TRANSFORMATIONAL CLASSROOM MANAGEMENT: A STUDY OF NOVICE TEACHERS WHO ARE EFFECTIVE CLASSROOM MANAGERS

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A Dissertation

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I certify that this student has met the requirements for format contained in the University format manual, and that this dissertation is suitable for shelving in the library and credit is to be awarded for the dissertation.

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DEDICATION

To every third grade student I was blessed to teach at St. Mary School. You have enriched my life in unimaginable ways. May the grace of our Blessed Mother be with you always.

Prayer to Our Mother of Perpetual Help

O Mother of Perpetual Help, grant that I may ever invoke thy most powerful name, which is the safeguard of the living and the salvation of the dying. O Purest Mary, O Sweetest Mary, let thy name henceforth be ever on my lips. Delay not, O Blessed Lady, to help me whenever I call on thee, for, in all my temptations, in all my needs, I shall never cease to call on thee, ever repeating thy sacred name, Mary, Mary. O what consolation, what sweetness, what confidence, what emotion fill my soul when I pronounce thy sacred name, or even only think of thee. I thank God for having given thee, for my good, so sweet, so powerful, so lovely a name. But I will not be content with merely uttering thy name; let my love for thee prompt me ever to hail thee, Mother of Perpetual Help.
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Thank you Mrs. Marie Adams, my colleague and friend, for planting the seed in my brain as an inexperienced first year teacher to continue my education. Thank you for seeing in me qualities that I was unaware even existed at that point in time. In my eyes, you will always be the epitome of what an educator should be.

I would like to thank my doctoral committee for their dedication and support throughout the dissertation process. Your time and insight have been invaluable. Thank you Dr. Robert Pritchard, for helping me develop a study that is significant to the educational community and one that I can look back on with pride. Thank you for making yourself available to meet with me as frequently as I requested, and for providing me with critical and constructive feedback along the way. Dr. Porfirio
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Abstract

of

TRANSFORMATIONAL CLASSROOM MANAGEMENT: A STUDY OF NOVICE
TEACHERS WHO ARE EFFECTIVE CLASSROOM MANAGERS

by

Colleen Mary Bruckmann

Effective classroom management is essential to maximizing instructional time, which in turn, increases the likelihood of successful student learning outcomes. Classroom management is an area many teachers, especially those with limited teaching experience, fail to claim proficiency. The following is a qualitative report illustrating five novice teachers who are effective classroom managers. The researcher sought to identify the beliefs and practices that contributed to the participants’ success with classroom management.

This study utilized a qualitative method of inquiry. A narrative inquiry approach was selected because the researcher’s objective was to understand, describe, and analyze the stories shared by the novice teachers involved in this study. The qualitative methods of data collection included surveys, interviews, and observations. Data analysis was comprised of text analysis, identifying and coding emergent themes, and interpreting the findings. During the data analysis process, the researcher
identified the following emergent themes: leadership, high expectations, positive reinforcement, multitasking, environment, and collaboration.

The findings of this study answered the research questions. The first research question sought to uncover the provisions and procedures the participants had established to maintain a productive learning environment through their leadership abilities, setting high expectations for all students, using positive reinforcement, creating a productive environment, multitasking, and collaboration. The second research question sought to identify how the provisions and procedures that promoted successful classroom management were developed by the teachers in this study. Pre-service teacher education programs, in-service professional development, and past experiences were recognized as being influential.
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Chapter 1

INTRODUCTION

This dissertation is a report of a narrative inquiry study of novice teachers who are effective classroom managers. Qualitative data in the form of surveys, interviews, and observations were the basis of the findings presented. The first chapter of the dissertation presents the background of the study, statement of the problem, nature of the study, theoretical framework, operational definitions, research assumptions, limitations, scope and delimitations, and an overview of the methodology used.

Effective classroom management is essential to maximizing instructional time, which in turn, increases the likelihood of successful student learning outcomes. The ability of teachers to organize and manage student behavior impacts the effectiveness of instruction. A multitude of research indicates maintaining order in the classroom to achieve academic objectives is one of the greatest challenges teachers will encounter. “Classroom management is the most common concern cited by pre-service, beginning, and experienced teachers as well as being the focus of media reports, professional literature, and school staff room conversations” (McCormack, 1997, p. 102).

Cothran, Kulinna, and Garrahys (2003) describe classroom management as a prerequisite that allows other effective teaching behaviors to be successful. Classroom management includes creating a productive physical environment, developing effective rules, establishing productive routines, effectively managing and maximizing learning time, preventing and responding to misbehaviors, and nurturing positive relationships between students and between the teacher and students.
Teacher quality is a fundamental ingredient in student achievement. Effective teachers continue to find ways to provide the best instruction for their students. Instruction has shifted from the traditional teacher-centered to a more student-centered approach. Garrett (2008) indicates as beliefs about quality of instruction have shifted to a more constructivist approach so have beliefs about effective classroom management. Constructivist teachers deviate from the traditional teacher-centered approaches that implement rigid rules and routines created and enforced by the teacher. Educators who have adopted a student-centered approach to instruction and management focus on shared leadership, community building, and balancing the needs of both the teacher and the students. Teachers fostering a student-centered environment promote students as active participants in their learning in which critical thinking is an expectation. Problem solving among peers is modeled and encouraged.

In addition to a change in instruction and management, there has also been a transformation in students’ backgrounds. Diversity is ever-present in today’s classrooms as students differ in race, ethