provide superior training experiences (p. 285). In a study of 1,227 German teacher candidates, Dicke et al., (2014) found that when teacher self-efficacy was low, classroom disturbances lead to emotional exhaustion for teachers. Thus, training that supports self-efficacy regarding classroom management may reduce teacher stress and emotional exhaustion that is brought on by classroom disturbances produced by inappropriate student behavior. Teacher efficacy and effective teaching practice may be synonymous (Sokal et al., 2013).

According to Sivri and Balci (2015), how teachers perceive classroom management and their own efficacy can shape how they lead a classroom. Many teachers relate their classroom management skills to their teaching efficacy. In a study of 293 preservice and practicing teachers, Putman (2013) found that there is a strong relationship between teacher self-efficacy and classroom management. There is a link between effective teaching, classroom management, and student learning (Putman, 2013). There is an intimate affiliation between successful teaching and the competent teacher (Sampath, 2013). Ying et al., (2013) found that teacher with higher levels self-efficacy exhibited additional encouragement and established a more affirmative classroom environment and their students had stronger literacy skills. Classroom management strategies effectively decreased undesirable student behaviors while promoting learning and thus improving academic attainment (Uysal, Burçak, Tepetaş, and Akman, 2014). In a study of 344 primary and secondary full-time public school teachers, Tsouloupas, Carson, and Matthews (2014) discovered that personal and school cultural factors related to teacher efficacy and teachers' perceptions of student behavior can predict teacher efficacy in handling student misbehavior. Tsouloupas et al., (2014) asserted that professional development in classroom management could help improve teacher efficacy as it relates to student misbehavior.

Teachers often perceive their classroom management skills and efficacy interdependently. Kurt (2014) stated that teachers' sense of efficacy affects their ability to effectively manage a classroom. In a study of 135 biology teachers, Kurt (2014)

discovered teachers' sense of efficacy impacts their attitude and beliefs on classroom control. O'Neill and Stephenson (2013) found a positive relationship between surveyed first year teachers' preparedness for addressing disruptive, non-compliance, aggressive, anti-social and destructive behaviors and their sense of classroom efficacy and the perception of the classroom management preparedness. How effective teachers perceive themselves can have a tremendous impact on how they manage a classroom. Putman (2013) revealed efficacy wields a broad effect on student behavior. Teachers who are proficient at managing classrooms are also usually adept in their teaching strategies. Skilled classroom managers exhibit ample teaching strategies that create and nourish an effective learning environment (Putman 2013).

Teacher self-efficacy is an integral part of any successful teaching experience. Teacher self-efficacy is "a teacher's self-perceptions of his or her teaching competence in a given situation" (Sokal et al., 2013, p. 287). If teachers' self-perceptions of their competency determine how effective they are in a particular area, then their perceptions of preparedness in the area of classroom management are critical to their successful training. Holzberger, Philipp, and Kunter (2013) found that classroom management proficiency affects teachers' self-efficacy. In a study of 155 German teachers who taught 3,483 students, Holzberger et al., (2013) discovered partial evidence that self-efficacy influenced teaching quality, but a substantial finding of their study was that teachers with self-efficacy were identified based on their ability to manage a classroom. According to Sokal et al., (2013), high levels of teacher efficacy in the area of behavior management

are facilitated in quality situations. In a study of 60 preservice teachers, Sokal et al., (2013) found that teachers who had participated in a teaching practicum that included an inclusive classroom setting developed a higher level of teacher efficacy in the area of classroom management than those who did not have a teaching practicum. Teachers, like other practitioners, must be given the opportunity practice their skills to be able to sharpen and master them. It is not until preservice teachers finally start to work in the classroom that they will know what classroom management strategies actually work (Sokal et al., 2013).

Classroom Management Skills

Classroom management skills are assets to any classroom teacher. Classroom management is frequently at the top of the list of factors that contribute to student achievement (Evertson & Weinstein, 2006; Wang, Haertel, & Walberg, 1993). Classroom management skills consist of a teacher's ability to create an atmosphere where they can teach and students can learn. Wong, et al., (2012) explained that effective teachers are organized, structured, and consistent with their procedures. Teachers use procedures to manage their classrooms so that instruction and learning occur. The ability to manage a classroom involves several skills that every teacher must possess. According to Robinson, Wong, and Wong (2015) teachers must be proactive to prevent problems, plan engaging instruction, and maximize instructional time. A teacher has to be able to take charge of students, arrange desks, utilize resources, manage time, and plan transitions, Wong and Wong (2014) posited that classroom management skills refer to all of the

things that a teacher does to organize students, space, time, and materials so learning can take place in a consistent environment.

In addition to the skills of organizing, planning, being proactive, taking charge, and being consistent, teachers must be able to manage student behavior. Teachers of all experience levels perceive behavior management as a fundamental part of effective classrooms. Behavior management is a critical element of any classroom makeup and a consistent thought in teacher's mind Pruitt (2011). Effective teachers must have a classroom management plan that contains strategies and routines that are designed to help create and maintain a classroom environment that facilitates learning (Wong & Wong, 2014). Classroom management consists of arranging the layout of the classroom, modeling student interactions, controlling student behaviors, designing classes, and monitoring instructional time (Uysal et al., 2014).

Another important skill that teachers must possess is the ability to build relationships with parents and encourage parent involvement. Relationships between parents and teachers are key in creating effective classrooms. In a study of 28 preschool teachers and 23 parents spanning across five schools, Savas (2012) found that teachers do not feel supported with student behavior problems, parents feel that teachers do not emphasize classroom expectations enough with students, and both groups felt that there is room for improvement in the area of school family cooperation. Savas (2012) also explained that effective classroom environments consist of administrators, teachers, and parents working cooperatively to help manage student misbehaviors.

Effective Classrooms

Educators' must possess teaching strategies, be able to manage, and guide students concurrently (Uysal et al. 2014). Teachers that utilize efficient teaching strategies create effective classrooms that help the teacher and the students. An effective classroom is one that supports instruction and facilitates learning. These classrooms are marked by certain characteristics that are recognizable immediately. Alber (2015) explained that teacher clarity classroom discussion; feedback, formative assessments, and metacognitive strategies are effective teaching practices that lead to effective classrooms. Teachers in effective classrooms utilize a variety of strategies that help them manage the classroom and facilitate learning. Gage and McDaniel (2012) reported that effective teachers utilize a methodical approach to discern what strategies are efficient or need to be adjusted in order to improve classroom behavior. In an effective classroom, teachers rotate between direct instruction and facilitating student-centered activities that encourage students to collaborate. The teacher guides the students through a series of steps in their instructional plan which include engaging the students, introducing or reviewing concepts, enabling student participation, safeguarding smooth transitions, monitoring student actions, and checking student understanding. Weimer (2009) explained that the keys to classroom excellence are student interest, concern and respect for students and learning, appropriate assessments, clear and challenging goals, and the right level of independence, control, and active engagement. In well managed classrooms with effective instruction Weimer noted that students are more likely to comply with their

teacher and cooperate with their classmates. Students allow their teacher to guide them through various parts of a lesson and collaborate with classmates to both meet their learning goals and meet the expectations of their teacher. Effective classrooms allow both the teacher and the students to accomplish a mutual goal of teaching and learning preset concepts for the good of all.

Effective classrooms are marked by certain characteristics and behaviors of teachers and students. Heick (2014) stated the characteristics of an effective classroom are students asking good questions, questions being valued over answers, ideas come from divergent sources, a variety of learning models are used, classroom learning are connected to the surrounding community, learning is personalized, assessment and the criteria for success transparent, learning habits are constantly modeled, and there are constant opportunities for practice. Kelly (2016) affirmed that quickly completed housekeeping tasks, engaged students, student-centered learning, varied instruction, real life learning is related, and clear behavior expectations, assignments, and assessments are the characteristics of an effective classroom. When the specific characteristics are combined, they lead to specific desired outcomes. Connor, et al., (2011) found that well designed and implemented instruction promotes achievement even with students with disabilities. In an effective classroom, teachers display an aura of confidence, calm, and control that is evident not only by students, but anyone who enters the room. These teachers also exhibit behaviors that contribute to an effective classroom, such as, walking around the room, encouraging all students to become involved, recognizing appropriate

student actions, quietly discouraging inappropriate student actions, and informally assessing students understanding and behaviors constantly. Likewise, students in effective classrooms display a sense of calmness, focus, and willingness to submit to the expectations of the classroom. Students in an effective classroom demonstrate behaviors, such as, cooperating with teacher directives and classmates, attentively participating in lessons, and maintaining suitable interactions with the teacher and their classmates. Uysal et al. (2014) explained that appropriate learning activities help teachers successfully manage their classrooms. Ultimately, the combination of these teacher and student characteristics and behaviors fosters a classroom environment that permits instruction and promotes learning.

Preservice Training and Professional Development in Classroom Management

Preservice training and professional development are two ways by which teacher candidates and teachers acquire skills. According to Lino (2014) preservice refers to a form of training for teacher candidates that aim to provide curriculum, content, and pedagogical knowledge as well as technical skills. Likewise, Lino (2014) explained that professional development refers to the development of a person in his or her professional role, and is defined as a growth that occurs through the professional cycle of a teacher. Ideally, teachers should receive some type of classroom management training prior to entering the teaching profession and additional classroom management development after they have started to teach. Each method of knowledge acquisition offers a valuable opportunity to help teachers acquire classroom management skills. Effective preservice

and professional development opportunities contain certain components and maintain a particular look or appearance. These characteristics help teachers develop the ability to organize classrooms and manage behaviors of their students in order produce positive educational outcomes. According to Oliver (2007) comprehensive teacher preparation and professional development in classroom organization and effective behavior management are therefore needed to improve outcomes for students in general and special education. With the potential benefits of professional developments being so high, it is important to know; what constitutes an effective professional development, what an ideal one looks like and contains, how teachers are engaged, and what teachers take away from it.

Arnett (2012) believed that either teacher preparation programs must require a classroom management class or school systems should provide professional development in classroom management. In a study of 90 family and consumer science teachers who taught four years or less, Arnett (2012) discovered that student discipline and classroom management were the most prevalent themes identified as concerns. Teacher training programs should be set up to scaffold student behavior management in the classroom (Youngblom & Filter, 2013). Uysal et al., (2014) believed that classroom management activities should take place in college courses as well as with teachers to address their perceptions and practices. Those training to become teachers must possess an understanding of student behaviors, knowledge of how to address a variety of situations, and the ability to be proactive to avoid disturbances that might prevent them from

performing the basic role as the instructional leader of the classroom. Shook (2012) reported that only three out of 10 universities with heralded teacher education programs include classroom management courses in the program of studies. In a study of 19 preservice urban teachers, Shook discovered that preservice teachers planned and implemented classroom rules and procedures, but they relied heavily on reactive or negative strategies to manage classroom behaviors. Preservice teachers must have a basic idea of how students behave and the ability to brainstorm and determine how to effectively resolve behavior problems within any classroom (Youngblom & Filter, 2013). In a study of 37 preservice, undergraduate students enrolled in an education licensure program, Youngblom and Filter (2013) discovered that education students training to become teachers lack adequate expertise in identifying and addressing behavior problems in the classroom.

Classroom management is among the most important skills preservice teachers learn, yet they may receive inadequate preparation to effectively manage student behavior. Hediye (2015) discovered that preservice teachers identified learning classroom management strategies as equally important in their preparation as experience in the classroom, observation of effective teachers, and content pedagogy. In a study of five undergraduate students enrolled in the last year of an elementary science education program, Hediye (2015) found that in terms of learning classroom management skills, students studying to become teachers could benefit from a combination of real-world school field experiences and college coursework during their undergraduate studies. This

finding is consistent with the findings of Ergul, Baydik, and Demir (2013) that showed both preservice and in-service teachers perceived themselves as ineffective classroom managers. In a study surveying 107 special education teachers and 160 seniors in an undergraduate special education program spanning four different colleges, Ergul et al. (2013) discovered that even though special education teachers felt that they were more prepared for classroom management than their subject-matter teaching counterparts, they still felt as though more in-service classroom experiences throughout their undergraduate experiences were needed.

Youngblom and Filter (2013) stated that even after completing teacher-training programs, many teachers feel unprepared for understanding student behaviors. In fact, O'Neill and Stephenson (2013) learned that first-year teachers in their survey-based study felt that their preservice experiences only somewhat prepared them for managing the student behaviors in the regular classroom. For the 216 beginning primary teachers surveyed, O'Neill and Stephenson discovered that despite the preparation they received in their courses, these teachers only felt slightly equipped to manage disruptive, insubordinate, and aggressive classroom behaviors. In fact, at the conclusion of their first year, O'Neill and Stephenson found that these teachers expressed needing additional in-service training on behavior and classroom management. Likewise, Woodcock (2013) found preservice teacher lacked the ability to prevent classroom problems from taking place. In a study of 205 preservice teachers in two different degree programs, Woodcock discovered that teachers who had received four years of training used preventative

classroom management strategies significantly more frequently and confidently than teachers that had only one year of training. In addition, many preservice teachers possess even fewer strategies for addressing various student behaviors. Youngblom and Filter (2013) noted that preservice teachers lack skill at selecting the appropriate response to address unwanted behaviors or encourage more suitable behaviors. Wills (2012) stated that teachers will not be equipped to create their own classroom management techniques until they better understand the students that they teach.

Teacher preparation programs may need to change the way students are prepared to address classroom management so beginning educators can be more effective teachers. Muir et al., (2013) stated those responsible for educating future teachers must ensure teacher candidates acquire classroom management strategies. In a study of eight preservice teachers that felt underprepared to manage a classroom, Muir et al., (2013) found that teachers welcomed the experience of using a virtual environment to help them prepare for the rigors of classroom management, but they felt the experience lacked authentic experience with students that displayed behavior problems in a classroom. Better preservice training would result in more proactive teachers who would need fewer office referrals to address negative student behaviors (Youngblom & Filter, 2013). School leadership, as well as college of education departments, needs to create and implement efficient and ample training in the area of classroom management (Woodcock, 2013). Improved teacher training involving classroom management would have mutual benefits for students as well as teachers based on collected evidence (Whear et al., 2013).

In an analysis of 14 studies that examined intervention programs that addressed classroom management, Whear et al., (2013) discovered that none of the classroom management programs were rated higher than any other program. Their findings did, however, suggest that including classroom management techniques in teacher training would benefit students and teachers alike.

Even when individuals training to be teachers have previous professional experience in their content area, they may desire more extensive classroom management preparation. Koehler et al. (2013) discovered that their study participants perceived their ability to handle classroom management as their greatest concern and a clear weakness. In a study of 18 graduate alternative certificate students who previously worked as science, technology, engineering, and math (STEM) professionals, Koehler et al. found that even though these students felt more prepared in content knowledge, they felt less prepared in classroom management and being able to address the psychological concerns of students.

Professional development is a critical resource for improving teaching quality and increasing student performance. McNeill and Knight (2013) discovered that professional development helped teachers promote more proficiency. In a study of 70 elementary, middle, and high school teachers McNeill and Knight (2013) found that a series of three professional development workshops successfully increased professional knowledge. In addition, Dishion (2011) suggested the three best means for having a positive effect on schools are training, staff support, and school leadership. Whether or not teachers have

received any preservice training prior to entering the field of education, professional development can prove beneficial, especially in the area of classroom management. Koutrouba (2013) found that teachers expressed they need professional development in the area of classroom management even though do not think they are solely responsible for student misbehavior. In a study of 869 Greek teachers, Koutrouba found that teachers were not offered classroom management training to address the misbehaviors or the opportunity to establish a rapport with the students, which might help them better address student behavior.

Ideal professional development should include proactive classroom management strategies (Reglin, Akpo-Sanni, and Losike-Sedimo, 2012). In a study of 11 teachers, working with 224 students in four grade levels, using a classroom management model they learned in professional development training, Reglin et al., (2012) discovered that discipline referrals and suspensions significantly decreased. Teachers of all experience levels were trained to better manage a classroom, prevent or reduce behavior problems or escalation, and reduce behavior referrals. Dishion (2011) found that school systems could be reformed or handcrafted to be more effective by training both administrators and teachers to implement procedures that encourage behavior change in a school. Likewise, Gregory et al. (2014) found that teachers could increase classroom engagement and decrease behavior problems through the use of a teachers' professional development program. In a study of 87 middle and high school teachers across 11 different schools in Virginia, Gregory et al. (2014) found that the teachers using the My Teaching Partner

Secondary professional development were able to significantly increase student behavioral engagement.

Providing teachers training in classroom management may help deter behavior problems. Reglin et al. (2012) posited that the deterrence of discipline issues and suspension might rely on whether or not teachers are trained in classroom management. Although it may be difficult to retrain teachers who have been using unsuccessful strategies for the long term, it may be worth the effort. Gebbie, Ceglowski, Taylor, and Miels (2012) noted that during professional development, not only do teachers learn effective strategies, but they get the opportunity to collaborate. In a study of three North Carolina teachers, Gebbie et al. (2012) found that all of the teachers felt an improved sense of teacher efficacy and more proficient when dealing with challenging student behavior as a result of attending behavioral management training, implementing two behavior management strategies, and discussing topics with their online learning community. Reglin et al., (2012) found that though principals stated the time spent training teachers who previously used ineffective strategies in years past to utilize proactive classroom management techniques was not without its struggles, the effort was more than worth it because it created educators with greater competence in the end. Cannon, Tenuto, and Kitchel (2013) found that professional development opportunities increased teacher skills that ultimately translated into increased student engagement and improved academic success.

Professional development for teachers in classroom management requires more proactive training in when to apply mediations and when to apply appropriate routines. Classroom management for teachers must promote an understanding of social-emotional behavior, interventions, and how to use routines to reassure consistent classroom management (Reglin, et al., 2012). Classroom management training, like any other professional development, should be on going, required, and implemented in a way that encourages buy-in from all school staff. Gregory (2014) found that teachers could increase classroom engagement and decrease behavior problems through the use of a teachers' professional development program. Arnett (2012) pointed out that sufficiently training teachers to handle classroom management problems during college and their professional careers could improve job gratification and decrease the number of teachers leaving the profession. Reglin et al., (2012) also stated that public school teachers should receive classroom management training throughout their careers, and especially those teachers who work with students in the lower grades who are just learning how to meet the behavior demands of being in school. Williams et al. (2012) posited universities and school districts should place a greater emphasis on classroom management training to demonstrate its importance to teaching strategies. In a study of 223 middle and high school students, Williams et al. (2012) found that these students wanted teachers who could relate to them, enjoyed teaching, and were proficient in the area of classroom management.

Professional development in classroom management should include characteristics that teachers identify as being key to successful professional developments. In a study of 16 Turkish elementary school teachers, Bayer (2014) discovered six components of an effective professional development activity: correspond to teacher need, fit school need, teacher lead design, active participation, constant engagement, and superior instruction. To increase the effectiveness of a classroom management professional development, Webster-Stratton et al., (2011) argued that the training should take into consideration each teacher's level of experience and individual needs. Any professional development geared toward classroom management should also include administrative support, mentoring, and opportunities for follow-up after teachers have an opportunity to practice strategies learned in professional development sessions. Follow up professional development sessions should focus on social, behavioral, school/academic, and emotional outcomes, as well as teacher outcomes (Whear et al., 2013). Each of these elements should help ensure the effectiveness of any classroom management training.

There are several elements that help make for a good professional development. The content of the professional development, how it relates to new teachers, and how it connects to the school's behavior plan are important parts of professional development. Oliver (2007) highlighted coursework and guided practice with feedback, addressing challenges that face teacher candidates and new teachers, and classroom management linked with school-wide behavior support as three recommended factors for any good

professional development. Good professional developments also need to be flexible, provide choice, support, and hold teachers responsible. Vislocky (2013) mentioned choice, flexibility, learning in small increments, support, and accountability as elements of an effective professional development. Likewise, the Louisiana Department of Education listed needs-driven, curriculum, learning, active, relevance, and evaluation key components of an effective professional development. Catapano (2016) also stated that self-reflection, customized professional development, and practice are important steps to any professional development. There are several components of an effective professional development that are recognized by multiple sources.

Effective professional developments also have a certain appearance or look that helps set them apart. This look is related to what you can expect to see in each quality professional development. According to Garet, Porter, Desimone, Birman, and Yoon (2001) quality professional developments should be sustained for a longer period of time and have an academic focus. Garet et al., (2001) also stated that a good professional development should include collective participation, be linked to the teachers' experience, encourage professional communication, and provide support in changing teaching practices. Mattero (2015) selected personalization, inclusion, data, and technology as important factors of a quality professional development. According to Gulamhussein (2013) selecting the right amount of time, supporting teachers through implementation, engaging teachers with a variety of approaches, modeling, and discipline specific content are the key principals to a good professional development. Aguilar

(2014) suggested the following ten tips for delivering a great professional development: facilitate learning, plan and prepare, allow choice, don't overdo it, start and end on time, capitalize on expertise, treat adult learner like adults, pay attention to the environment, and ask for feedback. Duffy (2014) acknowledged that teacher should have choice in topics, utilize a variety of teacher roles, draw from new models, maximize social media, the internet, and professional learning networks, and self-reflecting on individual needs.

An effective professional development for classroom management constitutes an on-going experience. This training has to be required and implemented in a way that encourages buy-in from everyone. Teachers are given the opportunity to get trained, practice the strategies they learned, and come back to discuss what worked, what was learned, and what they can do to continue to get better. This can best be accomplished by a 3-day initial training during pre-planning and followed up with a day or two of follow up training mid-year or toward the end of the year. At this point, teachers have some experience and can discuss successes and failures, while also getting some feedback about their experience. An online forum or discussion component can even help teachers collaborate and bounce ideas off of one another as they experience different situations. The training has to be authentic and should consider different teachers' experience level and needs. Both rookie and experienced teachers have a need for additional training in the area of classroom management.

Most professional development workshops have similar formats. Each professional development has to have real world applications and correspond to the needs

of each attendee. The professional development must be flexible and relevant as well as provide administrative support and teacher choice. This can be achieved by utilizing rotating sessions that teachers would be required to attend at least two sessions based off individual need, choice, or academic discipline. Each session would provide quality instruction in small increments that would help engage teachers through active participation. After attending sessions of their choice, teachers would be held responsible for selecting strategies to take back, try, and report back during another work session in a second phase of the professional development.

The content of each session of the professional development must possess an understanding of different student behaviors. They must also have knowledge of addressing a variety of disruptive and undesirable behaviors. These sessions must include proactive strategies geared at avoiding disturbances, dealing with disruptive behaviors, and how to create engaging lessons that reduce the need to get off task and act out. While different based off of need or choice, each session must assist teachers at performing the basic role of instructional leader of the classroom. In other words, the content of the professional development has to be relevant to the participants.

Like effective classroom instruction, a successful professional development also has to engage its participants. One of the most effective ways to engage teachers is to provide opportunities to collaborate with their peers. Professional development must take into consideration how people learn. By providing chances for teachers to work together, they become active participants in their own learning as opposed to passive listening to

one person discuss various concepts. In a successful professional development, teachers are given a chance to create, practice, and discuss mediations, routines, and interventions in groups with people with various backgrounds. Another engaging characteristic of an effective professional development is having a follow-up component between teachers and a mentor or another teacher that can discuss successes and failures with various strategies they have experiences first hand.

In the end, effective professional developments in the area of classroom management must leave something for the teachers to take back to their respective classrooms and try out. An effective professional development on classroom management should yield strategies that teachers can immediately take back to their classroom. Strategies that teachers take back for use should include proactive classroom management strategies to help them avoid unwanted behaviors before they disrupt the classroom environment. In addition, classroom management professional development opportunities should generate strategies that assist teachers in addressing a variety of behaviors in the classroom. Ultimately, teachers should be able to take away an improved expertise involving identifying and addressing undesired behaviors in the classroom, how to effectively setup and maintain a classroom environment that is conducive to learning, and how to engage students throughout the learning period.

Implications

A study about teachers' perceptions of preparedness for classroom management offered relevant insight to possible professional development opportunities on classroom

management strategies. Findings indicated that teachers felt that they did not have adequate training in classroom management strategies. As a result, a professional development project was created to use with teachers during pre-planning. If the findings had not indicated that teachers felt they lacked adequate training in classroom management, an alternative project could have been a collection of effective classroom management strategies currently being used by teachers to create a PLC or an online refresher course. An investigation of teachers' perceptions of preparedness for classroom management sparked a discussion and the creation of a classroom management training opportunity for that offers proven classroom management strategies and the opportunity to create a PLC.

A professional development training opportunity based on deficiencies in classroom management techniques and strategies was developed. After the creation of a detailed list of needed skills or strategies, a 3 days professional learning opportunity was created, followed by follow up learning opportunities. A database or collection of recommended classroom strategies was compiled for sharing during a PLC when needed. A take-away from this study was a resource for teachers produced from the data collected and the literature on effective classroom management strategies.

The review of the literature showed that teacher efficacy is determined by teachers' content knowledge, their ability to convert curriculum standards into quality lessons, their acknowledgement of learning needs, and the expertise of how to facilitate an environment that makes learning possible (Matoto et al., 2013). Professional

development has a huge influence on teacher knowledge and efficacy. Potters and Rockinson-Szapkiw (2012) indicated that teachers acquire knowledge and practice through professional development opportunities. In order to increase the likelihood of consistent competency a teacher must participate in on-going professional development. Lino (2014) stated that professional development training throughout an educator's career is paramount to achieve these teaching qualities. Research coupled with the findings of this study suggested the formation and implementation of comprehensive and ongoing district level professional development, which would help improve teacher efficacy. An analysis of teacher perceptions of their preparedness for classroom management found that a professional development in the area of classroom management was needed. Once established, this professional development opportunity could improve teacher efficacy and student achievement for the entire school district. If the data analysis had identified that professional development in the area of classroom management was not needed, then further study of the behavior referral process would have been recommended to explain the large numbers of behavior problems identified in local school setting.

Summary

Effective classroom management skills are essential to reducing behavior problems that impact classroom instruction, to improving student success rates, and to increasing teacher efficacy. A significant amount of attention must be given to how teachers learn classroom management skills and whether or not these methods are helping teachers manage student behavior. Determining how teachers perceive their classroom

management preparedness and efficacy was, therefore, a critical to this study. Glasser's choice theory provided a conceptual framework based on the concept of caring habits, which can guide how teachers relate to students; this provided the structure to explore teachers' perceptions of classroom management preparedness.

Classroom management is a key responsibility for every classroom teacher. Teachers' abilities to manage classrooms can influence their self-efficacy and student success rates. In order for teachers to teach effectively, they must possess an understanding of how to create and maintain a classroom environment that is conducive to learning. Brown and Inglis (2013) believed that improving teaching efficacy and practice would require ongoing professional development. Teachers who understand the connections between their self-efficacy and student success rates, can promote student achievement through their daily efforts.

Determining how teachers perceived their classroom management preparedness and efficacy was an essential part of this study. By learning what teachers needed to be more effective, I can provide the local school with valuable information about the professional development programs that can reinforce teachers' efforts.

The subsequent section provides detailed information about the methodology, which was used for this study. I highlighted and explained the qualitative design, the participant selection process, data collection approaches, and the data analysis plan.

Section 2: The Methodology

Introduction

The large number of undesirable behaviors at the local school resulted in decreased instructional time and diminished student performance. A study of teachers' perceptions of classroom management preparedness was warranted to explore their experiences and strategies to maintain effective classrooms and to investigate additional training that could improve teacher effectiveness. In this section, I present the research design, the participant selection process, the data collection approaches, and my data analysis strategy.

Research Design

This study used a qualitative case study approach. Qualitative research is ideal for making sense of phenomena and for understanding how teachers perceive their roles in an organization (Merriam, 1995a). A case study is a qualitative research design used to explore the complexities of a current occurrence to get a better understanding of a process or dynamic of a practice (Merriam, 1995b). Yin (2009) explained that a case study is an “empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident” (p.18). Creswell, Hanson, Clark, and Morales (2007) stated that a case study explores one or more cases in a bounded system, such as a setting or context. Abma and Stake (2014) described a case study as a complex research method used to disentangle a distinguished individual. Gerring (2006) stated that a case study provides a

deep understanding of a big or small relationship involving social behavior whether it includes an individual, group, organization, or event data. Baxter and Jack (2008) stated that a case study must explain the context of a real-life phenomenon. According to McCaslin and Scott (2003) a qualitative case study offers an in-depth study of a bound system with the use of a wide variety of data collection tools. According to Lodico, Spaulding, and Voegtle (2010), qualitative research emphasizes the participants' perceptions of a social phenomenon. The social phenomenon that was the focus of this study was that a large number of teachers were not prepared to manage a classroom or to refocus misbehaving students. This single case study represented a typical group of teachers working in a Title I school, and it involved an investigation of their abilities and training to address inappropriate student behaviors in a classroom. According to Yin (2011), a single case study involves a common everyday situation that could occur anywhere. This research design was suitable to this particular study because it does not involve experimental findings or control groups. Instead, in it I sought to gather a deeper understanding of how teachers are trained to deal with student misbehavior. A case study approach provided the necessary data to illustrate how teachers perceived their classroom management preparedness within classrooms.

My study was an exploration of experienced teachers and their perceptions about classroom management preparedness in the context of a local school setting. The use of a case study gave me the ability investigate rich teacher descriptions of their experiences in order to discover patterns and identify common themes to increase the awareness of how

they perceive their classroom management preparedness. To answer the research questions of this project study, I delved into the experiences and beliefs that teachers possess about classroom management and how teachers have been prepared to manage a classroom environment. Each research question was the basis for the extraction of detailed descriptions of situations teachers have had to face, how they addressed the situations, and how they could have acted differently. From this experience, I have a better understanding of teachers' perceptions about managing classrooms. A case study is an investigation of a "bounded system" with the focus being either the case or an issue illustrated by the case (Stake, 1995) My study was bounded by the local school and the perceptions of teachers who work within that boundary.

Although a case study design aligned with the purpose of my study, I explored several other qualitative methodologies as potential prospects before making my selection. McCaslin and Scott (2003) stated that a phenomenological study describes the experiences of several individuals about a shared phenomenon. Creswell (2005) pointed out that a phenomenological study focuses on participants' similarities as they encounter a phenomenon. As a result, a phenomenological study was not chosen because each teacher has a different set of experiences and a different way of dealing with undesirable behaviors. Lodico et al. (2010) pointed out that in a grounded theory the researcher generates a theory based on data collected on a real life phenomenon or shared experience. This particular research design was not suitable because in this study I did not focus on generating a theory because the data collected in this study was based on the

perceptions of a variety of teachers on the classroom management preparedness. Finally, ethnography is a study that describes procedures or customs after an extended field study (McCaslin & Scott, 2003). Creswell (2005) described ethnography as study where the researcher describes or interprets common behaviors of a large group of people.

Ethnography did not fit this study because the culture of the local school was not studied using prolonged observation, data collection, or fieldwork.

Participants

Population

Choosing the right participants was an important part of my study. Sargeant (2012) stated that identifying the right participants is a key task in any study. According to Lodico et al. (2010), participants are the individuals that the researcher surveys, interviews, observes, or treats. The local school had 77 full time teachers. The teachers at this local school were diverse, and they had a wide range of experiences and backgrounds. Approximately 66% of the teachers held an advanced degree.

Sampling and Sample Size

Creswell (2013) stated that “purposive sampling refers to selection of sites or participants that will best help the researcher understand the problem and the research question” (p. 185). Through a purposeful sampling method, I selected 10 teachers based on the following selection criteria: (a) they were state certified teachers at the local school, and (b) they had at least 1 year of teaching experience at the local school. By selecting 10 participants, I obtained detailed perspectives that were representative of the

total population of teachers. The sample size was important because it helped determine data saturation. Creswell (2009) stated that data saturation is the main concern for qualitative studies. Data saturation takes place when the qualitative researcher no longer captures any new data (Creswell, 2013). The number of participants required to reach data saturation is reliant on the situation. Creswell (2013) suggested that 10-12 participants are sufficient to reach the point of data saturation. The data that I collected from the study participants delivered multiple viewpoints and thick details regarding teachers' perceptions about classroom management preparedness.

Procedures for Gaining Access to Participants

I gained access to the participants by establishing a partnership with the local school administrator, and I obtained permission to send invitations to all teachers. E-mail addresses were available and were obtained through the school district's public website. The teachers were invited by e-mail to participate in my study. The invitational e-mail explained what the study was about and the requirements of the study. It explained that potential participants were required to meet the following criteria: (a) they were state certified teachers at the local school, and (b) they had at least 1 year of teaching experience at the local school. I provided each participant with a copy of the informed consent form for review. Potential participants were encouraged to ask questions and seek clarification on the study, the requirements, and/or the consent form. They were asked to e-mail me with their personal e-mail accounts to acknowledge their interest and acceptance of the terms of the informed consent agreement. Selection of participants was

based on the criteria above. Selected participants were asked to sign and return the informed consent agreement or e-mail their acceptance of the terms of the agreement before any data were collected. Ten participants volunteered and were selected. This provided me with a purposeful group of participants for this study. Creswell (2013) stated that in qualitative research “the intent is not to generalize to a population, but to develop an in-depth exploration of a central phenomenon,” which is best achieved by using purposeful sampling strategies (p. 203). If I had not recruited enough volunteers to participate after the initial invitation e-mail, I would have asked those teachers who had already volunteered to reach out to colleagues who may have some interest.

Establishing Researcher/Participant Relationships

As the researcher, I was responsible for conducting a project study about teachers’ perceptions regarding classroom management preparedness. Before I initiated contact with participants, I obtained the approval of Walden University’s Institutional Review Board (IRB approval number 06-02-17-0308837). For this study, researcher/participant relationships were established based on current professional interactions within the school district. Each participant had a vested interest in conducting well-organized and discipline-free classrooms and in learning new strategies to improve classroom management.

After successfully recruiting volunteers for the study, a researcher must work hard to establish and maintain a researcher-participant relationship (Lodico et al., 2010). One of the most important methods for establishing a researcher-participant relationship is

effective communication. According to Lodico et al. (2010), intimate communication regarding the data collection process is the key to researcher-participant relationships. In addition, the researcher must pay attention to how they portray themselves, their personal demeanor, and how they deal with surprise incidents throughout the study. Yin (2011) stated that a researcher must portray their authentic selves, watch their personal demeanor, and be prepared to cope with unexpected events. Participation in the study was voluntary, and each participant signed the informed consent agreements before I began to collect data.

Ethical Protection of Human Subjects

To ensure ethical protection of participants in this study, I provided all necessary precautions to preserve the safety and the confidentiality of each participant. Yin (2009) explained that protecting the subjects of the study involves gaining consent, shielding the participants from harm, and protecting the participants' privacy and confidentiality. I developed an alphanumeric code and replaced each participant's actual name for data collection and reporting purpose. One of the most important ethical concerns for this study was obtaining an informed consent agreement from each participant before any data were collected. Yin (2009) explained that gaining informed consent involves notifying participants to the type of the study and formally requesting that they volunteer to participate in your study. Before starting my study, I gained the consent of the local school district administrators, the principal of the local school, and the Walden IRB. The

local school district required a completed school district research application signed by a sponsoring agency and principal agreement to participate.

Measures for ethical protection of participants included the following: (a) informing participants of the purpose of the study; (b) sharing information about the study with participants; (c) conducting meetings in a private, locked room; (d) respecting the thoughts and feedback of the participants; (e) using ethical interview practices; (f) maintaining confidentiality; (g) securing all data collected; and (h) collaborating with participants. The participants' real names, contact information, and any other identifying items were excluded from all records or research notes compiled during the study. The participants' identities, all collected data, transcripts, written documents, and audio recordings were maintained in a password-protected file on my computer or locked away in a file cabinet in my home and will be kept for a period of five years from the completion of the study. After five years, the stored information will be destroyed in accordance with IRB requirements.

Data Collection

Lodico et al. (2010) explained that case studies are used to uncover a better understanding of an individual, a group, or a situation. Since the goal of my study was to get a better understanding of how teachers perceived their classroom management preparedness, a case study seemed to be an appropriate choice. According to Yin (2009), data collection is the most complicated process. This process is usually associated with multiple sources that are triangulated to identify themes or patterns, increase validity, and

produce rich descriptions of the perceptions and experiences of the participants (Lodico et al., 2010). Yin (2011) pointed out that the data collection process in a case study is characterized by the presence of multiple sources of evidence, a case study database, and proper maintenance of evidence. For my study, I used three data collection methods to help produce in-depth narratives from each participant. The three data collection methods I utilized are interviews, online journals, and document reviews.

Interviews

The interview tool was designed to explore the participants' thoughts, opinions, and experiences as they related to classroom management preparedness. Jacob and Furgerson (2012) indicated that a good interviewer could get a glimpse of a person's experiences and perspectives through a discussion or conversation. One-on-one interviews with each participant encouraged them to share examples and explanations of their skills, practices, and understandings pertaining to classroom management. The interview questions were aligned with each research question for the study. Each interview question was written to gather data on what participants perceived to be effective classroom management strategies, how they perceived the school district's classroom management policy and expectations, and what elements of a professional development they believed would enhance teacher classroom management skills.

An interview was the initial data collection tool I used in my study. Yin (2009) stated that the interview is one of the most important pieces of evidence in a case study. The interview protocol was prepared to ensure that all participants were introduced to the

interview session with a consistent message and with consistent practices. The interview protocol provided the necessary structure to ensure that the interviews were conducted with fidelity. The interview protocol helped me keep the study organized and on track by making sure the data collected was related to the research questions.

The interview includes questions (Appendix B) designed to investigate the participants' perceptions of their classroom management preparedness. This data collection tool allowed me to ask questions related to the research study questions.

After reaching out to the participants, I e-mailed each teacher individually to schedule an interview time that was convenient to them. I secured a location within the school or an agreed upon place that the participant chooses to use for the interviews. The responses were recorded during the interview using a digital audio recording device to ensure that the participant's responses were captured accurately for my use late in transcribing. A more precise version of the interview was provided with the use of an audiotape (Yin, 2009). The interview began after formal introductions and reaffirming the topic we would discuss. Following introductions, I reminded the participants that their responses were confidential and encouraged them to correct me if I restated their responses incorrectly. After audio recording each interview, I created a log of notes that I generated directly after each interview while the facts were fresh in my mind. This allowed me to go back to the notes to highlight recurring concepts, ideas, or emerging thoughts. This log helped with transcribing and keeping track of participant responses to identify patterns or themes.

Online Journal

An online journal tool served as another data collection tool for my study. Kaun (2010) stated that open-ended journals are narratives bound by directions and focused on specific topics or events from a person's daily life. The online journal questions were open-ended and were designed to collect data from the everyday lives of the participants regarding how they managed their classrooms. Each journal question aligned with this study's research questions for the purpose of collecting information on practices of classroom management and on suggested professional development opportunities. The online journal utilized a Google form to allow participants to respond online. The online journal tool consisted of questions (Appendix B) written to gather information on how teachers managed their classroom and addressed different situations over a 4-week period. These journals were also helpful to further identify themes or patterns regarding teachers' classroom management preparedness.

Unlike the interview tool, the online journal gathered, on a weekly basis, data on what was happening in the participants' classrooms. The participants' responses to the online journal questions helped answer the research questions of this study by posing specific questions created to encourage the participants to reflect on how they addressed classroom management issues. This data collection tool offered another source of information that was compared to the interview responses. While the interview provided insight into participants' experiences and perspectives, the online journal tool provided real time examples of what the participants were experiencing within their classrooms.

Before starting the online journal, I reached out to participants, thanked them for their participation in the one-on-one interviews, went over the expectations of the online journal tool, reiterated that their responses would be kept confidential, and requested every participant to provide a personal response to each question.

A Google form used in the online journal was designed to allow groups of people to respond to questions created either privately or in a group in an online format after I sent a link to each participant. For the purposes of my study, I sent each participant a different link that provided access to the weekly journal question. Each participant logged in with their unique link; this gave them access to the week's question, their own responses, and any additional questions I posed related to their initial response. Because each participant had a different link to the weekly question, their identities and all of their responses were only viewable by the individual participant and me. I stored all responses on my computer or a flash drive that I locked in a file cabinet in my house. Before sending each participant the link that allowed them to respond to the online journal, I created the Google form, set the restrictions that ensured each participant's confidentiality, and posted a question for each journal entry. The participants' responses were placed Google docs, which helped me to keep the information organized. This data collection tool allowed me to add comments or ask questions to help clear up any misunderstandings or encourage more responses. It allowed the participants to convey their perspectives in written form, which helped some participants to expand more on their perceptions of classroom management preparedness.

Document Reviews

A document review was the final the data collection tool. Lodico et al. (2010) stated that documents are yet another example of a qualitative data collection tool. Valuable information was gleaned from reviewing documents. Many organizations utilize documents that can provide constructive information about an organization or its employees. Merriam and Tisdell (2015) believed that using documents, like interviews and observations, provides good data. Yin (2009) explained that documents are a significant part of data collection and almost every case study benefits from their usefulness. For my study, I reviewed the employee handbook, the school district's student code of conduct, and the school's discipline policies and code of conduct. Each of these documents provided me with the background for the classroom management expectations, student behavior expectations, and how schools address undesirable student behavior. Reviewing the documents helped me answer the research question regarding teacher perceptions of the school district's classroom management policy and expectations. Likewise, reviewing these documents provided support for the other research questions on teachers' perceptions of their classroom management practices and professional development opportunities on classroom management. Finally, reviewing these documents provided pertinent data, which I compared with the data collected from the interviews and the online journal.

The three data collection methods were selected to triangulate the data collected to answer the research questions. Most importantly, I compared data from each data

collection tool, and I gathered rich descriptions of teachers' experiences. Each data collection tool helped me to capture the participants' perceptions in a different way. The variety of data collection tools provided rich responses to engaging questions, real world topics, and unique interactions with every participant. All three data collection tools and strategies provided insight on how teachers viewed their own classroom management preparedness; the data properly served the purpose of this case study.

Role of the Researcher

As an employee of the local school district, my role as a researcher had some clearly defined boundaries. As an assistant principal in the school district, I did not use anyone at my school for my study because I occupied a supervisory role over the staff. As a result, I selected another local school within the same district in which to conduct this study. In addition to not having a supervisory role with the teachers at the school, I also did not have a current or previous relationship with any of the teachers working at the selected school. Even though I did not have any supervisory power over this group of teachers, I assured them that I maintained the confidentiality of our conversations, and that I protected and secured all data collected. I assured the participants that their information would not be shared with any other person in the district. According to Lodico et al. (2010), qualitative researchers typically have intimate interactions with participants in order to gauge the culture being studied and to get an idea of the participants' real world. My role as the researcher was to get to know as much about the participants' experiences and perceptions on the topic of classroom management, the

culture of their school, the classroom environment they have established, and their perception of their classroom management preparedness without interfering with their lives, causing stress, or becoming a burden. In order to get to know the environment and climate of the school in which the participants taught, I became acquainted with each participant through the interviews and online journals.

Data Analysis

Data analysis is the process of preparing the evidence needed to answer the proposed research questions (Saldana, 2008). Information was collected via interviews, observations, and document reviews comprise qualitative data (Merriam & Tisdell, 2015). Qualitative data analysis is the process of investigating, sorting, arranging, assessing, or merging evidence to draw conclusions based on findings (Yin, 2009). Merriam and Tisdell (2015) posited that while data collection and analysis are recursive and dynamic, data analysis intensifies as data collection goes along and concludes. Hanson et al. (2005) stated that identifying themes and relationships is the main purpose of qualitative data analysis. Yin (2011) suggested that qualitative analysis consists of the following five phases: (a) compiling, (b) disassembling, (c) reassembling, (d) interpreting, and (e) concluding.

After collecting and organizing all of my data from the interviews, online journals, and document reviews, I followed Yin's five phases of qualitative data analysis. First, I compiled my data by transcribing each interview, organizing each online journal entry by week, and reviewing all of documents. Secondly, I disassembled the data by

coding each data source. Next, I used the coding to identify themes or patterns in the data. Then, I created a visual representation to help me better understand the data and how it related to the research questions. Finally, I concluded the data analysis by writing about my data analysis process and identifying and describing my findings.

Qualitative data should be methodically prearranged before beginning to officially analyze the data (Yin, 2011). To start the data analysis, I first compiled all of my data. I gathered my field notes, replayed the interview recordings, carefully listened to the interview recordings, and transcribed each interview recording. After transcribing the interview recordings, I listened a second time and checked the accuracy of the transcription. After transcribing the interview recordings, I used a Google spreadsheet to organize the online journal entries by weekly response. Finally, I reread and reviewed each of the three documents I collected for this study.

After compiling all of my data, I disassembled the data through open coding. The process of categorizing various sections of data that explained occurrences and identified the data with broad category titles is called open coding (Lodico et al., 2010). According to Saldana (2008), a code is a word or phrase used in a qualitative study that represents a conclusive, prominent, and reminiscent piece of data. By carefully reading and rereading the transcripts, online journal responses, and documents, I developed a set of color codes that represented reoccurring ideas or patterns that aligned with each specific research question. These reoccurring ideas or patterns were organized into categories of data. The initial categories were replaced or combined after my second review of the data. I

incrementally progressed from level 1 codes to level 2 codes as I continued to reflect on the initial coding, and I determined that some codes were related to other codes (Yin, 2011). Each code was color-coded and placed in a separate spreadsheet as I sorted the different codes and the patterns they represented.

Identifying patterns and themes is one of the most important tasks in qualitative research (Ryan & Bernard, 2003). Once a coding system had been created, I started to arrange information into color-coded categories. I reassembled the data by identifying patterns and themes. Ryan and Bernard (2003) stated that a theme is an essential idea we are trying to depict. While disassembling data, some thought was given to how data enlightened initial study questions, and this process gave way to the more comprehensive insights of data (Yin, 2011). I identified or connected reoccurring patterns with the research questions as I established an understanding of how the data related to my study. Likewise, I identified patterns and updated level 1 or 2 coding to themes that surfaced. By upgrading data coding levels, themes emerged to substantiate the research questions.

As I continued to revisit earlier phases of data analysis and recoding, I began interpreting data. Combining, condensing, and interpreting data required explaining people's responses about what I heard and what I understood (Merriam & Tisdell, 2015). Yin (2011) believed that during the interpreting phase, the data analysis reaches its summit. During the interpreting phase, I pinpointed themes that promoted understanding of my study. The goal of this phase was to complete a thorough interpretation. Making sure interpretations are complete, reproducible by others, accurate, and credible are

critical components of any data analysis (Yin 2011). Creswell (2013) pointed out that the final piece of the data analysis process is interpreting findings as they relate to the research questions or hypothesis. I produced rich descriptions of my findings and an encompassing explanation of the data.

Finally, I concluded my data analysis results with my reflections about the process and findings. The conclusion captured the essence of the larger meaning of a study (Yin, 2011). After considering all of my data, patterns, and themes, I decided on a conclusion from my data analysis experience.

Research Findings

In this section, I discuss the patterns and themes that emerged from the data I collected. An important part of analyzing the data I collected was actively scrutinizing, classifying, and organizing the information into patterns and themes to help me form answers to each research question (Yin, 2011). Lodico et al. (2010) explained that coding is a process of identifying various fragments of data that depict related facts and categorizing these segments using broad group names. Using the data collection tools for my study, I noticed several patterns from participant responses and eventually uncovered multiple themes for each of my three research questions. Each of these themes led me to findings that responded to each research question from my study and eventually the problem that was the basis for the entire study. Using pseudonyms to protect their identities, I revealed the participants' thoughts and experiences gathered through the

study's data collection tools. These thoughts and experiences supplied my study with the samples that illustrate my findings.

Three research questions were derived from this study's problem: teachers did not possess effective classroom management strategies to address the large number of undesirable behaviors that impeded their ability to instruct students. The interview questions (Appendix B), the online journal (Appendix C), and document review were formulated for the purpose of delivering responses to each of these research questions and ultimately the study's problem.

After probing the participants' thoughts and experiences using the study's data collection tools, I pinpointed patterns such as the 22 occurrences of disrespectful student behaviors, the 18 mentions of feelings of frustration, the 32 times teachers removed a student from class following an undesirable student behavior, and the 9 out of 10 teachers who felt ill-equipped to handle various student behaviors. After reading and rereading interview transcripts and online journal responses, as well as reviewing school documents, I was able to put into words the 8 themes that emerged from the data. Three of these themes were paired with the first research question, three different themes were matched with the second research question, and the final two themes were connected with the third research question. Finally, I organized the themes and generated the three findings that answer each of the three research questions. The 3 research questions, 8 themes, and 3 findings are summarized below (see Table 1).

Table 1

Teachers' Perceptions about Classroom Management Preparedness- Findings

| Research questions | Subthemes | Themes |
|---|--|---|
| RQ1. What are teachers' perceptions about the effectiveness of the classroom management practices being used in the local school? | <p>Teachers believe they work hard to customize responses to disruptions for each individual student.</p> <p>Teachers feel disrespected when students question their directions, and the challenge creates a power struggle between teacher and student.</p> <p>Teachers feel helpless when students question them, and they resort to outsourcing the solution to an administrator as a punishment.</p> | Teachers need proactive strategies that prevent teacher-student confrontations, that quickly resolve problems, and that refocus back to challenging class activities. |
| RQ2. What are teachers' perceptions of the school district's classroom management policy and expectations? | <p>Teachers believe the school district's classroom management policies do not adequately address undesirable student behavior.</p> <p>Teachers believe the school district's classroom management policy is complicated and confusing, and they believe teachers need to be provided with training for consistent implementation.</p> <p>Teachers think administrators could provide greater leadership and support for how to deal with disruptive students.</p> | Teachers want administrators to provide clear direction about how the school district's classroom management policy will be used and enforced. |
| RQ3. What professional development opportunities could enhance teachers' classroom management skills? | <p>Teachers believe that observing other teachers effectively managing a classroom could provide them with effective classroom management strategies.</p> <p>Teachers believe that collegial collaboration regarding classroom management strategies could enhance their own practices.</p> | Teachers need classroom management organization approaches. |

Theme 1: Teachers Need Proactive Classroom Management Strategies.

Teachers need proactive strategies that prevent teacher-student confrontations, resolve problems quickly, and refocus students back to challenging class activities. Throughout each interview, participants gave examples of students who disrupt classrooms, who ignore teacher requests, and who are referred to administrators in order for teachers to regain order within their classroom. Most participants lamented about disrespectful behaviors, violent offenses, and student behaviors that disrupted their classrooms. The reoccurring understanding was that teachers lack proactive strategies to avoid power struggles with students, address undesirable behavior quickly, and regain student attention onto rigorous class activities. Teachers clearly feel frustrated and helpless with the repeated undesirable behaviors that students display. One teacher's comment exemplifies how many teachers view their situation. In her one-on-one interview, Brown stated, "It makes me feel like I am not doing what I am supposed to be doing to de-escalate the situation." Another teacher echoed similar thoughts. Miller explained, "At times, it makes me feel a little anxious, because I don't want any of my other students hurt or even influenced by the disruptive behavior" in her one-on-one interview. At the same time teachers feel like they are doing everything in their power to address undesirable student behaviors and something or someone else needs to contribute. In her one-on-one interview, Johnson suggested, "I wish administrators would be willing to immediately come in and remove extremely disruptive students along with giving consequences to deter certain behaviors."

Teachers believe they work hard to customize responses to disruptions for each individual student. During the one-on-one interviews and online journal responses, participants described how hard they work at creating and implementing classroom routines to engage students when they enter classrooms. They also described how much time and effort they spent utilizing the classroom management strategies to respond to undesirable students' behaviors. Yet, none of the participants provided examples of what they did to prevent the undesired student behaviors or ways to quickly pull students back into the lesson. In the one-on-one interviews, each participant noted a specific undesirable behavior they encountered and their individual method for addressing that particular behavior. Likewise, in the online journal entries, participants indicated what their classroom management plans were, and they provided information about when and how they implemented their plans. The participants stated classroom management styles they preferred, the classroom activities they utilized, and the classroom management procedures they put in place.

The majority of the participants shared that they set expectations with consequences or used positive reward systems to manage their classrooms. Seven out of 10 participants described a classroom management plan that involved consequences for inappropriate behaviors, and three out of 10 participants described a positive reward system for their classroom management plans. Moore used a positive reward system where the students received a reward for collecting a specified number of marbles for appropriate behavior, but when the students displayed inappropriate behavior, they did

not receive marbles toward the class reward. I also noted that other participants used some sort of consequence to get the student to comply with directions. During the one-on-one interview, participant Wilson mentioned that she had to threaten a student with removal to another classroom before the student reluctantly sat down and completed his assignment.

Most teachers described their opening activities to engage students and the procedures they established to let students know what they were supposed to do while entering the room or throughout the class period. In one of the weekly online journals, six out of 10 participants portrayed classrooms that utilized opening activities designed to engage students as they entered the classroom and seven out of 10 identified the use of consistent procedures and routines throughout their classrooms. Davis explained how he uses various bell ringer activities to engage students with tasks they need to complete as they enter the classroom, to reduce idle time as they await the tardy bell. Miller expounded on her daily routine where each student writes a response to a preselected picture in his or her journal.

All participants felt they put a great deal of effort into confronting disruptive behaviors by addressing each individual student's undesirable behavior in a manner that did not bring additional attention to the behavior. In all most every one-on-one interview, participants made mention of how hard they attempted to come up with an appropriate response to each individual's disruptive behavior. In Johnson's one-on-one interview, she explained,

I gave this particular student all of the signals, as well as several non-verbal cues; I even motioned to have him change seats. Yet he would not stop talking. So eventually, I had to ask the co-teacher to continue the lesson while I pulled him outside to discuss the matter individually.

In addition, during Jackson's one-on-one interview, she stated,

I asked a disruptive student, who thought another student had his cellphone, to step outside to have conflict resolution outside and calm down. It was an attempt to remove the students from disrupting others and give the student time to calm down to allow adults to intervene and investigate the claims because the other student denied having the phone.

The participants all tried to remove the individual student causing the undesirable behavior from the rest of the class and discuss the disruption in an attempt to remediate the unwanted behavior. In most cases, the participants decided to send the student to a colleague or an administrator when their response to the undesirable behavior did not change the student's behavior.

All of the participants felt they worked hard to create opening activities that engaged students as they entered the room, established classroom routines, and responded to individual undesirable student behaviors. Despite those efforts most all participants resorted to removing or sending students that displayed undesirable behaviors to colleagues or administrators. In addition, I also noted how most of the teachers had different methods for externally trying to control student behavior. The participants did

not describe what measures they took to get or keep the students' attention throughout lessons.

Teachers feel disrespected when students question their directions, and the challenges create power struggles between the teachers and students. Participants generally expressed that they felt disrespected when students questioned their directions or refused to comply. These situations often led to power struggles with students. During the interviews, participants described incidents where students either challenged their authority or refused to follow their instructions. Participants talked about their efforts to remind the students of the expectations and what would happen if they did not comply. Almost every teacher believed they had to give the students an ultimatum before they would comply to avoid power struggles with students in front of the class.

Participants, likewise, communicated their helplessness when students challenged their authority and they often resorted to outsourcing the problem to an administrator as a punishment. During the interviews, most participants expressed feelings of frustration and anger as a result of not being able to effectively address certain student undesirable behaviors. During the interview, participant Davis indicated that while he had grown use to some of the behaviors, he still felt very frustrated with the undesirable student behaviors. Davis asked a student to stop talking three times. When the student continued to talk, Davis asked him to step out into the hallway to talk; eventually, Davis sent the student to another teacher's classroom. A large number of the participants described strategies for sending those students to other teachers or administrators to address the

behavior when they would not comply or questioned their directions. In her online journal response, Jones related a situation in which two students eventually had to be sent to an administrator because they refused to comply with her directive to stop arguing and leave each other alone. The students' failures to follow instructions lead to a physical altercation that ended up disrupting the entire class. In another online journal response, Jackson explained how despite her efforts to get one student to calm down and stop bickering with a classmate, the student continued until she sent the student to another teacher to avoid a physical altercation with a classmate. In multiple online journal responses, participants described feeling helpless at controlling undesirable student behaviors. In one of her online journal responses, Miller stated that she sometimes felt helpless to control some of her students' undesirable behaviors or get them to comply with her requests. She even admitted to occasionally fearing for her safety or the safety of her other students. Another participant, Johnson, explained feeling powerless to get follow her instructions or curb her students' extremely undesirable student behaviors. Wilson made a journal entry expressing how she felt; no matter what she tried, she could not get some of her students to stop arguing with her and discontinue their inappropriate behaviors. After several verbal attempts to gain student cooperation, most teachers resort to calling for administrative assistance to regain order. Jackson in her one-on-one interview explained that after failing to get a student to stop having a verbal altercation on her cellphone, she eventually had to call an administrator to get the student to comply with her request. In another one-on-one interview, Johnson described an incident where

she requested that a female student pay attention in class. Johnson shared that the student became belligerent, cursed at her, and refused the request; eventually, an administrator had to escort the student from the classroom. Wilson also shared a situation in which she confronted a student in front of his peers. Since the student would not back down in front of the entire class, Wilson would not back down either because she felt the class would later attempt the same behavior. Wilson, eventually, called for an administrator as a result of the student's insubordination. In multiple one-on-one interviews and online journal responses, participants reiterated how frustrated they were with students' unwillingness to comply with directives.

Teachers feel helpless when students question them, and they resort to outsourcing the solution to an administrator as a punishment. The majority of participants described feeling that they had no choice, but to remove a student to other teacher's classroom or call for administrative assistance. During Johnson's interview, she explained an incident in which she tried to get a student to stop talking by using hand and other non-verbal signals. After every effort, Johnson finally had the co-teacher continue the lesson while she removed the student from the classroom to discuss the disruptive behavior until an administrator arrived. In Davis' online journal response, he described how he had to pull aside a student who was distracting the class by eating glue. The student had the entire class off task as they watched him lick glue out of his hand. The behavior continued until Davis requested that the student be removed so he could get the other students back on track with the lesson. Wilson explained in her online journal

response how once she finally got one of her students to comply after threatening to send him to another teacher's room. The student refused to sit down despite Wilson's multiple requests. In her one-on-one interview, Jones explained how she sent a student that was disrupting her class to another classroom to give him an opportunity to calm down and how following a conversation with him, she allowed him to re-enter the room when she thought he had pulled himself together. During his one-on-one interview, Moore discussed how he sometimes threatened to remove letters, and at other times, actually removed letters that earn the students' marbles in the classroom reward system when students continued to yell out things or played on their cellphones during instruction. In her online journal response, Jones described an incident where one student slapped another student. She explained how she thoroughly investigated the situation, called parents, and eventually wrote an administrative referral for the physical altercation that occurred while walking back to the room with the paraprofessional that was assisting the teacher. Moore, during his interview, described a situation about a male student who jumped up and started choking a female student. The female student had been mocking the male student, and the male student got so upset that he responded by grabbing the female around the neck. Moore had to pull the male student off the female student and restrain him while another student pushed the button to call for an administrator. In her online journal response, Jackson depicted a situation where a student got into a verbal altercation with another student on her cellphone during class. Despite being asked to put

the cellphone away, the student refused, and Jackson called for administrative help to remove the student.

There is a commonality of practice among teachers of removing students from classrooms to regain control of undesirable situations. In an online journal response, Smith indicated that she uses a “buddy system” regularly to deal with undesirable student behaviors. Prior to beginning the school year, she identifies a fellow teacher who is willing to host a disruptive student. Smith and her colleague send disruptive students to each other’s classroom to remove the distraction; the teacher is then able to then address the disruption after the class period ends. When that strategy does not work, they call for an administrator to remove the student. In a one-on-one interview, Brown shared how she had a student who kept distracting her class. After several attempts to have the student stop the behavior, she finally asked him to go to another teacher’s room. The student refused to leave. Brown eventually had to call the student’s parents, have an individual conference with him, and sent him to the administrator for being insubordinate. The participants overwhelmingly believed that administrative intervention is necessary to address difficult students who do not comply.

Reinke et al. (2014) stated that teachers need support using proactive classroom management strategies to prevent disruptive behaviors before they happen. According to Shook (2012), classroom management can be improved with the consistent use of positive and proactive strategies. Proactive classroom management strategies can help reduce the number of undesirable behaviors teachers experience in their classroom.

Teachers who proactively engage students using positive reinforcement strategies encourage appropriate behavior (Leckey et al., 2016). By incorporating proactive classroom management strategies, teachers will promote suitable student behaviors. According to Reinke et al. (2014), praising appropriate behavior and reminding students of appropriate behaviors are two effective proactive strategies. A supportive, proactive, and positive classroom environment can produce benefits despite classroom management skill (Low et al., 2015). Less than half of the participants stated a desire to learn ways to prevent undesirable behaviors from happening in the first place.

Theme 2: Teachers Want Clear Directions on School District Classroom Management Expectations.

The school's discipline policy and code of conduct state that teachers are required to develop a classroom management plan that outlines expectations and general classroom procedures. The school's discipline policy and code of conduct also direct teachers to review with students the specific procedures and routines in key places like the cafeteria, clinic, hallway, restroom, theater, and gym. The code of conduct specifies consequences for student misbehavior for all level of infractions. For example, for minor infractions consequences include low conduct grades, detention, conference, behavior contract, isolation, and office referrals. The school discipline policy and code of conduct does not, however, provide strategies to keep students engaged or to re-engage them once they get off track. Likewise, they do not include suggestions for addressing undesirable behaviors.

Teachers want administrators to provide clear direction about how the school district's classroom management policy will be used and enforced. The school district's code of conduct organizes all student undesirable behaviors into three levels progressing in severity from level 1 to level 3. Level 1 references 44 different student misconducts for which teachers must provide some sort of intervention before involving administrators. Level 2 identifies 14 student misconducts that teachers should refer to administrators. Three student misconducts are described within level 3 that must be referred to administrators. Each of the participants believed the school district's code of conduct does not adequately address undesirable student behavior. In analyzing interview transcripts, I noted that nine out of 10 participants indicated that they felt ill equipped to deal with undesirable student behavior.

Teachers believe the school district's classroom management policies do not adequately address undesirable student behavior. Teachers indicated that administrators should have a greater role in communicating classroom management expectations and the district's classroom management policies should more effectively address with undesirable student behaviors. Boyd et al. (2011) stated that administrative support refers to the degree in which school administrators reduce the difficulty of a teacher's job and provide assistance in improving their ability. Teachers want more help from administrators in understanding and following the school district's classroom management policy. In Brown's online journal, she mentioned that the school district classroom policy did not provide her with the necessary support to deal with students

who disrupted other students around them. Brown confirmed that “the only way she could deal with disruptive students was to provide more assignments to keep them busy and allow them to listen to music while they worked.” In an online journal response, Williams indicated that she felt the school district’s classroom management policy provided very little support with emotional and behavior disorder students.

During her one-on-one interview, Smith described a time when she had to deal with a student who would throw a temper tantrum when things did not go the student’s way. According to Smith the student would start to yell and scream without warning. Smith felt the school district’s classroom management policy did not adequately address the behavior, and administrators did not do much to support her. Smith was advised to have the student visit with the counselor anytime the behavior occurred. In a similar situation, Johnson stated, “I was ill equipped to deal with students’ emotional outburst during class. The district’s classroom management policy did not list anything to address the behavior, and I did not have any type of classroom management strategy that worked effectively”. Another participant expressed how inadequate he felt the district’s classroom management policy was when it came to dealing with students who would not get themselves back on track. Davis described an unusual situation where a student sprayed pepper spray causing everyone to cough uncontrollably. Davis explained, “I cleared the room while administrators dealt with the student who sprayed the classroom.” Likewise, interview transcripts revealed that out of the 40 undesirable student behavior incidents, 20 involved at least a temporary removal from class and 13 involved students

being sent to an administrator because participants did not feel that the district classroom management offered an adequate method for addressing inappropriate behaviors.

Similarly, in the online journal responses, five out of 10 responses described times when teachers were dissatisfied with the district's classroom management policy, which ultimately led the participants to remove students from classrooms due to their frustrations.

In my review of the school district's code of conduct and school's behavior expectation policy, I also discovered a few discrepancies with the consequences and infractions. In particular, the consequences for insubordination and classroom disruption infractions carry an identical consequence, even though infractions of insubordination usually result in teacher versus student challenges, while classroom disruptions generally interrupt instruction momentarily. In addition, the range of consequences for both infractions was too wide, and the interpretations of each were too subjective. The subjectivity could lead to inconsistent referrals from teachers and inconsistent consequences from administrators. Generally speaking, teachers were not satisfied with the school district's classroom management policy's ability to address or discourage inappropriate behaviors.

Teachers believe the school district's classroom management policy is complicated and confusing, and they believe teachers need to be provided with training for consistent implementation. In my interview with Miller, she pointed out

that the district's classroom management policy is very vague and that the district administrators provide very little training for teachers. Miller said,

The district provides very little training on any of their district classroom management policies. We do receive some type of training every year about classroom management, but I feel like it is geared toward new teachers and it has not done much to discourage undesirable student behavior.

In my interview with Smith, she also felt the district's classroom management policy lacked guidance for teachers. Smith stated, "There really wasn't any training on the district's classroom policy. My experience was kind of on the job training, and I did not receive any guidance on the district's classroom management policy." After an analysis of the interview transcripts, I noticed that eight out of 10 participants stated that they received little or no classroom management training prior to starting their teaching career, while seven out of 10 participants revealed that they had not received any classroom management training since they started teaching. In addition, the participants did not think the school district's classroom management policy provided adequate support for teachers. In her online journal, Jackson explained how the district's classroom management policy did not provide any real support for teachers. Jackson mentioned her desire to have additional training in increasing student engagement because the district's classroom management policy did not support her in her class. She also felt it would help her address students that frequently disturbed others because they were unmotivated and unengaged. According to Williams, "training in additional strategies and better

understanding of students with emotional and behavior disorders are needed.” In the online journal response, Brown indicated that she felt like the school districts’ classroom management policy fell short on data based strategies to support teachers. As Brown stated, “Additional training is needed in effective data-supported strategies that deal with behavior issues. A classroom management simulation class would be helpful.”

Teachers think administrators could provide greater leadership and support for how to deal with disruptive students. All participants identified the essential role of school administrators to support and guide classroom teachers toward improved classroom management skills. This view is supported by research. For example, Gold and Holodynski (2015) stated, that classroom management is a critical part of a teacher’s knowledge. Effective classroom management has long been identified as a key factor of student success and, yet it continues to defy for many teachers (Marquez et al., 2016). Although effective classroom management practices have been identified, a significant gap exists between the effective classroom management research base and teacher training (Freeman, Simonsen, Briere, & MacSuga-Gage, 2014). In my analysis of the interview transcripts, four out of 10 participants indicated that they learned from other teachers rather than administrators. The remaining six out of 10 participants admitted to learning through trial and error. All participants agreed that administrators could provide greater leadership and support for how to deal with disruptive students. In my one-on-one interview with Davis, he made mention of the need for administrative intervention to deal with certain situations. Davis stated: “I had no idea what to do and this was one of those

times when I had to push that white button to call for an administrator.” In my interview with Miller, she shared that there are incidents where more administrative leadership and support is needed. Miller shared, “In that situation, administrative intervention was warranted, so I asked all of the other students to step out in the classroom, and I called for an administrative assistance.”

During Johnson’s one-on-one interview, she discussed how administrators could develop more realistic expectations and provide more support. Johnson stated, “Administrators expect us to post classroom rules and write good referrals, but neither of those things can cover all situations. Administrators could do more to support teachers as they deal with a wide range of students and student behaviors.” Several participants mentioned how important they felt it is for administrators and teachers to work together to comprehend, implement, and monitor classroom management policy. All most all of the participants also believed that administrative support influenced their ability to do their job. Researchers confirm this idea. For example, Boyd et al., (2011) stated, “While a bit over 15% of both groups reported dissatisfaction with student behavior as the most important factor influencing their decisions to leave their schools, well over 40% of both groups identified dissatisfaction with the administration as the most important factor”.

Theme 3: Teachers Need Classroom Management Organization Approaches

Teachers need clear classroom organization approaches and proactive strategies that engage students in solving classroom conflicts. Most participants agreed that observing other teachers effectively managing a classroom could provide them with

effective classroom management strategies. In both interview transcripts and online journal responses, teachers continuously mentioned that they either learned something from another teacher, or they wanted to learn something from a teacher who had similar students.

Teachers believe that observing other teachers effectively managing a classroom could provide them with effective classroom management strategies. More than half of the participants directly mentioned wanting to observe other teachers as a means for learning how to manage a classroom, and a similar number of participants requested to be placed in specific situations to see how to address those situations. In Smith's journal responses, she mentioned how it would be nice to see how other teachers managed their classrooms. Smith explained,

When I think about classroom management, it's not specific behaviors that come to mind, but instead teacher organization. If teachers had the opportunity to watch how other effective teachers manage a classroom, the flow of the classroom experience (establishing the step by step expectations and processes) could be observed, and negative student behaviors could be minimized.

During the interview, Jackson told how she wished she would see other teachers' yearly management strategies and their specific school rules, regulations, expectations, and conflict management plans. Likewise, in one of Johnson's online journal responses, she expressed her plan to check with her teammates to see what non-verbal signals they used to help manage their classrooms.

Four out of 10 participants wanted to see the strategies other teachers used. Two out of 10 participants wondered how other teachers managed their classroom. Another two out of 10 participants wanted to see how other teachers learned how to relate to the students. In Johnson's one-on-one interview she stated,

Observing other teachers would definitely be an opportunity to better prepare me for managing my class. Getting a chance to observe an effective teacher manage a classroom similar to mine, would help me learn firsthand how to better address certain situations. Learning new approaches from teachers with similar demographics as mine would be more impactful than listening to someone talk about managing a classroom or watching someone with smart, well-behaved students.

Similarly, Miller voiced support for the idea of teachers observing other classrooms. Israel (2006) acknowledged that teachers view peer observation as a form of collaborative professional development. She further indicated that peer observations "can yield its greatest benefits when used as a means of sharing instructional techniques and ideologies" (Israel, 2006, para. 2). Miller focused on this idea of finding mentors among peers.

During Moore's interview she, too, discussed the importance of watching another teacher. Moore explained,

Any chance I get to pick someone's brain and try a new strategy, whether it works or not, helps me learn something new. Trying new approaches helps make you a

better teacher. Reflective teachers not only reexamine their practices, but also examine other teachers' practices. As a visual learner, it would be beneficial for me to watch other teachers deal with real situations and then discuss that situation with someone. It would be very similar to being an administrator as they come in a classroom to do an evaluative observation of one of their teachers. Being able to observe a teacher and determine what they did well and what they could have done differently would be a great way to improve my own practice.

The concept that peers can serve as mentors is based on the idea that all people can learn from each other. In this case, most of the participants felt that they could learn a great deal from each other in terms of how to deal with a variety of undesirable student behaviors. Each participant, not only, has different experiences, but also different expertise. Both the experiences and expertise can become a part of a collective benefit for any group if they are allowed to collaborate. This collaboration can occur during a PLC designed to discuss effective classroom management strategies after a planned observation of various teachers within the local school.

Teachers believe that collegial collaboration regarding classroom management strategies could enhance their own practices. Most participants agreed that collegial collaboration regarding classroom management strategies could enhance their own practice. As I read the interview transcripts, teachers mentioned a desire to learn from one another. This led me to believe that participants valued a collaborative learning experience. During Wilson's one-on-one interview, she supported the idea of

teacher collaboration. Wilson stated, “Starting the job in November was a big disadvantage because I missed the opportunity to collaborate with my colleagues, and there was no training for most of the situations that I encountered.” Williams also mentioned collaboration when she stated, “I would love to collaborate with someone about regarding what was happening in a particular classroom incident and discuss how different research-based strategies could address the situation.” During Brown’s one-one-one interview, she highlighted another method of collaboration that more than one participant mentioned. Brown explained, “One professional development opportunity I feel I would benefit from dealing with insubordinate and disruptive kids would be learning how to deal with disrespectful students, maybe through role-playing”. Likewise, Smith also said, “It would be great to role play a scenario, discuss how the situation impacted the class, and collaborate on effective approaches to better address the undesirable behavior and quickly get back to teaching the lesson.”

Multiple participants shared their perspective on the potential benefits of collaboration when it comes to extending their knowledge and improving their classroom management skills. Research reinforces the benefits of collaboration. For example, Flynn et al. (2016) discussed a study in which 11 teachers met three days a week to read about classroom management scenarios, watch as appropriate classroom management strategies were used, and work together to discuss the approaches. Using a professional development model that described a toolbox of six content areas and observed behaviors, teachers worked together to learn how to effectively prevent behaviors, role model, build

relationships, clarify expectations, establish routines, respond, reflect, and repair (Flynn et al., 2016). The teachers also focused on strategies for addressing crises and resolving conflicts after disruptive behaviors have occurred. Henderson, Rupley, Nichols, Nichols, & Rasinski, (2018) explained how collaboration with colleagues and school administrators can correct misunderstandings about classroom management strategies and identify effective approaches for managing student behaviors. When teachers collaborate, they not only integrate diverse perspectives and professional skills, they have an opportunity to take advantage of their combined experience and expertise (Morel, 2014).

Discrepant Cases

Lodico et al. (2010) explained that negative case analysis is another way to present proof to support the findings of a qualitative study. According to Merriam and Tisdell (2015) discrepant or negative cases should be considered when analyzing qualitative studies. Lodico et al. (2010) described negative case analysis as examining data that contradicts the findings of a qualitative study. Being open and honest during all facets of a research study is of utmost importance. Discovering conflicting examples of an experience and comparing them to experiences that corroborate findings is necessary to better understand the intricacies of the experience (Morrow, 2005). There were no discrepant cases coded because participants agreed teachers need proactive strategies that prevent teacher-student confrontations, that quickly resolve problems, and that refocus back to challenging class activities. The responses gathered during the data collection and member checking supported the study's findings.

Evidence of Research Findings Quality

Lodico et al. (2010) stated that researchers often use multiple data collection methods to substantiate results. In addition, the accuracy and credibility of these data collection methods were checked, and their dependability was confirmed. I recoded and used member checking to help secure the credibility, transferability, and confirmability of my findings. The trustworthiness of a qualitative research study was determined through its credibility, transferability, and dependability. To establish credibility, I captured what the participants believed, experienced, and perceived through member checking. Member checking is the act of forwarding transcribed interviews, findings, or summaries to participants for their review to ensure that their responses were not prejudiced by the researcher's biases (Lodico et al., 2010). To provide support for transferability, I included rich descriptions and specific details about the context of the participants' responses. To demonstrate dependability of my findings, I provided detailed accounts of how all data was gathered and examined. Confirmability was strengthened through the reflexivity of my thoughts during the code-recode process. Saldana (2008) proposed that because qualitative inquiries mandate painstaking thoughtfulness to participant responses and profound contemplation of evolving patterns and themes, repeated recoding is necessary. Recoding is the process of refining coding as the data and initial coding is reviewed with a new perception (Saldana, 2008).

Creswell (2012) stated that member checking was one way to certify participants' interpretation of an experience. Member checking is act of seeking participant retort on

initial or embryonic findings (Merriam & Tisdell, 2015). I gave each of my participants a copy of my interview transcriptions before I begin to code their responses. This gave them the opportunity to verify or correct any misunderstandings pertaining to their responses before I started to analyze, seek patterns, and identify themes. According to Merriam and Tisdell (2015), member checks are important because they request participants to remark on the analysis of their experiences. I also gave the participants a copy of my findings to make sure I accurately captured their perspectives of the research questions. I had the opportunity to clarify and make comments on concepts as they developed, and each participant responded to the weekly online journals. Giving the information, evaluation, elucidation, and supposition to the participant to evaluate the accuracy and credibility of the descriptions is the process of member checking (Creswell, 2012). Member checking provided me with the chance to corroborate participant perspectives and help minimize inaccurate findings. Lodico et al. (2010) explained that participants' perceptions of their experiences compliment the researcher's interpretation of those same experiences, thereby producing a credible study.

Yin (2011) stated that transferability is based on how well the narrative of the study is described. According to Morse (2015), transferability involves the inclusion of thick, rich description of data collected from an appropriate sample size. According to Lodico et al., (2010), dependability is determined by whether methods used to collect and interpret data can be traced. To establish my study's credibility, I included a description of prolonged contact, member checks, and saturation. According to Lodico et al., (2010)

credibility can be supported through evidence of an extended amount of time with participants of the study, sending a copy of interview transcripts, and summaries for participant review. To demonstrate transferability, I reported the findings by thoroughly describing them within the contexts of the participants' work experiences. To establish dependability, I included a thorough explanation of how I amassed and deciphered the data. I also confirmed the objectivity of the data and the findings by presenting and explaining my code-recode process. By exploring and interpreting the data in different ways, I enhanced the trustworthiness of the findings using various approaches (Merriam, 2014). The research results were shared in a 1-2 page summary with the participants, principal, and the members of the district administration. Finally, I clarified my biases by describing how my background could shape my analysis of the data.

Conclusion

While effective classroom management has been said to predict student success, it continues to defy many teachers (Marquez et al., 2016). Ten teachers were invited to participate in this qualitative study. They were asked to reveal perceptions of their classroom management preparedness. I collected, analyzed, organized, and reported on data gathered using three different data collection tools. There still remains a significant gap between teacher training and effective classroom management research despite the fact that effective classroom management strategies have been identified (Freeman et al., 2014).

The problem that triggered this study was that teachers do not possess effective classroom management strategies to address the large number of undesirable behaviors that impede their ability to instruct students. I learned what teachers perceived about their classroom management preparedness as I collected and analyzed data using interviews, online journals, and documents reviews. Guided by three research questions, I discovered what teachers perceived about effective classroom management practices, school district classroom management policies, and professional development opportunities that could enhance their classroom management skills. The importance of this study lies in its ability to inform others of what teachers perceive to improve classroom management. This knowledge along with any potential strategies could influence how we help prepare teachers to manage a classroom.

The knowledge of these findings leads me to the outcome that teachers could benefit from additional training in the area of classroom management. This additional training could be delivered through a professional development geared toward presenting a better understanding of the classroom management expectations according to school's discipline policy, the school district's code of conduct, and proactive classroom management strategies that are effective. Throughout my study, I found that teachers did not feel they were adequately trained to management a classroom, they felt administrators had not provided a clear understanding of the district's classroom management policy, and they did not know effective ways to address undesirable student behavior. A

professional development opportunity inclusive of teacher collaboration provided teachers with an adequate vehicle to improve teachers' ability to manage a classroom.

Now more than ever, there is a call to improve the quality of education worldwide. As expectations increase for school systems, individual schools, classroom teachers, and students, it is imperative that we take every opportunity to improve the educational experience. As teachers continue to help shape the future of each generation, we must make every effort to increase the effectiveness of every teacher. By helping to improve the knowledge of all those who prepare, select, and evaluate teachers, we make a positive contribution to all students who encounter the teachers that we influence.

Section 3: The Project

Introduction

This qualitative research study encapsulated the perceptions of teachers' classroom management preparedness. Findings uncovered the need for proactive strategies, clear school district expectations for classroom management, and organizational strategies for classroom management. The sections that follow delineate a project based on the genre of professional development. I present a description of the project goals, rationale, a plan for implementation, potential barriers, possible resources, and supports that help teachers understand expectations and learn proactive classroom management strategies. I enclose a review of literature to extend and increase the understanding of my study's findings and its various elements. In addition, I include formative assessments, summative assessments, and an overall evaluation plan that will examine the project's goals and reflects on the social implications of the project. Lastly, I examine the evaluation of the project to contemplate the project's successes, potential progresses, and transformations.

Each of the three findings indicated that teachers needed more proactive strategies, a better understanding of the school district's classroom management policy expectations, and additional organization approaches to managing a classroom. The project is a professional development that uses hands-on, collaborative, and real-world activities that will help teachers better manage their classroom and address undesirable behaviors. The target audience of this professional development are new and experienced

teachers who would like to gain proactive classroom management strategies, a clearer understanding of the school or school district's classroom management expectations, and additional classroom organizational strategies. The participants of this professional development could be teachers who are recommended by administrators or academic coaches or who attend on a voluntary basis.

At the conclusion of this professional development, teachers will take away knowledge of effective ways to manage a classroom gained through engaging presentations, collaboration with other teachers with a variety of experiences, interactive activities, and reflection. The following are the goals of the project:

1. increase teacher knowledge of proactive classroom management strategies;
2. provide a better understanding of the school or school district's classroom management expectations, and
3. increase teacher knowledge of effective ways to organize a classroom for the purpose of managing a classroom.

The purpose of this project is to create an opportunity for teachers to collaborate with administrators, academic coaches, and other teachers to improve their ability to manage a classroom. Using a 3-day professional development, teachers will be exposed to proactive classroom management strategies, additional information pertaining to the school or school district's classroom management expectations, and organizational strategies for managing a classroom environment.

Rationale

This study was triggered by the problem that teachers do not possess effective classroom management strategies to address the large number of undesirable behaviors that impede teachers' ability to instruct students. The conceptual framework that guided this study was Glasser's choice theory (William Glasser Institute–US, 2010). The findings of this study guided me to a professional development as the project because teachers indicated that they need proactive classroom management strategies, a better understanding of the school district's classroom management expectations, and clear classroom organization approaches. A professional development was the most appropriate choice because it is an effective way to shape the expertise of a large group. Professional developments that are articulate, relevant, dynamic, and collaborative can provide added expertise and proficiencies for proven practices (Wood, Goodnight, Bethune, Preston, & Cleaver, 2016).

The connection between teacher preparedness and student achievement is well known and since many teachers are entering the teaching profession unprepared, in-service training or professional development activities are being utilized to bridge the teacher expertise gap (Bayar, 2014). It is with this in mind that I chose to create a professional development to help provide teachers with the means to become better prepared to manage a classroom and deal with undesirable student behaviors. School leaders have the responsibility to provide our students with the best learning environment, which means they also must provide their teachers with adequate training

(Abodeeb-Gentile, Pedro, & Tapper, 2016). School leaders and education policymakers concur that professional development can increase teachers' skills and is a vehicle to move from research to practice (Abodeeb-Gentile et al., 2016). I set out to produce a high quality professional development based on my findings and what the research stated.

Bayar (2014) made the following suggestion:

Any effective professional development activity should consist of the following components: 1) a match to existing teacher needs, 2) a match to existing school needs, 3) teacher involvement in the design/planning of professional development activities, 4) active participation opportunities, 5) long-term engagement, and 6) high-quality instructors. (pp. 324-325)

A quality professional development could enhance the chances of getting quality instruction in the classroom, and quality instruction can lead to student achievement. My findings were the blueprint for this professional development. Considering every pattern, theme, and finding from the research study, I crafted a professional development to match them. As a result of an analysis of answers to interview questions, online journal responses, and school district documents, I created a 3-day professional development that will be ongoing throughout the school year, supply content knowledge, facilitate discussions with other teachers, utilize collaborative activities, and incorporate relevant classroom scenarios. I created presentations that provide knowledge of proactive strategies, the school district's expectations of classroom management, and strategies for organizing the classroom. In addition, I included activities in which teachers have to

collaborate to make a classroom management plan, to discuss the best approach to address different classroom scenarios, to reflect on multiple teachers' classroom experiences, and to examine data.

Throughout my analysis of the one-on-one interviews and online journal responses, the participants in my study referenced their perspective of what types of professional development or training they felt was effective in their experience. From those responses, I designed different collaborative activities that I placed strategically throughout presentations to break up the monotony, to keep the teachers engaged, and to provide them with relevant activities that made use of their combined experiences.

Reflecting on their teaching practices can be an important part of a professional development for teachers because it means they have to look for alternative solutions, different directions, and make changes to transform their environments for increased learning (Saric & Steh, 2017). The final element of my professional development involves discussion and reflection. As I analyzed teacher reflections during interviews and online journal responses, several participants mentioned how they had discussed strategies with other teachers as method of learning how to manage a classroom. For this reason, I wanted to incorporate discussion and reflection into my professional development. Teachers need the chance to discuss with other teachers to glean ideas, confirm understandings, and gain support from those who have similar experiences.

As a researcher, I took into consideration everything that I discovered through my literature review and my research study's findings to form my professional development.

Like all professional developments there will room to expand and adapt this professional development, but what was created has a foundation from which to grow.

Review of Literature

A review of literature corresponded with teacher responses and a document review as it related to effective classroom management preparedness. Using the key words *professional development*, *proactive classroom management strategies*, *teacher collaboration*, and *classroom management expectations*, I searched major databases in the Walden University Library. The major databases I used were the Thoreau multiple databases, ProQuest dissertations, EBSCOHost, and Education Research Complete. The literature review augmented my findings and helped me identify the key concepts that I will present in the subsections that follow.

Professional Development and Training

Niemeyer (2014) stated that classroom management is an imperative skill with which many teachers struggle. Professional development and training can be essential to improving teacher efficacy, particularly in the area of classroom management. Despite the positive findings that professional development improves teacher effectiveness, training opportunities are not readily available or abundant. Consequently, many teachers struggle with everyday tasks, such as creating a positive classroom environment and managing a classroom. Leckey et al. (2016) found that professional development and training lead to a (a) positive classroom environments, (b) constructive relationships

between teacher and students, (c) well-adjusted children, and (b) enhanced teacher confidence and welfare.

Just as important as acquiring effective classroom management strategies is using them continually. In a study conducted by Reinke, Herman, and Newcomer, (2016), the researchers learned that training and coaching had an impact on sustained teacher practices. Professional development opportunities can help teachers acquire classroom management strategies that they will continuously use. Proactive classroom management strategy utilization was increased and maintained over time among teachers who received some sort of professional development or training (Reinke et al., 2016).

Effective professional development opportunities share specific characteristics. Professional development opportunities that focus on active teaching, assessment, observation, and reflection are the most beneficial (Matherson & Windle, 2017). Effective professional developments are constructed in consideration of their audience and their needs. According to Matherson and Windle (2017), teachers find the following elements desirable in their professional developments:

1. Teachers want professional development learning opportunities that are interactive, engaging, and relevant for their students.
2. Teachers want professional development learning opportunities that show them a more practical way to deliver content.
3. Teachers want professional development learning opportunities that are teacher-driven.

4. Teachers want professional development learning opportunities that are sustained over time. (p. 30-31)

Professional development opportunities are multifaceted and require teacher engagement. Professional developments or trainings that engage teachers with topics, knowledge, or skills that are relevant are more likely to be motivated and take ownership of their learning (Darling-Hammond & Richardson, 2009; DuFour, DuFour, Eaker, & Many, 2010). Matherson and Windle (2017) believed that professional developments should be as energetic as what the education teachers provide for their students. Professional developments that contain multiple forms of delivery engage and boost students' abilities to manage a classroom. According to Niemeyer (2014), the use of role-play scenarios helps to heighten teachers' grasp of effective classroom management approaches.

Proactive Classroom Management Strategies

Disruptive student behavior in a classroom can have many undesirable effects on teachers and students (Narhi, Kiiski, Peitso, & Savolainen, 2015). Proactive classroom management strategies reduce disruptive behavior that lead to teacher-student and student-student confrontations, loss of instructional time, and other undesirable student behaviors (Sanderson, Heckaman, Ernest, Johnson, & Raab, 2013). However, many teachers do not receive sufficient training in proactive strategies that reduce unwanted student behavior and encourage a positive learning environment. Teachers are tempted to use strategies such as removing students that are off-task or disruptive when they have

not been adequately trained in classroom management (Sanderson et al., 2013). Because this strategy does not teach students required behavior expectations, teachers must use proactive strategies that facilitate a positive learning environment as well as teach procedures and routines required to improve classroom instruction time and student learning (Sanderson et al., 2013). There are several proactive classroom management strategies that are required to successfully promote a positive classroom environment. Sanderson et al. (2013) explained that classroom management is a necessary component of effective instruction and includes the following components:

1. Adaptations to the physical environment that include planned arrangement of classroom furniture and students.
2. Procedures and routines that are taught, practiced, and reinforced until it becomes a routine.
3. Instruction and feedback that gives immediate feedback to correct performance errors, ignoring mild disruptions, and using specific praise for desired behaviors will facilitate student learning and help in managing their behavior.
4. A system to monitor the level of student engagement and adapt teaching based on student performance and instructional pacing. (p. 22-23)

Proactive classroom management aims to change students' behavior by keeping students on task and limiting the number of distractions in the classroom (Thornton, 2015). Teachers who utilize proactive classroom management strategies display certain

characteristics that are distinctively different from those of teachers who use reactive classroom management strategies. Proactive teachers plan how they will get the most of their instructional time, prevent problems, and create a predictable learning environment, while reactive teachers try to figure out how to address problems as they occur because they do not have a classroom management plan and did not plan for undesirable behaviors (Robinson et al., 2015). A reactive approach happens after an incident has taken place and relies on external motivation whether it punishes or rewards a behavior. B.F. Skinner referred to this phenomenon as operant conditioning (Thornton, 2015). Teachers must acquire and apply proactive classroom strategies in order to successfully create and maintain a well-run environment conducive for learning (Robinson et al., 2015). Proactive teachers concentrate on procedures that encompass everyday occurrences, instructional strategies that are designed to assist student achievement, and expectations that promote positive student and teacher mindsets (Robinson et al., 2015). Student challenges within the classroom make teachers' jobs more difficult and reduce students' abilities to learn, unless teachers take steps to proactively address these challenges (Chan, 2016). Proactive classroom management strategies prevent undesirable student behavior and help shape acceptable student behavior. Thornton (2015) said that authentic proactive management was not about dealing with problems after they happen, but focusing on the needs of students, nurturing an environment that emphasizes learning, and creating student engagement and motivation. According to Chan (2016), proactive classroom management strategies help teachers create safe and predictable environments

that help students overcome challenges, improve their ability to learn, and foster academic and behavioral growth. Thornton (2015) believed teachers that proactively sought to discover their students' needs then teachers could effectively deal with student behavior choices, which was a fundamental principle of Glasser's choice theory. As educators get to know Glasser's choice theory, there is a shift from an external control mentality to an internal control mentality (Lečei, & Lepičnik Vodopivec, 2014).

Classroom management is so vital because it means so much to the teacher and the students. Proactive classroom strategies are more than a set of activities that make up a classroom management plan, a packaged approach, or even a set of strategies, but rather a way of thinking that considers teaching and learning needs for each teacher and student (Thornton, 2015). Proactive teachers have to consider how their students will respond to the concepts they present, how students will relate to one another, and what will best provide an optimal chance to learn. Thornton (2015) explained how (a) finding relevance, (b) connecting to prior experience, (c) framing learning around young adolescents' questions about the world, (d) encouraging student engagement, and (e) cultivating critical thinking are foundational to learning activities that support proactive management (p. 35). Rather than compelling students to act a certain way, a proactive classroom approach considers what classroom expectations will decrease the chances of distracted or disruptive learners. Increasing student contentment and enthusiasm for learning through instructional strategies will ultimately reduce classroom management problems and increase the number of interested and engrossed learners (Thornton, 2015).

Teacher Collaboration and Professional Development

Teacher collaboration is a key part of any professional development opportunity. Glazier, Boyd, Hughes, Able, and Mallous (2017) noted that teacher collaboration has become a point of focus with an increased emphasis on professional learning communities. Patton and Parker (2017) found that when participants in their study collaborated, working in isolation was discouraged and professional development was supported. While there are several elements that play key factors in effective professional development, teacher collaboration can be one of the biggest. Teacher observation and collaboration were identified as the most impactful forms of professional development tools (Martin et al., 2016). With most schools having a teaching core that is diverse in experience, technique, and knowledge, regular opportunities to collaborate are vital to improving teacher development. On-going collaboration must be present in all coaching and professional development opportunities to take advantage of experienced educators, diverse backgrounds, and classroom management expertise (Martin et al., 2016). Neither professional development nor collaboration activities have to take place in isolation. Professional development opportunities can occur with teachers collaborating in order to share their mutual expertise, pedagogy, and content (Glazier et al., 2017).

There are several benefits that result from teacher collaboration. Kafyulilo (2013) stated that the benefits of teacher collaboration include: (a) professional growth via peer interaction, (b) consistent student expectations, (c) improved student behavior and achievement, (d) decreased teacher isolation and increased job satisfaction, and (e) idea

creation and peer feedback. With improved understanding and added strategies, teachers gain a new-found sense of competency. There are multiple causes associated with the interventions used in addressing student behavior problems: (a) reduced undesirable student behaviors, (b) increased teacher collaboration, and (c) clear guidelines regarding how to deal with classroom discipline problems (Narhi et al., 2015). Patton and Parker (2017) revealed that collaborative interactions improved the sense of teacher self-efficacy, confidence, and a deeper understanding of teaching practices. Enhanced teacher skills and heightened knowledge give way not only to teacher efficacy, but also to student success. Given the opportunity to collaborate with their peers, teachers can improve their teaching practices and student performance (Kafyulilo, 2013). The benefits of teacher collaboration have an influence on teachers, students, and schools.

Teachers can manage the classroom and tackle everyday student issues more effectively by collaborating with one another regarding their various situations (Chan, 2016). When teachers have difficulty pinpointing resolutions for addressing problematic situations, particularly as it pertains to classroom management issues, they could pursue help through collaboration with other teachers to develop competence and create answers for those matters (Chan, 2016). Many teachers are not prone to divulge struggles they have managing their classroom, but when they collaborate, everyone benefits from the discussion. Collaboration instigates discussions that enable flexible thinking regarding challenges that occur and increases the expertise of the people participating (Ester & David, 2017). Teachers can force each other to question their views while creating a non-

judgmental environment that fostered a safe, supportive, and risk-taking atmosphere (Patton and Parker, 2017). Collaboration will open two-way communications and foster improved classroom practices including classroom management. Martin et al. (2016) found that teachers improved their classroom practices as a result of feedback and collaboration with peers through sharing teaching strategies, resources, and providing support for one another. Without purposefully working together, both new and experienced teachers can find themselves alone to deal with difficult issues. According to Glazier et al. (2017), the lack of collaboration can lead to unresolved dilemmas for preservice and in-service teachers. Collaboration can help teachers of all backgrounds and experiences enhance how they manage classrooms.

Teacher collaboration could influence teacher development and student performance. Collaboration can be a contributor to teachers' professional growth and influence teachers to use cooperative learning (Ester & David, 2017). When teacher collaboration is a part of professional development, teacher and student growth is probable. Patton and Parker (2017) underscored professional development through collaboration with teacher educators on research, teaching practice, or student learning. When teachers collaborate, they strengthen their knowledge of instructional strategies. Martin et al. (2016) hypothesized that regular and profound teacher collaboration delivered critical moments for acquiring various strategies. Teachers who willingly collaborate can divvy up the burdens of managing a classroom, preparing lessons, and generating instructional strategies. Participants whom collaborate can gain significant and

transformative learning through shared commitment, joint work, and skill attainment (Glazier et al., 2017).

Establishing Classroom Management Expectations

There are three levels of classroom behavior: (1) classrooms that are generally well behaved, (2) classrooms with inconsistent student behavior, and (3) classrooms with non-complaint behavior (Pas, Cash, O'Brennan, Debnam, & Bradshaw, 2015). Freeman et al. (2014) found that despite effective classroom management skills being critical for teachers, many do not receive sufficient training before starting their teaching careers and feel ill-equipped for the difficulties of managing student behaviors in their classrooms. A better understanding of classroom management expectations will help teachers establish a learning environment that is effective and engaging. Mitchell, Hirn, and Lewis (2017) identified components that helped ensure that classroom management expectations were effectively conveyed and implemented: (a) clearly articulated definitions and steps for delivery of practices with effective dissemination among all who will use, (b) regular and ongoing monitoring of use of the practices, and (c) periodic performance feedback. Teachers want and need to converse and pointers to have a clear understanding of what is working in their classroom environment. Reinke et al. (2016) found that when teachers get feedback and communication regarding what is expected, they typically put the suggestions into effect.

Pas et al. (2015) reported that classroom management strategies are interlaced with student behavior. Many teachers express frustration, a feeling of unpreparedness,

and a lack of knowledge of classroom management expectations (Freeman et al., 2014). More effective ways to communicate expectations for how to manage classrooms are needed. Classroom management expectations are best conveyed through the use of coaching that provides support to encourage change and pressure teachers to keep the expectations centrally located (Mitchell et al., 2017). One way to provide teachers with the coaching they require to manage a classroom is through a concise, ongoing, teacher centered professional development. Marquez et al. (2016) found that teacher comprehension of classroom management strategies and changing student behavior was improved through professional development. An effective professional development opportunity can help perfect teaching practice. Confait (2015) pointed out that learning, support, and improvement should be considered in any professional development opportunity. Knowledge of managing a classroom can be expanded during a well-planned professional development.

The significance of effective classroom management skills has been generally disregarded by organizations that make policies and certify teachers (Freeman et al., 2014). Schools cannot ignore the need to set precedent for how teachers are trained to manage classrooms effectively. Freeman et al. (2014) concluded that the lack of explicit, comprehensive policies on classroom management like insufficient teacher preparation programs or professional development negatively contributes to teachers' ability to manage classrooms. Confait (2015) discovered that all school systems must solve the problem of disseminating expectations for effective teaching practices and develop

policies for the creation and consistent use of teaching practices that benefit both teachers and students. In addition, a system of support needs to be created to enable teachers to develop professional proficient classroom management practices. Considering how essential classroom management skills are for teachers, policy creation, preparation, and research are warranted to encourage the application of evidence-based classroom management practices (Freeman et al., 2014). Administrators need to evaluate how policies centered on classroom management training, professional development, and accountability are initiated for new and veteran teachers (Confait, 2015).

Marquez et al. (2016) stated that a professional development fostered in collaboration and grounded in research has the ability to attract teachers and engross them in acquiring fundamental skills for managing their classrooms. Teachers typically attend professional development opportunities in which they can relate or work with other teachers. (Marquez et al., 2016). School administrators desire teachers who are prepared and collaborative professionals who build a rapport their students (Bigham, Hively, & Toole, 2014). Teachers that come into a school ready to start and experienced at working together are view as more desirable. Increased knowledge of classroom management strategies, a stronger sense of self-efficacy, and positive student behavior are all associated with professional development and training (Marquez et al., 2016). Administrators who provide professional development opportunities or hire teachers whom are already trained can potentially improve their teaching staff immediately. Bigham et al., (2014) stated that other teachers as well as administrators covet teachers

that are motivated, sincere, collaborative, and capable of managing the rigors of the classroom.

Project Description

Potential Resources and Existing Supports

Schools must offer professional development opportunities and create professional communities to enrich the quality of the teaching profession and increase the number of teachers that stay in the teaching profession (Lavine, 2016). The professional development will offer a school district wide opportunity for teachers to improve their ability to manage a classroom and prevent, reduce, or effectively address undesirable classroom behaviors. A few key resources and supports will be needed to implement this professional development opportunity. Before beginning the professional development, I will reach out and meet with the school district's professional development director to share my study's findings and professional development plan. After discussing and getting approval to offer this professional development opportunity, I will e-mail each school's principal and academic coaches an invitation to participate in this 3-day professional development opportunity. Once each school has accepted the invitation to participate, I will e-mail the administrative team and academic coaches for each school to go over the professional development timeline, agenda, and specific needs. The assistant principal over discipline and/or the academic coaches will communicate with the teachers that the 3-day professional development will occur during two days of their pre-planning in July before the students return for the first of school and one additional day during

their mid-year planning day before the students return from winter break in January. The 3-day professional development will take place in the media center or other specific meeting room equipped with a computer, smart board, or projector as specified by each school. The administrative team and/or academic coaches will provide chart paper, sticky notes, markers, name tags, copies of the agenda or handouts, and normal breakfast or refreshment options for pre or post planning meetings. I will provide the handout originals to be copied, agendas, and PowerPoint® presentations.

Potential Barriers

A potential barrier for my project could be no interest or support from the professional development director or from the school district's professional development department. They may feel that this particular professional development is not a priority compared to some other professional development slated for the coming year. They could also feel that this professional development opportunity would not benefit the majority of the teachers that would receive the training. To convince the director of professional development and the professional development department, I would first remind them that one of the school district's research priorities is professional development. Then, I would highlight my research findings to demonstrate to them what teachers in the school district stated about their classroom management preparedness and the need for additional professional development and training. Lastly, I would also pull the student discipline data for each school and point the high numbers of students that are referred to administration by classroom teachers each year.

An additional barrier for my project could be a lack of interest or support from the school administration. Many school principals and administrators already have an idea of what professional development they want to offer. They might feel that their staff does not need the professional development, or they do not have the time to add an additional professional development to an already packed slate of professional development opportunities. To combat those beliefs, I would meet with each individual principal and his/her administrative team and go over their school data as well as the findings from my study. I would also emphasize the compact nature of my project and the benefits of the collaboration their teachers would experience. Finally, I would point out the multiple benefits for their school's culture and the potential academic gains that a well-managed classroom would bring. A trademark of effective schools incorporates well-managed classrooms that foster academic, social, and behavior success for students (Wills et al., 2016).

The final barrier for my project could be a lack of interest or support from the teachers themselves. Teachers are placed in professional development opportunities that they did not request at the beginning of each year. Some of the teachers may even feel like they do not need for the professional development opportunity. I would show the teachers their school's data and my study's findings. I would also highlight the collaboration and ongoing training elements of my project, so teachers could see one of the major differences in my project and others. Lastly, I would work with the local PTA

and partners in education to provide a breakfast or snack for every teacher who attends the professional development.

Removing barriers would be a vital concern for my project. Having the school district office of professional development would be a key achievement for any professional development opportunity because all approvals come from that office. Being able to have the principals and administrators on board is also important to my project because they encourage or even require all teachers to attend a professional development. By having the teachers' stamp of approval on my project, they have a vested interest and buy in even before implementing the project. Barriers to my project can possibly come from multiple angles, and addressing them is essential to the success of the project.

Proposal for Implementation and Timetable

The table below outlines the proposed timeline for the implementation of the professional development opportunity (Table 2). The district's director of professional development, the principals, and I will collaborate on the professional development plan. The planning of the professional development will occur during the spring and summer in preparation of the upcoming school year.

Roles and Responsibilities

Several people will have key roles or responsibilities in the implementation of this professional development opportunity. My role and responsibilities include organization, communication, and facilitation. The administrative team and academic coaches' roles and responsibilities will be to gather data, convey their classroom management

expectations, and support the teachers as they learn new strategies and form their classroom management plans. Administrators will be instrumental in identifying and expressing what the school district and their expectations are in terms of how teachers manage their classroom and address undesirable students' behavior. The administration also has the responsibility of supporting their teachers as they acquire new strategies and implement classroom management plans as well as monitoring teacher participation in the professional development. Academic coaches will play an important role in presenting key sections of each professional development session. In addition, they will have the responsibility of gathering, organizing, and presenting data for the professional development. Each academic coach will also work with each participating school to gather materials and reserve locations that are suitable for the professional development. My responsibility as an organizer will be to work with academic coaches and other school personnel create environments that are conducive for learning and collaboration. We will work together to select the best locations for the academic coaches to reserve, I will make sure that all materials are produced and any resources that are needed are at everyone's disposal. My role as a communicator will be to identify the goals and expectations of the professional development. Stakeholders need to know their role or responsibility, an agenda to guide each session must be created and disseminated, and everyone will need to know where and when to report to each location. Finally, as a facilitator, I will create and help present each presentation and activity. I will create the presentations on school district classroom management, different types of classroom

management plans, proactive strategies, effective classrooms, mid-year discipline data, and RTI/intervention. In addition, I will plan and create the team or grade level classroom management collaboration activity where the teachers will work together to form their common classroom management plan, the *What Would You Do?* classroom scenario activity where teachers will work together to discuss and determine the most appropriate approach to address various student misbehaviors, and the teacher reflection activities where teacher discuss successes and failures from the first semester of managing their classroom. Each presentation and activity will be designed and implemented to make sure teachers reflect on how they manage classrooms, know what is expected of them in terms how they manage a classroom, what are effective classrooms, what proactive strategies are available to them, what are different classroom management plans are out there, and how other teachers are handling undesirable student behavior scenarios as the come up.

Table 2

Proposed Timeline

| Date | Task | Person | Deliverable |
|---------------------|--|--|-------------------------------|
| May | Meet with professional development director | Professional development director & researcher | PowerPoint slides |
| June | Meet with principals | Principal & Researcher | PowerPoint slides |
| July | Create participant e-mail list, gather and organize responses, & select participants | Researcher | E-mail |
| August | Conduct PD sessions 1 & 2 | Researcher & participants | PowerPoint slides & Scenarios |
| September - October | Online journal check in | Participants | Google doc |
| November – December | Online journal check in | Participants | Google doc |
| January | Conduct PD session 3 | Researcher and participants | PowerPoint slides |

Project Evaluation

Formative Evaluation

Collecting data for the purpose of enhancing learning is the reason one uses formative assessments (Dixson & Worrell, 2016). Finding out what a person knows before, during, or after a learning opportunity is valuable information for feedback and to guide learning process. Formative assessments will be used throughout this professional development. These formative assessments will come in several forms and serve the purpose of assessing prior knowledge, measuring understanding, providing feedback, and collecting information about the effectiveness of the professional development and what changes that might be needed.

An on-going evaluation of how professional development is progressing and what its participants are learning is an important part of this professional development. Teachers will be asked “Ticket In the Door” questions prior to starting a session to gauge what they already know or remember and “Ticket Out the Door” questions to determine what they learned after each session. Formative assessments will be strategically placed in each presentation to measure engagement and understanding. Online journal questions sent to each teacher during the months between the first two professional development sessions and the last session will provide each teacher with an opportunity to reflect on their experiences and practice of managing a classroom. Formative assessments provide multiple forms of feedback to teachers and students to help adjust instruction and maximize instruction (Dixson & Worrell, 2016).

Summative Evaluation

Determining how much a learner retained after a planned unit is the purpose of using a summative assessment (Dixson & Worrell, 2016). Measuring how much or what teachers receive from a professional development opportunity is vital to determining the success or impact of the professional development. Summative assessments, unlike formative assessments, are cumulative in nature and help evaluate how much learning occurred (Dixson & Worrell, 2016). The summative assessment for this professional development opportunity was designed to assess the goals of the professional development, the teachers' acquisition of knowledge, and the impact of the newly acquired knowledge on classroom management practices. For this reason, a summative assessment will be administered at the conclusion of this professional development. The following questions will be placed on a Google form and sent out to each teacher at the conclusion of the professional development:

1. Did this professional development have an impact on your ability to manage a classroom effectively? Why or why not?
2. Did your knowledge of the expectations for classroom management increase as the result of this professional development?
3. What changes to your classroom management approach did you make as a result of this professional development opportunity?
4. Where did this professional development fall short in better preparing you to manage a classroom?

5. Which session, presentation, discussion, or activity had an impact of your classroom management practice?
6. Did this professional development cause you to reflect on your classroom management practices?
7. Which learning approach had a greater impact on your classroom management practice, the presentations or the collaborative activities?
8. What would you improve about this professional development?

The summative assessment will also help make some determinations about future professional developments: how they are delivered or what content is provided. The format of the summative assessment provided a confidential chance for teachers to reflect, not only, on the professional development, but also any additional needs as it pertains to classroom management skills.

Key Stakeholder Group

There can be several important people who are a vital part of a professional development opportunity. These important people are called stakeholders because they all influence each other or stand to gain from interacting with one another (Greenwood et al., 2014). Stakeholders have a variety of roles in a professional development. Some stakeholders have large ongoing roles while other stakeholders may have a smaller more intermittent role. In the professional development, I designed my study with each of these stakeholders in mind. Both administrators and academic coaches will be used throughout the professional development for multiple reasons. The findings that were generated by

teacher responses directly mentioned administrative involvement and academic coaches are tasked to work directly with teachers daily on various strategies that directly or indirectly influence student performance. Each of these stakeholders will play a different role in the professional development. Administrators support and set the expectation of the professional development by selecting to host, providing information, time and other resources, and attending at least the initial professional development session. Academic coaches arrange a location, supplies, resources, and even present parts of the professional development as needed to teachers that may come on board later. Teachers attend, collaborate, and attempt to incorporate new strategies learned from the professional development to their own class setting. Each stakeholder supplies the professional development with a necessary component.

Administrators. Administrators play a significant role in the function of a school and in the support and guidance of the teaching staff. Administrators also play a role all throughout the professional development, but at varying levels. Initially, administrators agree to allow the professional development to take place in the school. This contribution is obviously important because without their permission, the professional development would not occur. Later these stakeholders provide valuable insight into their expectations of classroom management for teachers. One of the findings from my study showed that teachers wanted to know what administrators expected from them in terms of managing a classroom, so their input is important before or during the actual professional development. Administrators attend at least part of the first session to demonstrate their

support and model the expectation. After that, administrators may or may not stop by the subsequent sessions. Probably the most important role these stakeholders play is observing and providing feedback to teachers as they attempt to utilize the classroom management strategies from the professional development.

Academics coaches. Academic coaches also play a key role in the day-to-day lives of teachers through modeling lessons, supplying materials and additional strategies, pulling and dissecting data, and providing a non-evaluative observation of a teachers' classroom. As a result, academic coaches will also play a valuable role in this professional development. In the beginning they will locate and reserve appropriate locations, supplies, and equipment for the professional development. Because academic coaches work with teachers regularly, they will help form groups for collaboration activities and participate in discussions and activities. In addition, academic coaches will present parts of the professional development as needed and provide support for teachers as they attempt to implement newfound strategies after the professional development. In some ways, an academic coach can be more constructive than a mentor or an administrator because they can help a teacher develop their expertise without fear of judgment or official administrative action

Teachers. Teachers are the targeted audience for this professional development opportunity. Based on the findings of my study, teachers need proactive strategies to management their classroom, they want administrators to provide clear directions about classroom management expectations, and they need classroom organization approaches.

Based on the findings, this professional development is designed to provide stakeholders with informative presentations, interactive collaborations, group discussion, reflections, and relevant materials to help them better manage their classrooms. Reflection on teaching practices can occur when one analyzes and evaluates another teacher's class. (Engin & Priest, 2014). Each session contains components that give teachers the opportunity to gain more knowledge and work with other teachers to reflect on the best approaches for preventing or dealing with undesirable student behavior. This professional development was created with this specific stakeholder in mind.

Project Implications

Social Change Implications

Thompson and Jocius (2017) believed that all stakeholders are key factors for social change and making schools and communities productive. Educators have the potential to be catalysts for social change. Each day through their interactions with students, teachers have a chance to help mold the attitude, thinking, or views of other people or the world. Through their instruction or their treatment of their students, educators can choose to be a part of social change that will reshape the world we live in. School should not be judged based on how they are organized any more than they should be measured by student achievement; they should be judged by how teachers and students interrelate (Yadav, 2014). My study has shown evidence of how teachers need additional proactive classroom management strategies that can eliminate teacher-student confrontations and confrontations between students and any other groups. My study has

also shown evidence that administrators impact teachers understanding of how classrooms should be conducted. These findings led me to create a professional development that will assist teachers with acquiring those additional proactive strategies and a better understanding of what administrators expect from them in terms of classroom management.

By improving how teachers proactively approach the management of their classroom, teachers can potentially reduce the number of referrals that lead to suspensions and expulsions. In addition, classrooms that are managed more effectively could create classroom environments that improve student performance and reduce the number of teachers that decide to leave the teaching profession. This reduction in suspensions and improved learning environments can lead to better academic achievement and fewer dropouts. High school dropouts have a negative effect on individuals and society (Mckee & Caldarella, 2016). High school dropouts can be connected to poverty, social exclusion, bad health, and crime (Backman, 2017). When students graduate and perform successfully in school, students have greater opportunities to attend college and earn better salaries. By earning more money, families are more stable and have a more positive effect on our society. This could mean less crime, an improved economy, and a society that treats each other civilly.

Importance of the Project to Local Stakeholders

This project could have a positive impact on the local stakeholders. Teachers on all grade levels in this school district could benefit from this professional development on

proactive classroom strategies by developing a clear understanding of classroom management expectations and by improving the organization of classroom environments. This professional development could provide teachers with the opportunity to gain additional proactive strategies, organize more effective classrooms, and have a better understanding of what is expected of them in terms of classroom management. Given the approval of the professional development director, I could contact and set up a meeting with interested principals and their academic coaches to map out a plan to conduct this professional development at their earliest convenience. This professional development could apply to whole schools, new teachers, or even teachers whose administrators have identified them as having difficulty managing a classroom.

Importance of the Project in the Larger Context

This professional development has the potential to impact a new teacher induction program, teacher remediation plans, or school-wide effectiveness. Kleinert, Silva, Coddling, Feinberg, and James (2017) have identified the impact of classroom management. They stated that it is vital for teachers to receive sufficient support in managing a classroom because it is so critical to establish a positive learning environment. A professional development that concentrates on improving classroom management through discussions, informative presentations, reflective activities, and collaborations could become a huge asset. The professional development could be shared with every school as teacher pre-planning workshop or ongoing professional

development as new participants supplement the current offerings with their experiences and additional strategies.

With added content, additional research, and minor adjustments, this project could become a standard program for teacher in-service, presented as a conference workshop to add to a professional organization's in-house conference session or expand to a preservice training program for students preparing to become teachers. Additional research could bolster this professional development program. The resulting program might lead to a regular component of a teacher preparation program or a classroom management class for teachers in training. Ultimately, I would like to continue adding to the presentation with a proactive strategy list and additional methods for organizing a classroom. As the professional development improves and gains more girth, I would consider sharing the information with neighboring school districts.

Section 4: Reflections and Conclusions

Introduction

The following section encompasses my reflections on the study I completed, the project I created, and the suppositions I have drawn as a result of both. The problem that spawned this study was that teachers at a local school did not possess effective classroom management strategies to address the large number of undesirable student behaviors. This problem impeded the teachers' ability to instruct students. This study's findings showed that teachers need proactive classroom management strategies, knowledge of the classroom management expectations, and clear classroom organizational approaches. Based on each of these findings and literature research, I developed a professional development that provides teachers with presentations and activities over a 3-day period to encourage teacher engagement, collaboration, and reflection.

Project Strengths

The relationship between the research, the findings, and the project is this study's strength. Choice theory affords teachers a better understanding of what motivates them and their students (Lečei & Lepičnik Vodopivec, 2014). The understanding and application of Glasser's choice theory can enhance the quality of an educator's performance (Lečei & Lepičnik Vodopivec, 2014). Litoiu (2014) believed that learning is the process of obtaining wisdom and skill, so a professional development opportunity is therefore a means for persons to attain and substantiate their skills. Professional developments should be conclusive of group discussion, experience sharing, and

opportunities to practice classroom management and other instructional strategies (McKim & Velez, 2017). A professional development involving collaboration and knowledge-based experiences would transfer knowledge into practical classroom strategies (Jaipal-Jamani, Figg, Gallagher, Scott, & Ciampa, 2015). Collaboration is central to professional development and learning (Devlin-Scherer & Sardone, 2013). Faculty members can make professional development opportunities gratifying by combining collaboration, flexibility, and planning (Devlin-Scherer & Sardone, 2013). By reflecting and exploring themselves, teachers will better understand the people with whom they work (Haarhoff, Thwaites, & Bennett-Levy, 2015). Reflection on teaching practices can occur when teachers analyze and evaluate other teachers' classes (Engin & Priest, 2014). Professional development activities that incorporate sharing and reflection can strengthen a faculty (Engin & Priest, 2014).

At the conclusion of the professional development, teachers will have additional proactive strategies, a better understanding of the school district's classroom management expectations, and more organizational strategies from which to choose. Based on the research and findings, the professional development I designed gives teachers an opportunity to listen to presentations that provide them with more information about how to manage a classroom, work together with teachers who have a variety of experiences, and reflect on their classroom management practices. The most significant component of the 3-day professional development is its on-going format. It takes place over the course of half of the school year so teachers can receive training, plan with other teachers,

discuss a variety of relevant experiences, practice their new strategies, reflect on how the strategies work, and review the impact of the efforts with a group of people who all had the same training but who potentially experienced different results that they can discuss. The information, collaboration, and reflection combined over a 3-day workshop give the professional development the potential to impact the teachers' practices.

Project Limitations

One limitation for this study would be getting teachers to share their experiences with a group of other teachers. Some components of my study are dependent on teachers collaborating on how they would address undesirable student behaviors or prevent them from occurring based on their different experiences. Naizer, Sinclair, and Szabo (2017) reported that professional development opportunities could increase the knowledge and confidence of its participants, which in turn encourages them to sustain the use of their new strategies.

Effective professional developments must include collaborative effort, relevant material, and regular meetings (Olin & Ingerman, 2016). The professional development opportunity that I created will have teachers collaborating on classroom management plans, how they will react to different classroom scenarios, and the data that will be collected from the first semester to discuss the effect of using the proactive and organizational classroom management strategies. Each of those activities benefit from teacher collaboration, but the depth of their impact is determined by how much teachers are willing to share about their experiences managing a classroom. Professional

developments can build teacher self-efficacy and assist teachers to promote their professional careers (Naizer et al., 2017). To promote and urge teachers to not only collaborate but also to share their experiences, I will share some of my personal failures and successes and the failure and success of some of the people I have known or observed. Another limitation of this study would be getting teachers to continue to use their additional knowledge of proactive classroom management strategies, the school district's classroom management policies, and the organizational classroom strategies once the first two sessions of the professional development have been completed. Both administrators and academic coaches can and will observe the teachers throughout different times in the year; how effective the implementation of the strategies will be is contingent upon how consistently teachers utilize the strategies versus resorting to older, more familiar approaches to managing their classroom. In addition to the monthly Google forms that I will send out to ask teachers to reflect on their classroom management practices, I urge administrators and academic coaches to create or utilize professional learning communities to encourage teachers to continuously use the strategies that have been presented throughout the professional development. Administrators are an integral part of any PLC or professional development (Jones & Thessin, 2017).

Recommendations for Alternate Approaches

Alternate Approaches to the Project

One of the limitations of my professional development could be a group of teachers not feeling comfortable sharing their classroom management weaknesses or

failures. Since a lack of collaboration as a result of that concern could be a potential problem for the professional development, an alternative approach to the project could to present, discuss, and collaborate in a smaller PLC. PLCs have been universally accepted as an effective professional development method for improving teacher efficacy and student achievement (Watson, 2014). PLCs also meet regularly throughout the year, so they provide an ongoing learning opportunity for teachers. In a PLC, teachers might feel more comfortable taking a risk sharing their shortcomings and might be willing to collaborate more with people within a particular grade level or department. The same proactive strategies, school district classroom management policy expectations, and organizational strategies could be presented. The members of the PLC could also collaborate on activities for creating their classroom management plans, discussing and determining the best approaches for addressing different classroom management scenarios, and reviewing and examining the mid-year student discipline data.

Alternative Definitions of the Problem

This study found its origins as a result of teachers in the local school not possessing effective classroom management strategies to address the large number of undesirable behaviors that impede their ability to instruct students. To help determine what could possibly address this problem, I conducted one-on-one interviews, examined online journal responses, and reviewed school system documents. My findings led me to create a 3-day professional development that incorporated informative, collaborative, and reflective presentations and activities of proactive classroom management strategies,

school district classroom management policy expectations, and organizational classroom management strategies. While I developed a professional development that was not a one-and-done design, it could be discovered that teachers are still ineffectively managing their classrooms. As a result, I have identified two alternative definitions of the problem:

1. Teachers do not consistently use effective classroom management strategies due to a lack of sustained professional development opportunities.
2. Teachers may not have engaging instructional strategies, which causes students to act out due to boredom.

Either of these alternative definitions could represent a complementary view of the problem because they are associated with the original problem of teachers' inability to effectively utilize effective strategies to management a classroom.

Alternate Solutions to the Local Problem

Just as there are alternate definitions to a problem, there could also be alternative solutions to those problems. I have identified two alternative solutions to the local problem:

1. Since teachers do not consistently use effective classroom management strategies, create a bank of research-based classroom management strategies teachers can access on the school server.
2. Because teachers may not have engaging instructional strategies, which cause students to act out due to boredom, create a folder of engaging research-based instructional strategies teachers can access readily on the school server.

Just as multiple views of a problem can be beneficial to understanding the problem, alternative solutions can also present effective remedies to the problems.

Scholarship, Project Development, and Leadership and Change

During my research of teachers' perceptions about classroom management preparedness, I collected and analyzed data that led to multiple findings about what teachers felt they needed to be better managers of their classrooms. As an assistant principal, I have the responsibility to observe and evaluate how teachers manage their classrooms. There are several teachers who have a good presence in the classroom and a good understanding about how to manage a classroom, while there are others who seem to struggle with this facet of their job. Because it is my responsibility to help them develop as teachers, I was interested in finding out what makes some teachers more adept at managing a classroom and what I could do to assist others. The completion of this study has contributed to helping me determine how to become a better scholar, project developer, leader, and change agent as they pertain to classroom management.

My work on this study has contributed to my pursuit of scholarship. When I started this study, I had some ideas about what I thought about classroom management, professional development, teacher preparedness, and collaboration. However, as I began to search and examine articles of this topic, my thoughts and my findings became one. After reading the work of researchers such as Watson (2014), Olin and Ingerman (2016), Naizer et al. (2017), Jones and Thessin (2017), and Litoui (2014), my thoughts on professional development became clear. Reading the works of Leckey et al., (2016),

Reinke et al., (2016), Niemeyer, (2014), Sanderson et al. (2013), and Robinson et al., (2017) helped me shape my thoughts on classroom management. The research of Ester and David (2017), Patton and Parker (2017), Kafyulilo (2013). Glazier et al. (2017), and Bayar (2014) educated me on collaboration during a professional development. Each of these and other authors assisted with the discovery of my findings on teacher preparedness. Scholarship was definitely achieved through the work on my study.

My ability to develop projects has grown as a result of this study. During my study, I had to develop and enhance a project that would help teachers improve their classroom management skills. The development of my project was a result of the findings that were unveiled through my study. I had to develop a professional development that addressed each finding. By completing the research for my study and designing a professional development to match the findings of my study, I increased my project development ability.

My study improved my knowledge and expertise, which made me better suited to lead a group of teachers, building administrators, or school system administrators. By advancing my knowledge of the topics of proactive classroom management, organizational classroom management, professional development, and collaboration, I can speak articulately on each subject. By being able to discuss these subjects with data related to the effects of teachers' inability to manage a classroom gives me the type of credibility that allows me to lead the stakeholders who are needed to launch a local professional development geared toward improving classroom management on a small or

large scale. By improving my expertise at developing, organizing, facilitating, and evaluating a professional development based on my findings, I am more proficient at leading a group of teachers through a professional development opportunity. The leadership ability acquired in the completion of my study will enable me to convince people to endorse any professional development and help me successfully conduct it on different occasions.

Change is difficult for everyone, and changing your habits might be the most difficult task of all. My study helped me find proof that something needed to be changed by looking at the student discipline data. It also gave me the background necessary to support the change through the literature reviews I conducted. By collecting and examining data from participants in the study, the study guided me toward discovering what and how to change. Finally, it presented me with the tools to make the changes with the creation of my professional development.

Reflective Analysis About Personal Learning

Throughout the course of this study, I learned a lot and grew personally. While I was interviewing, transcribing, reading journal responses, forming follow up questions, and examining documents for my study, I was also accumulating skills that I could use in other facets of my life. While learning to become a more effective interviewer and transcribe responses to interview questions, I also learned to listen better and not lead the person I was interviewing. Now when I have a conversation with people, I am not looking for what they say that agrees with my thoughts, I am listening for what they have

to offer because of the experience interviewing in my study. When I take notes, I spend more time trying to decipher the important concepts than a person states rather than trying to capture every detail. When I read or listen to people's responses, I am now simultaneously thinking of follow up questions to elicit more from the person being interviewed, while before I would just take everything I read or heard, without thinking about what it could possibly mean or what it was related to. Now when I look at different documents, I am scrutinizing them more and trying to see how everything fits together, while before I would read a document and determine whether or not I really understood what it was saying. While I was becoming a better researcher, I managed to become a better person or at least a more aware person. While I am proud of how far I have come as an interviewer, researcher, and scholar, I am equally as surprised by the impact my work has had on me in other areas of my life.

Growth of Self as a Scholar

As I continued to work on my study, I started to feel and act more like a researcher. Before starting my study, I learned a lot about what goes into preparing to conduct research. First, I had to discover how to form research questions based off what I wanted to study. Shortly after that, I learned to create interview questions and journal questions that supported my research questions. Next, I learned how to select and treat participants. Then, I became more skilled at how to conduct an interview and carefully examine participant responses. Finally, I discovered how to review documents related to my research questions.

After collecting data, I had figure out how to analyze the data. I became more and more skilled at transcribing answers to interview question. Next, I had to learn how to dissect journal responses. Lastly, I ascertained how to decipher the contents of the school system documents. As a practiced and eventually mastered analyzing data using each of these skills I looked for patterns, then themes, and eventually arrived at my findings, all while trying to avoid bias.

The journey from student to scholar was filled with obstacles. Lack of understanding, uncertainty, and struggles to find time was eventually outmatched by wisdom, confidence, and perseverance. Over a short period of time, I increased my knowledge and expanded my abilities in the area of scholarship. From creating research questions to uncovering findings, I have come a long way as a scholar.

Growth as a Practitioner

My growth as a practitioner has been pronounced as the result of my research study. The planning, work, and reflection as a researcher has shown benefit in multiple facets of my professional life as a high school assistant principal:

- Staff development.
- Department supervision.
- Athletic director.

I have seen an impact in each of these roles as I have spent time working on my study.

One major role of any assistant principal is the staff development of the teachers at the school. The work I put into my study has made me rethink, plan and implement

learning activities in a much more in-depth way. Whether it was helping review the classroom management or student discipline with the entire staff or working with new teacher orientation, I have considered my audience in my planning, redesigned presentation to include collaborative activities, and implemented elements of the training gradually over time whether than all in one session.

As I work with the department that I supervise, I have also noticed a change in my approach as the result of the work in my study. Now as I lead the teachers in my departments, I make sure I include components of my findings in all of our interactions. Now, I make sure I encourage and model different strategies as we look at data, make plans for students, and disseminate information. The findings from my study has taught me to make sure to emphasize the school system's or school's expectations to make clear that each person knows their role.

Even in my role as the school's athletic director, my study has had an impact on how to work with the coaches of each sport. As a result of my work on my study, I find myself encouraging and modeling proactive strategies with athletes and their parents. Making plans and creating professional development opportunities for my study has help me avoid conflicts with parents, opposing athletic directors, and coaches. More than anything, I have incorporated research in almost every area of my job before attempting to develop or implement any new approaches with the people that I manage or oversee.

Growth as a Project Developer

Creating this 3-day professional development has helped me grow immensely as a project developer. Unlike any other professional development that I have helped design or facilitate, my study forced me to reflect more on why I was creating the professional development, what audience I was creating it for, and what it takes to accomplish the goal of the professional development. Before I would just decide what information I wanted to include and what I thought the best way to deliver the information. Now that I realize that designing an effective professional development involves much more, I have changed the approach I use prior to designing a professional development. With my new knowledge of creating professional development opportunities; I gather as much information as I can so that I know how to proceed.

To design this professional development, I had to examine the findings from my study to know what should be included in the professional development. Learning to gather as much initial information about a situation is vital for designing an effective professional development. Understanding that fact was probably the largest impact to my growth as a project developer. This study helped me figure out that analyzing the findings first is how you learn what the goals of the professional development should be and how to best develop the professional development. My findings from this study informed me that teachers needed proactive classroom management strategies, a better understanding of the school district's expectations for classroom management, and additional classroom management organizational strategies. Likewise, my findings enlightened me to the

different components teachers felt would help them acquire this information. Using these two pieces of information, I was able to tailor a professional development to meet the needs of the individuals that would make up my audience. The participants did not want a *one and done* professional development, so I created a 3-day professional development to make the professional development more on going. The findings showed that participants needed more information about classroom management strategies and expectations, so I created informative presentations to help deliver information about proactive classroom management strategies, school district classroom management expectations, and organizational classroom management. The findings showed that participants wanted opportunities to work collaboratively with their peers, so I incorporated collaborative activities that encouraged the participants to work together on different tasks. Before my study, the professional development opportunities I created were more focused on what I wanted or what I thought they participants needed. Now that I know that I should consider background information and/or participant needs, I will be more efficient when designing professional development opportunities.

Reflection on the Importance of the Work

Teacher preparedness is the single largest contributor to student success (Darling-Hammond, 2000). With that fact in mind, my study had a least two major areas of importance: discovering whether teachers felt they were adequately prepared, and identifying how they think they can best become prepared. First, the findings of my study pointed out that teachers did not feel that they were adequately prepared to manage a

classroom. The finding showed that they felt they needed more proactive classroom management strategies, a clearer understanding of the school system's classroom management policies, and more organizational classroom management strategies. These discoveries are extremely important both to the local school and schools in general. If teachers need specific help to improve their teaching performance, they will be positioned to articulate what they need; this can validate their work immediately. As a result, I created a 3-day professional development to address their needs for training.

Additionally, the second area that makes the work of this study important is the identification of how teachers feel they can become more prepared. According to the research and findings of this study, teachers indicated that they needed an ongoing training where they could collaborate with other teachers on classroom management scenarios that mirror what they had to deal with in the classroom. This area is very important because it gave direction to the creation of the professional development and spelled out exactly what the professional development should contain rather than taking a guess. Based on these findings, I designed the 3-day professional development to incorporate informative presentations and collaborative activities that included real world scenarios and an opportunity to plan their classroom management plan with other teachers in the training. Both of these areas are imperative to improving how teachers manage a classroom and thus extremely important to student achievement.

Implications, Applications, and Directions for Future Research

The study contributes to literature on teacher preparedness. By acquiring my findings from the 10 teachers that participated in my study, I was able to encapsulate the teachers' perceptions of their classroom management preparedness. The findings exposed by my study through an analysis of the data led me to create a 3-day professional development that promoted the acquisition of proactive classroom management strategies, a clear understanding of the school districts' classroom management policies, and organizational classroom management strategies. Over the course of the 3-day professional development, teachers viewed informative presentations and participated in collaborative activities to help them manage a classroom more effectively.

Potential Impact for Social Change

The potential for social change as a result of this study can possibly occur with teachers, students, and schools. The professional development in this study was designed to give teachers additional proactive classroom management strategies, a clearer understanding of the school system's classroom management policies, and organizational classroom management strategies. If teachers can acquire this knowledge and these skills, they will be able to better manage their classrooms, and as a result, students could potentially achieve more. By achieving more, the students could directly impact themselves and their families with increased academic success. Families that are more successful can change whole communities, and better performing communities can change our economy and society. Another potential social change could come by having

more successful teachers. If teachers are more successful at managing their classrooms, they will potentially stay in the profession longer and support and encourage other teachers through their collaborations. If quality teachers stay in the teaching profession and students achieve then schools will perform better. Higher performing school can improve the local community on an even larger scale. With stronger communities, our society will perform better, and the social ramifications could be limitless. The potential for social change therefore is deeply rooted in more capable teachers because of their impact on students and schools and the school's effects on communities.

The success of this professional development on additional schools or school districts could also impact social change. With student achievement being the number one goal for all schools, it would not be too far-fetched to envision, the success of this professional development impacting other schools in other cities or states. Word of the success of this professional development could potentially spread to many other schools. At a minimum, teachers in one school could mention its success to teachers in another school, or an administrator in one school could mention its success to an administrator in another school. From that point, it is entirely feasible for the use and influence of this professional development to increase rapidly. This influence could lead to improved classroom management in multiple school districts, cities, or states. With teaching improving throughout multiple cities or states as the result of this professional development, the social impact could be exponential. Community after community could be impacted by the large numbers of students achieving in school rather than large

numbers of students that once were sent to in-school or out-of-school suspensions as the result of undesirable behaviors. Successful schools have always had a positive effect on the communities they serve, so the more schools performing well would have an impact on social change.

Methodological, Theoretical, and Empirical Implications

The methodological, theoretical, empirical implications of this study are based on the problem that teachers do not possess effective classroom management strategies to address the large number of undesirable behaviors that impede their ability to instruct students. One-on-one interviews, online journal questions, and a document review make up the methodology of this qualitative study. Each of these data collection tools facilitated my efforts to elicit information from each participant's perception that would provide a possible solution to the study's problem. An analysis of the evidence uncovered by these data collection tools revealed findings that led to the creation of a professional development that addressed the problem. This professional development was designed to deliver informative presentations and collaborative proactive and organizational classroom management activities.

This study's conceptual framework was based on Glasser's choice theory, which focused the seven caring habits that models a caring attitude and a nurturing environment (Lecei, 2014). Professional developments can influence instructional strategies that teachers select (Pratt & Martin, 2017). Leckey et al. (2016) found that teachers that consistently utilized proactive discipline strategies demonstrated greater self-efficacy.

Collaboration is the cornerstone of elevating learning and professional development (Devlin-Scherer & Sardone, 2013). I researched ways and analyzed the findings of this study to design a professional development that addresses the needs of the teachers as they attempt to manage their classrooms. By providing teachers with proactive classroom management, clarity on the school system's classroom management expectations, and organizational classroom management strategies, they will be able to management classrooms more effectively and create environments that will be more conducive to learning.

The empirical evidence of this study indicate that teachers have relied on personal experimentation and collaboration to develop their classroom management style. Researchers can collect and analyze data regarding how teachers have developed their own classroom management style based off their own experiences or the combined thoughts or experiences shared by their colleagues. The empirical evidence also suggested that teachers are capable of providing information about their classroom management needs and how they would best acquire the additional knowledge or strategies. Further research could help determine which additional classroom management strategies could benefit teachers and if there are alternate ways to disseminate those strategies based off these implications. These additional studies could help pinpoint which teachers have the greatest needs and the most effective method for reaching those teachers.

Recommendations for Practice and Future Research

Future research is always needed in the field of education. This study's focus was on teachers' perceptions of their classroom management preparedness. The professional development that was completed as a result of the findings of this study focused on collaborative activities that encouraged teachers to discuss, compare, and support each other as they learned additional proactive classroom management strategies, what the school district expected of them as they attempted to manage a classroom, and other organizational classroom management strategies. Future research on specific strategies that engage students in the learning process could go a long way toward also improving the quality of instruction in the classroom and reducing the number of off-task behaviors. In addition to reducing the number of confrontations between teachers and students, reducing the number of unengaged students would also boost achievement.

Another future research topic could be additional methods of professional development deliveries. While this professional development method of delivery was a 3-day ongoing session, there could there be more effective ways to deliver the information. One additional delivery method could be a PLC. A PLC would also be on going, but instead of a 3-day professional development, the PLC could meet at least once a month to discuss data, difficult students, or successful strategies that have worked. Another professional development delivery method could be an extended summer institute. With this delivery method, teachers would be asked to come in over the summer to go through to an everyday intensive professional development before the start of school the coming

year. The last delivery method that could use some research would be a mentor-mentee professional development. A proven teacher could be matched up with a teacher needing more classroom management strategies to work together all throughout the first year. If there could be other effective methods to implement a professional development, then further research is needed.

Conclusion

Classroom management is essential to learning and in order to achieve learning goals, teachers must be proficient at organizing and managing their classrooms (Lester et al., 2017). In this qualitative study, I solicited 10 teachers to disclose their perceptions on their classroom management preparedness. Using interviews and online journals, I collected and analyzed data from the participants to learn more about how they arrived at their perceptions. While classroom management and teacher preparedness have been identified as critical topics relating to effective teaching, the focus of this study was whether or not teachers felt they were adequately prepared to manage a classroom, what they perceived were strategies or skills they needed, and the methods they viewed as most effective. Effective classroom management influences academic success and forges positive classroom environments (Back, Polk, Keys, & McMahon, 2016). Teacher preparedness and efficacy are signals to how well teachers manage classrooms and have successful teaching careers (Brown, Lee, & Collins, 2015).

This study was motivated by the problem that teachers do not possess effective classroom management strategies to address the large number of undesirable behaviors

that impede their ability to instruct students. As I collected and analyzed the data from my study, I discovered important facts about classroom management strategies that teachers practiced and what type of classroom management plans they used. Led by three research questions, I analyzed data that helped me uncover findings that depicted the perception teachers had about their (1) desire to learn more proactive classroom strategies, (2) the lack of clarity regarding the school system's or administrators' classroom management policy expectations, and (3) their need for more organizational classroom management strategies. The study is significant because it discloses teachers' perceptions of their current classroom management practices, divulges their perceptions of what they need to improve their classroom management practice, and communicates elements of a professional development that would help them gain additional knowledge and strategies for managing a classroom. Any teacher which feels they can benefit from additional classroom management training might be encouraged to participate and collaborate with other teachers which also want to gain additional understanding and strategies to guide their classrooms. Likewise, when teachers collaborate, discuss, and create classroom management plans they could contribute added resources to the education profession from which other teachers could benefit.

With increased competition for innovation and a higher demand for skilled labor, the expectation for student achievement is at an all-time high. As a result, there is more pressure on teachers to deliver quality instruction, create productive learning environments, and produce students that are ready to compete in a global market. New

and experienced teachers will need to examine their practices and find new ways to engage, guide, and motivate students to give their best effort individually and collectively. The success of our schools will be contingent upon whether teachers can create positive classroom environments that promote learning for all students.

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Appendix A: The Project

Goals: Over a 3-day period, this professional development will provide an opportunity for teachers to gain knowledge and engage in activities that will improve their ability to manage a classroom. Participants will learn additional proactive classroom management strategies, gain a better understanding of the school system's classroom management expectations, and acquire more organizational classroom management strategies. Using informative presentations and collaborative activities, the professional development facilitator will help guide teachers toward a better understand of what is required to effectively manage a classroom. The first 2 days of the professional development will help teacher plan and implement their classroom management plan and the third day will assist teachers reflect on the successes and failures of their early classroom management approach and if necessary adjust strategies to better manage their classroom.

Learning Outcomes: As teachers complete the first day of the professional development they will participate in presentations geared toward giving them a more complete understanding of what classroom management is, what the school district expects regarding classroom management, and different types of classroom plans before they collaborate on their own classroom management plan. During the second day of the professional development teachers will participate in presentations designed to help them gather proactive classroom, demonstrate what is an effective classroom, and take part in collaborative activity using real world classroom management scenarios before they

reflect on what they have learned in the first two days of the professional development. Finally, after reflecting once a month between the first two days of the professional development and third professional development day at the start of the second semester, teachers will present their first semester data, reflect on classroom management successes and failures from the first semester, and listen to a presentation on RTI/interventions. Each of these professional development days will provide added approaches to help teachers better manage a classroom.

Target audience: The target audience for this professional development would be any group of teachers a participating school principal selects. In addition, assistant principals will be asked sit in on, shed light on the school district's classroom management expectations, and provide feedback on the classroom management plans the teachers collaborated on. Finally, academic coaches will play a pretty big role in helping organizing teachers into groups, facilitating collaborative groups, and following up with teachers as they implement their classroom management plans.

Components: The study's three findings dictated the various components of the professional development each day. The professional development was spread across 3 days, which each day focusing on different parts of the three findings. The following outlines the theme or core mission:

1. First Day: Classroom management (CM) expectations/plan development.
2. Second Day: Proactive classroom management (CM) strategies & scenarios
3. Third day: Follow up/Second semester tune-up

This research study produced three findings that determined the essential components of this professional development. The findings showed that teachers needed clarity on the school district's classroom management expectations so on the first day of professional development one of the presentations was geared toward improving their understanding. Since the findings pointed out that teachers needed more proactive and organizational classroom management strategies two of the presentations were designed to increase their knowledge in both areas. Finally, because teachers indicated that their learning was best achieved through ongoing teacher collaboration, real world scenarios, reflections, and discussion multiple activities were included throughout the 3-day professional development. In addition, the third day was planned for later in the semester to provide time to implement new plans, strategies, and knowledge and allow follow-up after ample amount of time for implementation was given.

To properly execute the professional development, resources were included for the facilitator and each participant. Each presentation will be broadcast via power point and a smart board including all activities, assessments and activities relating to the presentation. Each collaborative activity will be displayed using a PowerPoint presentation and smart board including directions and an explanation of the activity to

make it easy for each participant to view as the work in their group. All reflection activities will be available through a Google form and send to each participant's e-mail. Facilitators will have access to all directions, notes, and both electronic and hard copies of all presentations, activities, and required materials. Teacher will receive handouts of all activities to utilize in their groups, copies of power point note taking slides, and Google form links. Detailed below is the hour-by-hour agenda for each day of the professional development:

Day 1

Classroom management (CM) expectations/plan development

| Time | Topic | Method |
|---------------|--|---|
| 8:00 – 8:30 | Breakfast & Sign-in | Breakfast & Sign table |
| 8:30 – 9:00 | Welcome, Introductions, Overview | Presenter (PPT) |
| 9:00 – 9:10 | Formative assessment | Ticket In the Door |
| 9:10 - 10:00 | Classroom management VS discipline? | Group Activity (PPT) |
| 10:00 – 10:15 | Break | |
| 10:15 – 11:15 | District/ School Classroom Management expectations | Guest Administrator (PPT) |
| 11:15-11:30 | Break | |
| 11:30 - 12:30 | Different classroom management Plans | PowerPoint Presentation on multiple classroom management approaches |

| | | |
|--------------|----------------------|--------------------------|
| 12:30 – 1:30 | Lunch | On your own |
| 1:30 – 1:40 | Formative Assessment | Ticket Out the Door |
| 1:30 – 3:00 | CM plan development | Team/grade collaboration |

Day 2

Proactive classroom management (CM) strategies & scenarios

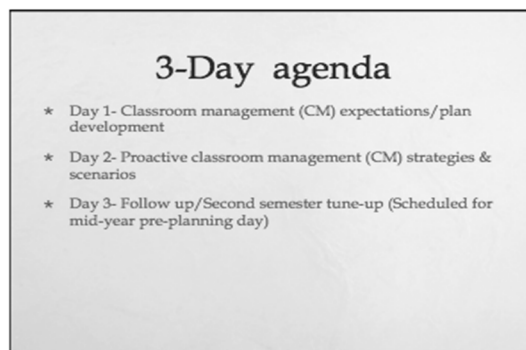
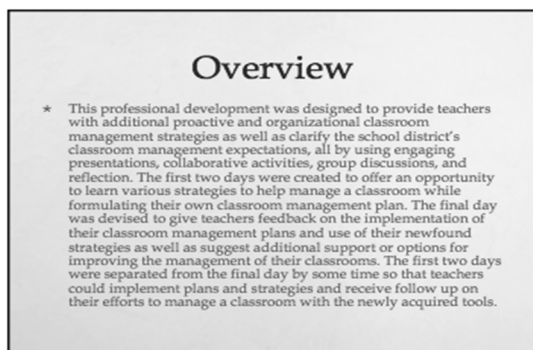
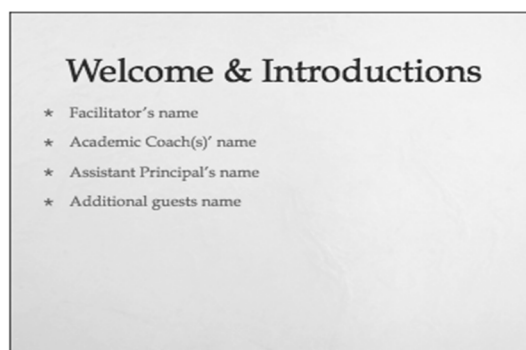
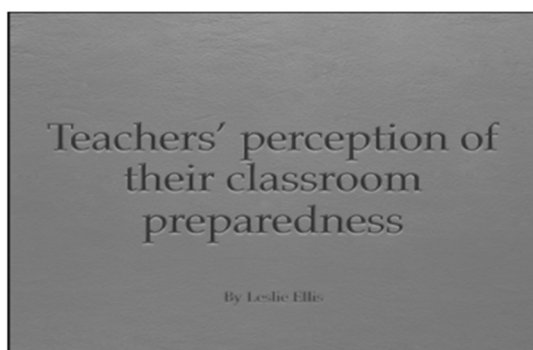
| Time | Topic | Method |
|---------------|-----------------------------|---|
| 8:00 – 8:30 | Breakfast & Sign-in | Breakfast/Sign-in table |
| 8:30 – 8:40 | Formative assessment | Ticket In the Door |
| 8:40 – 10:00 | Proactive strategies | PowerPoint Presentation (PPT) |
| 10:00 - 10:15 | Break | |
| 10:15 - 11:45 | CM Scenarios | Teacher collaboration (PPT) Activity |
| 11:45 – 12:00 | Break | |
| 12:00 – 1:00 | Lunch | On your own |
| 1:00 – 2:00 | Effective organizational CM | PowerPoint Presentation |
| 2:00 - 2:15 | Break | |
| 2:15 – 2:25 | Formative assessment | Ticket Out the Door |
| 2:25 – 3:00 | PD Part I End | Reflection: What did you learn, what do you have questions about, where will you go from here? Next steps: Online Activity |

Day 3

Follow up/Second semester tune-up

| Time | Topic | Method |
|---------------|--------------------------------------|-------------------------|
| 8:00 – 8:30 | Breakfast & Sign-in | Breakfast/Sign-in table |
| 8:30 – 9:00 | Formative assessment | Ticket In the Door |
| 9:00 – 10:00 | Midyear Data | Team PPT Creation |
| 10:00 – 10:15 | Break | |
| 10:15 – 11:45 | 1 st semester reflections | Teacher activity |
| 11:45 - 12:00 | Break | |
| 12:00 - 1:00 | Lunch | Own your own |
| 1:00 – 2:00 | RTI/Interventions | PowerPoint Presentation |
| 2:00 – 2:15 | Break | |
| 2:15 – 3:00 | PD part II end | Evaluation |

Day 1: PowerPoint Presentation 1



Professional development expectations

- * Feel free to go to the bathroom and get a drink as needed.
- * Silence or place cellphones on vibrate.
- * No judgment as people share
- * Collaborate
- * Be open minded

3-Day Professional Development Goals/objectives

- * Increase the number of proactive classroom management strategies participants have at their disposal.
- * Clarify the school district's classroom management expectations.
- * Increase the number of organizational classroom management strategies.
- * Have participants collaboratively complete a classroom management plan.
- * Have participants collaboratively work through various classroom management scenarios.
- * Have participants reflect on previous and present classroom management approaches.
- * Have participants analyze discipline data after implementing their classroom management plans and utilization of additional strategies acquired in the professional development.

The problem that prompted the study & professional development

- * The problem is that teachers do not possess effective classroom management strategies to address the large number of undesirable behaviors that impede their ability to instruct students.

Findings

- * Teachers need proactive strategies that prevent teacher-student confrontations, that quickly resolve problems, and that refocus back to challenging class activities.
- * Teachers want administrators to provide clear direction about how the school district's classroom management policy will be used and enforced.
- * Teachers need clear classroom organization approaches and proactive strategies that engage students in the solution.

Professional development purpose

- * Increase the number of proactive classroom management strategies teachers have at their disposal.
- * Clarify the school district's classroom management expectations.
- * Increase the number of organizational classroom management strategies teachers utilize to shape their classroom environment.

What do we hope to accomplish at the conclusion of day?

- * Day 1
 - * Go over the school district's classroom management expectations.
 - * Discuss different classroom management plans.
 - * Collaboratively create a classroom management plan for each teacher or team of teachers.
- * Day 2
 - * Highlight additional proactive classroom management strategies.
 - * Collaboratively discuss/work through different classroom management scenarios.
- * Day 3
 - * Review mid year data.
 - * Reflect on successes and failures of the first semester.
 - * Discuss RTI/interventions for struggling students.

Formative Assessment

- * Ticket in the Door:
 - * Work with your right elbow partner to list a disruptive behavior you have dealt with in your classroom before.
 - * Tell how you handled the disruptive behavior.

Day 1: PowerPoint Presentation 2

Day 1
Classroom management
versus
Discipline
Activity

Classroom Management
or
Discipline

- ◆ Get with your left elbow partner, place "CM" next to each statement that relates to classroom management and place a "D" next to each statement that relates to discipline.

Classroom Management (CM)
or
Discipline (D)

- ◆ ___ 1. Giving a student who talks without permission a detention.
- ◆ ___ 2. Teach appropriate interactions with other students and teachers.
- ◆ ___ 3. Calling a parent of a student that will not follow instructions.
- ◆ ___ 4. Explain how students will transition from one activity to another.
- ◆ ___ 5. Changing the seat of a group of students that are off task.
- ◆ ___ 6. Sending a disruptive student to a neighboring teacher's class.
- ◆ ___ 7. Posting the opening activity on the board for the students to start before they enter the room.
- ◆ ___ 8. Sending a student who curses at you to the principal's office.
- ◆ ___ 9. Walking around the room monitoring students as you teach.
- ◆ ___ 10. Take away recess/free time of a student that is running around the room.

Classroom Management (CM)
or
Discipline (D)

- ◆ ___ 11. Establish routines for when students talk, go to the bathroom, or move about the room.
- ◆ ___ 12. Sending two students that get into a heated argument to the front office.
- ◆ ___ 13. Design a routine for how students enter and exit the classroom.
- ◆ ___ 14. Explain how students resolve differences.
- ◆ ___ 15. Calling an administrator for a student that will cooperate.
- ◆ ___ 16. Implement a procedure for how to get the class to quiet down.
- ◆ ___ 17. Arrange the classroom so that you have good visibility of all students.
- ◆ ___ 18. Calls an administrator for a student that took something out of your desk.
- ◆ ___ 19. Place a student that is acting rude or disrespectful outside in hall.
- ◆ ___ 20. Establish procedures for how students work together.

Classroom Management (CM) or Discipline (D)

- (D) 1. Giving a student who talks without permission a detention.
- (CM) 2. Teach appropriate interactions with other students and teachers.
- (D) 3. Calling a parent of a student that will not follow instructions.
- (CM) 4. Explain how students will transition from one activity to another.
- (D) 5. Changing the seat of a group of students that are off task.
- (D) 6. Sending a disruptive student to a neighboring teacher's class.
- (CM) 7. Posting the opening activity on the board for the students to start before they enter the room.
- (D) 8. Sending a student who curses at you to the principal's office.
- (CM) 9. Walking around the room monitoring students as you teach.
- (D) 10. Take away recess/free time of a student that is running around the room.

Classroom Management (CM) or Discipline (D)

- (CM) 11. Establish routines for when students talk, go to the bathroom, or move about the room.
- (D) 12. Sending two students that get into a heated argument to the front office.
- (CM) 13. Design a routine for how students enter and exit the classroom.
- (CM) 14. Explain how students resolve differences.
- (D) 15. Calling an administrator for a student that will cooperate.
- (CM) 16. Implement a procedure for how to get the class to quiet down.
- (CM) 17. Arrange the classroom so that you have good visibility of all students.
- (D) 18. Calls an administrator for a student that took something out of your desk.
- (D) 19. Place a student that is acting rude or disrespectful outside in hall.
- (CM) 20. Establish procedures for how students work together.

Definitions:

- Classroom management- a well-planned set of procedures and routines for avoiding problems, and having a plan in place for when misbehavior does occur (Lester et al, 2017).
- Discipline- a process of setting rules to control student behavior and encourage compliance, then applying consequences when those rules broken or even rewards when they are followed (Lester et al, 2017).

Classroom management & Discipline

- Classroom management is the proactive approach or strategies to prevent undesired behavior from occurring.
- Discipline is the process of setting rules or expectations and determining what consequences will occur when those rules or expectations are not met.
- Classroom management can reduce the amount of discipline needed.
- Discipline is an attempt to restore order when management techniques fail or are ignored.

Classroom management components

- ◆ Routines
- ◆ Procedures
- ◆ Room arrangement
- ◆ Building rapport
- ◆ Discipline

Discipline components

- ◆ Setting rules or expectations
- ◆ Issuing rewards for compliance.
- ◆ Rewarding desired student behavior
- ◆ Issuing consequences for non-compliance.
- ◆ Punishing undesired student behavior

3-2-1 Formative Assessment

- ◆ List 3 things you learned.
- ◆ List 2 things you find interesting.
- ◆ List 1 questions you still have.

References

- ◆ Lester, R.R., Allanson, P.B., and Notar, C.E. (2017). Routines are the foundation of classroom management, *Education*, 137(4), 398-412.
- ◆ Alyssa Sellors <http://education.seattlepi.com/classroom-management-punishment-vs-discipline-4051.html>

Day 1: PowerPoint Presentation 3

School District Classroom Management Expectations

Essential teacher duties relating to classroom management

- ___ Prompts a positive school environment that enhances student learning.
- ___ Follows all county, state and federal policies and procedures.
- ___ Directs the conduct of students in accordance with policies at all times,
- ___ Takes all reasonable measures to protect students' health and safety.
- ___ Maintains prompt and professional communication with parents.

School classroom behavioral plan Expectations

- ---- Each teacher will develop a classroom plan at the beginning of the school year outlining expectations and general classroom procedures.
- ---- Each teacher will communicate, model and monitor precisely how students are expected to behave in each activity.
- ---- All classroom expectation plans will be approved administratively.
- ---- Classroom teachers will review and discuss these rules with students, and they will have a chance to ask questions to clarify understanding.
- ---- Teachers should review behavior expectations for each area of the school including, but limited to; the cafeteria, clinic, hallway, restroom, theater, and gym.

Code of Conduct

- The following slides contain the code of conduct, which outlines the expectations for student behavior for help facilitate the safe, orderly operation of all schools within the school district. The purpose of the following slides is to present the information and provide an opportunity to question or discuss each component so that each teacher is aware of its contents able to communicate the expectations based on the level of the students they teach.

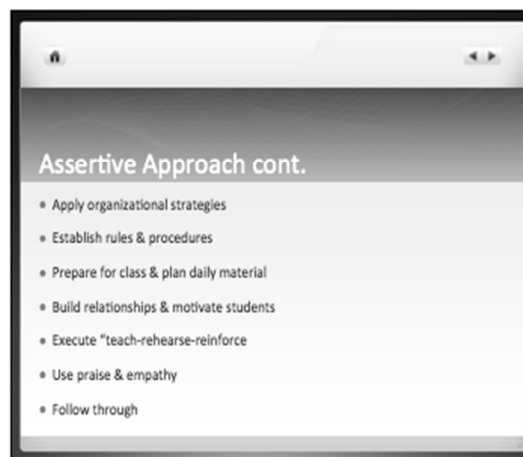
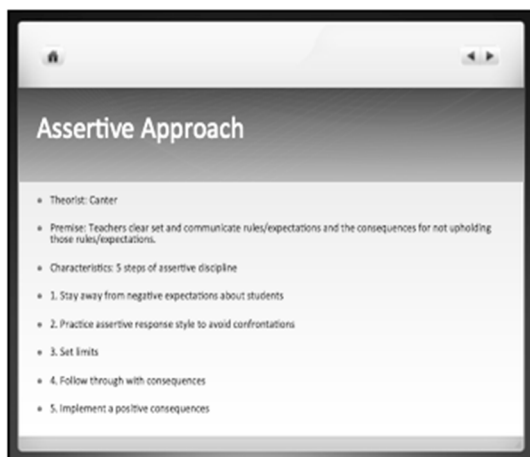
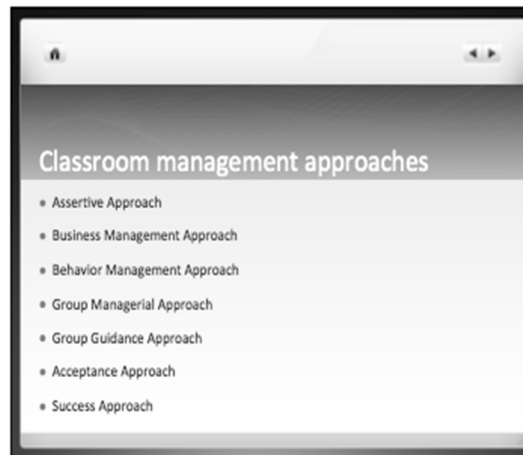
3-2-1 Formative Assessment

- List 3 things you learned.
- List 2 things you find interesting.
- List 1 questions you still have.

References

- ---- Local school district teacher job description
- ---- Local school behavior expectations
- ---- Local school district code of conduct

Day 1: PowerPoint Presentation 4



Business Management Approach

- Theorist: Evertson & Emmer
- Premise: Organize and manage students for the purpose of helping them complete tasks so that they are too busy to have discipline problems.
- Characteristics: 3 categories
 - Clear communication of task and successful completion
 - Monitor student work to provide help & support
 - Provide feedback to students to assist work completion

Behavior Management Approach

- Theorist: Watson & Skinner
- Premise: Use a reward system to encourage appropriate behavior and decrease the chances of inappropriate behavior. Characteristics: 3 basic principals
 1. Behavior shaped by consequences
 2. Immediate feedback improves behavior
 3. Positive reinforcement improves behavior

Behavior Management Approach (cont.)

- Verbal comments, facial expressions, and gestures encourage behavior
- Written words of encouragement, stickers, or stars reinforce behavior
- Giving treats and awards motivate behavior
- Providing privileges inspires behavior

Group Managerial Approach

- Theorist: Jacob Kounin
- Premise: Stop small individual misbehaviors before they become bigger group problems. Keep students engaged in their work and they are less likely to misbehave.
- Characteristics:
 1. Monitor student work
 2. Clearly explain appropriate and inappropriate behavior
 3. Keep students busy with engaging work, so they do not misbehave

Group Guidance Approach

- Theorist: Fritz Redl
- Premise: The teacher must manage anything that encourages an individual student, a group of students, or a combination of an individual and a group to create behavior problems.
- Characteristics: Multiple elements could potentially impact the quality of a group of students
 - Dissatisfaction with classwork
 - Poor intrapersonal relations
 - Disturbance on group climate
 - Poor group organization
 - Sudden changes & group emotions
 - A teacher's inconsistent behavior

Acceptance Approach

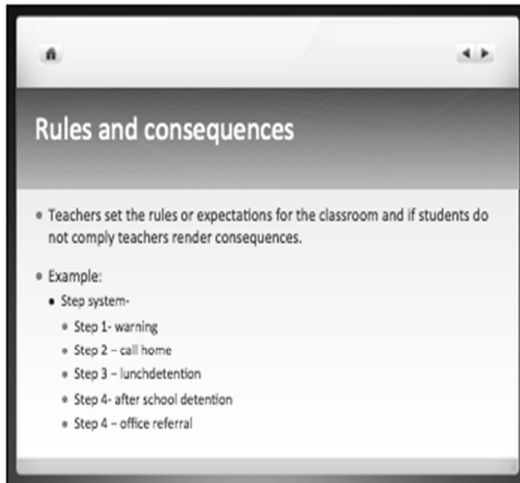
- Theorist: Rudolph Dreikurs
- Premise: Students need to be accepted by teachers and students in order to achieve and show good behavior.
- Characteristics: Students that don't get acceptance seek acceptance through:
 - Seeking attention, power, revenge, and withdrawal
 - Teachers should encourage effort and improvement
 - Teachers should be positive and emphasize students strengths
 - Be optimistic, enthusiastic, supportive

Success Approach

- Theorist: William Glasser
- Premise: Students choose their behavior and teacher help students make better choices for them to be successful. If Students experience success they are less likely to choose to misbehave.
- Characteristics: Teachers help students make better choices
 - Stress student responsibility, making rules, enforcing rules
 - Establish rules & Enforce consequences
 - Be persistent & continuously review
 - Do not allow excuses & suggest appropriate alternatives

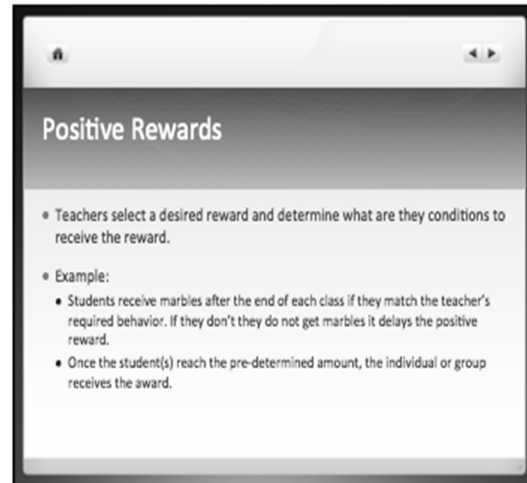
Classroom management plans generally fall into one of two categories:

- Rules and consequences
- Incentives & Rewards



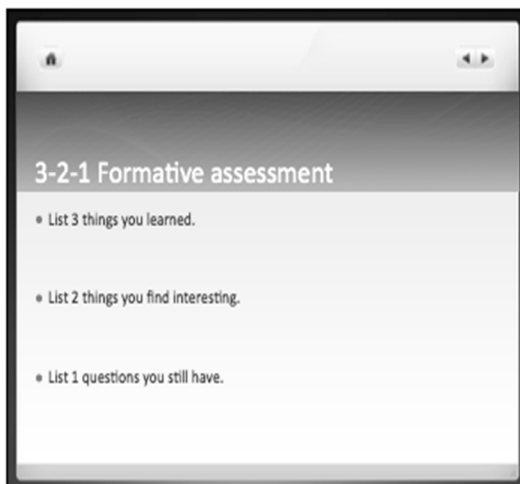
Rules and consequences

- Teachers set the rules or expectations for the classroom and if students do not comply teachers render consequences.
- Example:
 - Step system-
 - Step 1- warning
 - Step 2 – call home
 - Step 3 – lunchdetention
 - Step 4- after school detention
 - Step 4 – office referral



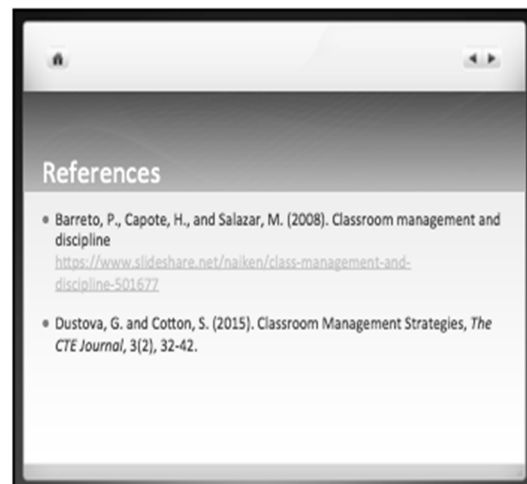
Positive Rewards

- Teachers select a desired reward and determine what are they conditions to receive the reward.
- Example:
 - Students receive marbles after the end of each class if they match the teacher's required behavior. If they don't they do not get marbles it delays the positive reward.
 - Once the student(s) reach the pre-determined amount, the individual or group receives the award.



3-2-1 Formative assessment

- List 3 things you learned.
- List 2 things you find interesting.
- List 1 questions you still have.



References

- Barreto, P., Capote, H., and Salazar, M. (2008). Classroom management and discipline <https://www.slideshare.net/naliken/class-management-and-discipline-501677>
- Dustova, G. and Cotton, S. (2015). Classroom Management Strategies, *The CTE Journal*, 3(2), 32-42.

Work session

Take the final 90 minutes to work with members of your team/department discuss and plan your classroom management plan.

Consider the following factors as you collaborate:

- Is your classroom management part of team or department plan or does it stand-alone?
- Does your plan encompass the physical layout of the classroom?
- Does your plan include your rules, routines, and procedures?
- Does your plan account for getting the students attention and transition?
- Does your plan consider the school district's expectations and the student code of conduct?
- Does your plan cover how you will handle discipline?
- How will you communicate your plan to students?
- How will you communicate your plan to parents?

Day 1 Ticket Out the Door

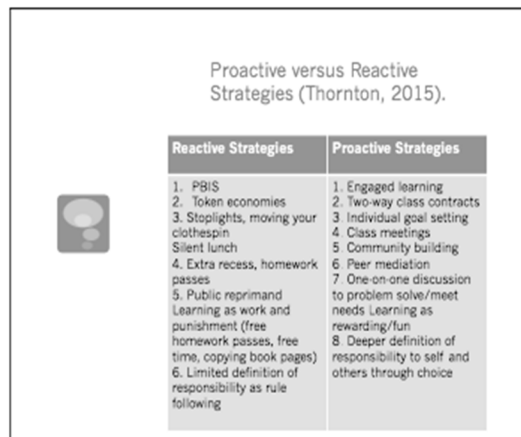
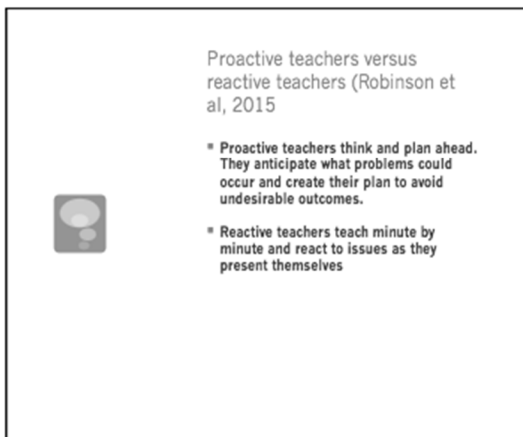
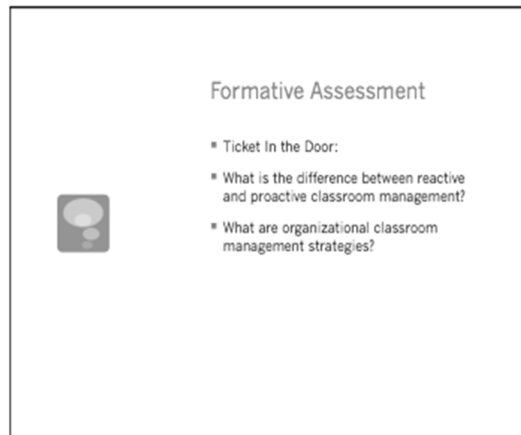
Today's Topics

1. Classroom management versus discipline
2. School district classroom management expectations
3. Various classroom management approaches

As you reflect on today's topics, answer the following questions:

1. What part of managing a classroom are you comfortable with?
2. What part of managing a classroom are you apprehensive about?
3. What parts of managing a classroom do you feel you need support?

Day 2: PowerPoint Presentation 1



Proactive versus Reactive Strategies
(Clunies-Ross et al, 2008).



| Reactive Strategies | Proactive Strategies |
|-----------------------------|---|
| Recommend drug medications | Listen actively and negotiate commitments |
| Use lectures and threats | Instruct the child in coping skills |
| Use rewards and punishments | Modify the current teaching style |
| Have the child removed | Spend time and energy to help the child |
| Use corporal punishment | Read articles about the problem |
| | Provide nurturance and support |
| | State the rules and expect compliance |

Classroom design



- Should be safe
- Should allow easy maneuvering
- Should encourage collaboration
- Should be flexible
- Should be clean/clutter-free
- Should be orderly
- Should be student friendly

Build Relationships



- Get to know your students
- Model appropriate interactions
- Model Empathy/a sense of humor
- Model anger/frustration management
- Model equality
- Celebrate effort and small success
- Support risk taking
- Accept diversity

Be prepared



- Plan ahead
- Provide necessary materials
- Create engaging lesson plans
- Be reflective
- Anticipate potential problem
- Plan alternative lesson plans

Expectations



- Negotiate classroom expectations/rules
- Utilize behavior contracts
- Post expectations
- Refer back to expectations often
- Practice what you preach
- Model appropriate behaviors
- Model interactions
- Hold class meetings

Routines



- Explain how students should enter and exit
- Attendance
- Practice drills (Fire, code red, etc.)
- Model transition
- Establish attention getting technique
- Discuss interruptions (visitors, phone calls/intercom, etc.)
- Model group collaboration behaviors
- Create break routines (bathroom, water, etc.)

Praise desired student behavior



- Acknowledge desired behaviors
- Use affirming statements for behavior
- Use planned ignoring of undesirable behaviors
- Praise student behavior in front of others students
- Make positive parent phone call about desired student behavior

Monitor/supervise students



- Move about the room constantly
- Use proximity control
- Have students do mundane tasks to allow teacher to monitor students
- Teach from multiple parts of the classroom
- Use clickers/remotes to allow teacher free movement

Promote student participation



- Regularly solicit a variety of student responses to keep students engaged:
 - Individual
 - Group
 - Verbal
 - Written
 - Electronic

Prompt expected behavior



- Proactively explain expected behavior before starting activity
- Give clear directions
- Reiterate expected behavior throughout activity

Inspect what you expect



- Stick to expectations
- Safe guard routines
- Monitor behavior
- Provide intervention where needed
- Revisit trouble areas
- Reflect on classroom climate
- Remain consistent

References



- Robinson, M., Wang, H., and Wong, R. (2015). Plan of action, *Instructor*, 124(4), 40-41.
- Thornton, H. (2015). Making the right Choices: Authentic Classroom Management, *AMLE Magazine*, 3(2), 34-36.
- Mitchell, B.S., Hirn, R.G., and Lewis, T.J. (2017). Enhancing Effective Classroom Management in Schools: Structures for Changing Teacher Behavior. *Teacher Education and Special Education*, 40(2) 140-153.
- Penny Claries-Ross, P., Little, E., and Kienhuis, M. (2008) Self-reported and actual use of proactive and reactive classroom management strategies and their relationship with teacher stress and student behaviour. *Educational Psychology*, 28:6, 693-710, DOI: 10.1080/01443410802206700

Day 2: PowerPoint Presentation 2

Classroom Management Scenarios Activity

Instructions

- Work within your collaborative to:
 - Read each scenario
 - Identify the undesirable behavior
 - Discuss and come to a consensus on how the group would address the behavior
 - Select someone to present the group's scenario

Class management scenario

- A student keeps yelling out answers as you are trying to teach. Despite your repeated efforts to get him to stop, he keeps responding freely without being prompted.
- How do you address this situation?

Activity Template

- Use the following template to work through the scenario:
- Undesirable behavior: _____
- How would you address the behavior: _____

- What proactive strategy could have prevented the behavior:

Class management scenario

- Two students are playing in the back of the room disrupting the lesson. You ask one of them to move to another seat and the student angrily yells, "What about the other guy, he was talking too. I'm not moving unless you make him move."
- How do you address this situation?

Activity Template

- Use the following template to work through the scenario:
- Undesirable behavior: _____
- How would you address the behavior: _____

- What proactive strategy could have prevented the behavior: _____

Class management scenario

- Two students that are working in a group get in to an argument and start cursing at each other, threatening to fight, and start pushing and shoving each other.
- How do you address this situation?

Activity Template

- Use the following template to work through the scenario:
- Undesirable behavior: _____
- How would you address the behavior: _____

- What proactive strategy could have prevented the behavior: _____

Class management scenario

- You go to the telephone to call a parent of a student that is disrupting your class. The student walks toward you and proceeds to hang up the phone, while yelling out, "Bitch you don't need to call my mother".
- How do you address this situation?

Activity Template

- Use the following template to work through the scenario:
- Undesirable behavior: _____
- How would you address the behavior: _____

- What proactive strategy could have prevented the behavior:

Class management scenario

- Multiple students start giggling and one student runs out of the room crying, before you realized that one of your students air dropped a video of the student that ran out of the room crying in a very compromising sexual act.
- How do you address this situation?

Activity Template

- Use the following template to work through the scenario:
- Undesirable behavior: _____
- How would you address the behavior: _____

- What proactive strategy could have prevented the behavior:

Class management scenario

• A student asks to go to bathroom and you tell him not right now. The student gets angry and starts demanding to go to the bathroom. Eventually, the student walks out the room without permission.

• How do you address this situation?

Activity Template

• Use the following template to work through the scenario:

• Undesirable behavior: _____

• How would you address the behavior: _____

• What proactive strategy could have prevented the behavior:

Class management scenario

• You ask a student who has been using his cellphone to hand over his cellphone. The student becomes belligerent and refuses to relinquish stating, "I'm not giving you my phone, you don't pay the bill".

• How do you address this situation?

Activity Template

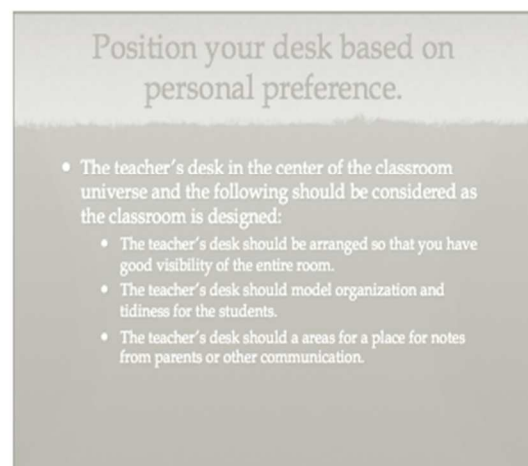
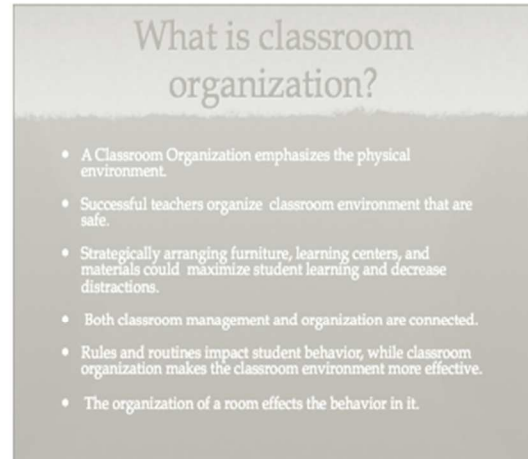
• Use the following template to work through the scenario:

• Undesirable behavior: _____

• How would you address the behavior: _____

• What proactive strategy could have prevented the behavior:

Day 2: PowerPoint Presentation 3



Arrange the desks in the classroom first.

- How student desks are is partially based on teacher preference, but several things should be considered when creating an effective learning environment:
 - Make sure the teacher can see all students well.
 - All students should be able to see the teacher and the chalk/dry eraser/smart board.
 - Keep student desks away from congested areas, windows, or doors.
 - Rows of desks = encourages individual focus
 - U-shaped = encourages discussion
 - Grouped together = encourages collaboration

Determine the placement of any other furniture.

- The placement of other furniture should be based on convenience and accessibility:
 - Materials should be readily available
 - Students should have a place to turn in their work
 - Supplies should be visible and accessible
 - Classroom libraries or resource areas should be near

Assess technology

- Technology can be a tremendous resource and can help engage students. Consider the following when setting up a classroom with access to technology:
 - Include an area where technology items are readily available, but not a distraction.
 - The teacher should have an unobstructed view of all technology when in use.
 - Create a schedule to ensure equal access for all students.
 - Make sure a technology is secured at all times.

Hazardous, but necessary classroom supplies

- Cleaning materials and other potentially dangerous supplies are a necessary item in all clean classrooms, however, their safe storage is an absolute must for the health of all students.
- Safely lock all cleaning materials and other classroom chemicals that are not in use.
- Regularly examine and account for all potentially dangerous materials.

Designing a floor plan.

- As the classroom architect or engineer, it is important to create or have input in designing the classroom and having floor plans available.
 - Make sure a copy of the floor plan is in the substitute folder with any needed explanations.
 - Make sure all entrances and exits are marked in the case of an emergency.
 - Reflect and review these plans regularly to determine if changes are necessary.

Shelves.

- Classroom or resources libraries are a great way to make your classroom more accommodating.
- Keep shelves neat and free from clutter.
- Make sure students are aware of what resources are available.
- Designate key areas on all book shelves.
- Use shelves to display student items and personal effects to create a warm classroom environment.

Teacher/student files

- Create teacher and students files to have ready access to everyday items you use regularly.
- Label or create tabs to help you better organize and easily locate items that you need.
- Make sure to create and secure files that will remain confidential with limited access.

Focus some attention towards walls and bulletin boards.

- Walls should be adorned with student work with the permission of the students and changed regularly.
- Bulletins are another source information and should be used to remind students of what we are studying and engage students regarding the classroom.
- Either a few walls or bulletin boards should be covered with a reminder of class schedules, expectations, and daily routines.

A work in progress.

- A organized classroom must be flexible and ever-changing to meet the needs of all students.
- Add things as needed to the classroom.
- Encourage a communal view of the classroom and its contents.

3-2-1 Formative Assessment

- Reflection: What did you learn, what do you have questions about, where will you go from here?
- List 3 things that you have learned.
- List 2 questions you have currently.
- Tell 1 thing you will do from this point.

Until we meet again

- Next steps: Online Activity
- Each month you will be sent a link to reflect, share, and ask questions to help bridge the gap between the first two days of the professional development and the third day, when we start the second semester. Each of these reflection will allow you to see what other people have experienced so that you can learned from your colleagues.

Online Activity Links

- August Online Reflection
 - https://docs.google.com/forms/d/1F1A1pQ1S8JeyfA697yYk_c_dUth3XQDF3t7p7vG7A5eJQ6k14/viewform?usp=st_link
- September Online Reflection
 - https://docs.google.com/forms/d/1F1A1pQ1S8JeyfA697yYk_c_dUth3XQDF3t7p7vG7A5eJQ6k14/viewform?usp=st_link
- October Online Reflection
 - https://docs.google.com/forms/d/1F1A1pQ1S8JeyfA697yYk_c_dUth3XQDF3t7p7vG7A5eJQ6k14/viewform?usp=st_link
- November Online Reflection
 - https://docs.google.com/forms/d/1F1A1pQ1S8JeyfA697yYk_c_dUth3XQDF3t7p7vG7A5eJQ6k14/viewform?usp=st_link
- December Online Reflection
 - https://docs.google.com/forms/d/1F1A1pQ1S8JeyfA697yYk_c_dUth3XQDF3t7p7vG7A5eJQ6k14/viewform?usp=st_link

Monthly Online Journal Check In Reflections between Day 2 and Day 3

After the first two days of the professional development, the teachers will start their school year using their classroom management plans and proactive classroom management strategies. Between the second and third day of the professional development, I will send each teacher a link each month for an online journal question to give them an opportunity to reflect on their experiences and practice of managing a classroom. Listed below are the online questions, I will send each teacher using a Google form:

August's Question: In terms of classroom management, what is working for you versus what is not?

September's Question: What is the most challenging thing you have dealt with so far and how did you handle it?

October's Question: What situation or undesirable would you like support dealing with at this moment?

November's Question: What situation or undesirable would you like support dealing with at this moment?

December's Question: If you could go back in time and change one thing as it relates to classroom management, what would it be? Why?

Day 3: PowerPoint Presentation 1



1ST SEMESTER REFLECTIONS

- ▶ With a colleague, examine your first semester; reflect on the various components of this professional development, and respond to the following questions:
- ▶ Did you manage your classroom or did you discipline your classroom more? How do you know?
- ▶ Did you better understand the school district's classroom management expectations more and the role you played?
- ▶ What classroom management approach(es) did your personal plan resemble the most?
- ▶ What proactive strategies did you make use of during the first semester?
- ▶ What scenario from the professional development did you face during the first semester? Or what need scenario, would you like to share?
- ▶ What organizational strategies worked for you? Or what new strategy would you like to share?

BREAK/LUNCH

RTI/ INTERVENTION

- ▶ Even when classes are managed well and teachers have built positive relationships, some students still struggle despite all the teacher's efforts. For those students, there maybe a need to try some additional strategies to help level the playing field for those students that do not seem to respond well to the things that the teacher is doing.

WHAT IS RTI?

- ▶ According to the RTI Action Network...

▶ "Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data."

KEY COMPONENTS

- ▶ *High-quality, scientifically based classroom instruction*- Teachers should provide research-based instruction that is high quality for all students in a general education setting.
- ▶ *Ongoing student assessment*- Students receive an assessment called a universal screener to determine what level students are learning and how fast. Their progress is measured over time to decide whether they are making adequate progress or require additional support.
- ▶ *Tiered instruction*- Student instruction is research-based and differentiated based off of their need. Intervention is provided at varying rates based off whether or not students are responding positively.
- ▶ *Parent involvement*- Teachers /schools provide parent communication regarding student progress, current achievement, instruction, and chosen interventions to help show parents where their child is currently, where they need to be, and what they plan is to help them reach their goal.

TIER I

- ▶ **High-Quality Classroom Instruction, Screening, and Group Interventions**

- ▶ During Tier 1, all students receive high quality instruction that is researched –based.

TIER 2

- ▶ **Targeted Interventions**

- ▶ During Tier 2, students that are having difficulty will receive interventions to help bridge the gap from where they are now to where they need to be. Their progress is monitored to see what if any progress they make before additional decisions are made regarding whether more interventions are needed.

TIER 3

- ▶ **Intensive Interventions and Comprehensive Evaluation**

- ▶ During Tier 3, students receive individualized interventions. If these interventions do not help the students make progress, they are referred on to evaluation to help determine whether they are candidates for the Special Education Program.

THE FOLLOWING VIDEOS SHOULD BE USED
BASED OFF WHAT LEVEL THE TEACHERS
ATTENDING THIS PROFESSIONAL
DEVELOPMENT CURRENTLY TEACH.

PRE-SCHOOL RTI VIDEO

► Watch the following video to learn more RTI on the pre-school level:

► <https://www.youtube.com/watch?v=L3CP9vmwGr4&feature=youtu.be>

ELEMENTARY RTI VIDEO

► Watch the following video to learn more RTI on the elementary school level:

► <https://www.youtube.com/watch?v=a2-DXXoemAg&feature=youtu.be>

MIDDLE SCHOOL RTI VIDEO

► Watch the following video to learn more RTI on the middle school level:

► <https://www.youtube.com/watch?v=VIRM6M7EZ0&feature=youtu.be>

HIGH SCHOOL RTI VIDEO

► Watch the following video to learn more RTI on the high school level:

► <https://www.youtube.com/watch?v=YcTKuBZ-mY8&feature=youtu.be>

PROFESSIONAL DEVELOPMENT EVALUATION

► Please take a few moments to complete the following evaluation for this professional development. Your feedback is greatly appreciated.

► https://docs.google.com/forms/d/e/1FAIpQL5d8J_uUD0oX06WJHseYgksElyAg-EYPPQ-HURaqeDaYGbyD0Q/viewform?usp=sf_link

REFERENCES

► RTI Action Network

► <http://www.rtinetwork.org/>

Professional Development Evaluation

* Required

1. The professional development goals were clearly stated. *

- a. Strongly disagree
- b. Disagree
- c. Neutral
- d. Agree
- e. Strongly agree

2. The professional development learning outcomes were relevant for my needs. *

- a. Strongly disagree
- b. Disagree
- c. Neutral
- d. Agree
- e. Strongly agree

3. The professional development format was beneficial for the intended learning. *

- a. Strongly disagree
- b. Disagree
- c. Neutral
- d. Agree
- e. Strongly agree

4. The professional development facilitator had sufficient content knowledge. *

a. Strongly disagree

b. Disagree

c. Neutral

d. Agree

e. Strongly agree

5. What was the best part of the professional development? *

6. What was part of the professional development could be improved? *

7. If you could redesign this professional development what would you exclude? *

8. If you could redesign this professional development what would you add? *

Appendix B: Interview Protocol

Thank you for taking the time out of your busy schedule to meet and to allow me to interview you. As I mentioned in an e-mail, we will explore your perceptions about your classroom management preparation and investigate professional development opportunities that may strengthen your skills in classroom management. Your views on this matter will help me to better understand how teachers feel about their classroom management preparedness and what professional development opportunities may be needed to better prepare you to manage a classroom. Please answer each question with as much detail as possible, and do not hesitate to share experiences you have encountered. The interview will last approximately one hour during which I will be asking you about experiences that you have had with managing a classroom, classroom management strategies that you have used, which strategies have worked or did not work, professional developments you have participated in, and your ideas about how a teacher could become better prepared to manage a classroom. Do I have your permission to record this interview? As I mentioned, no one will have access to this interview and you can ask me at any point to stop recording.

Before we get started, do you have any questions? If you think of a question once we have begun, please do not hesitate to ask and I will do my best to answer each question.

RQ1. What are teachers' perceptions about the effectiveness of the classroom management practices being used in the local school?

IQ1. Please describe a situation when you had to address a difficult student's disruptive behavior.

Q1a. How did it make you feel?

IQ1b. Explain how you confronted the behavior?

IQ1c. Describe how you felt this approach addressed the undesirable behavior.

IQ1d. What, if anything you would have done differently if that same situation occurred again?

IQ2. Can you describe a situation when you had to address a disrespectful behavior?

IQ2a. How did it make you feel?

IQ2b. Explain how you confronted the behavior?

IQ2c. Describe how you felt this approach addressed the undesirable behavior.

IQ2d. What, if anything you would have done differently if that same situation occurred again?

IQ3. Please describe a situation when you had to address a verbally/physically aggressive behavior.

IQ3a. How did it make you feel?

IQ3b. Explain how you confronted the behavior?

IQ3c. Describe how you felt this approach addressed the undesirable behavior.

IQ3d. What, if anything you would have done differently if that same situation occurred again?

IQ4. Please describe a situation when you had to address an insubordinate behavior.

IQ4a. How did it make you feel?

IQ4b. Explain how you confronted the behavior?

IQ4c. Describe how you felt this approach addressed the undesirable behavior.

IQ4d. What, if anything you would have done differently if that same situation occurred again?

RQ2. What are teachers' perceptions of the school district's classroom management policy and expectations?

IQ1. Please describe a situation when you felt you were well equipped or ill equipped to deal with a student behavior? (Can you provide more detail, explain why, or give an example?)

IQ2. Please describe any classroom management training you have obtained before you started to teach. (Can you provide more detail, explain why, or give an example?)

IQ3. Please describe any classroom management training you have obtained after you started to teach. (Can you provide more detail, explain why, or give an example?)

IQ4. Please describe how you learned to effectively manage a classroom. (Can you provide more detail, explain why, or give an example?)

RQ3. What professional development opportunities could enhance teachers' classroom management skills?

IQ1. What do you believe are your strongest skills in managing a classroom of students?

IQ2. What are the challenges in managing a classroom that you would like to improve?

IQ3. What skills or knowledge would you like to gain to improve your classroom management performance?

IQ4. What types of professional development opportunities do you feel would have better prepared you to manage a classroom?

Is there anything else you would like to add? Thank you for your time!

Appendix C: Online Journal Protocol

Hello, my name is Leslie Ellis and I am a doctoral student from Walden University. Thank you for taking time out of your busy schedule to participate in an online diary on effective classroom management strategies and classroom management professional development needs. Teachers have a unique method for managing their classroom; I would like you reflect on your current practices, different experiences that you have had, and how you react to different situations.

To better understand who you are as a classroom manager and how you handle different situations as they occur, I will present you with one question per week over the next 4 weeks. The questions will be administered online, and you will respond to each question online at your convenience and at a location of your choosing. There is not a correct or incorrect answer, and your responses to the weekly questions should be based on your own opinion or personal belief.

Your responses will be recorded online and review by me as they are posted. I may ask additional probing questions to better understand your perspective and make sure I understand your meaning. As with the interview protocol, your responses to each question or scenario of the week will be kept confidential and only viewed by me.

Week 1

Describe your classroom management plan for this week, when, and how you implemented your plan to your students.

Week 2

Please describe a difficult situation you had to deal with this week regarding a student(s) undesirable behavior during class or school day and how you dealt with the behavior.

Week 3

Please describe an effective or ineffective classroom management strategy you utilized this week and what made it effective or ineffective.

Week 4

Please describe an additional training or ability you wish you had to help address a particular student behavior and how would it impact your ability to manage your classroom.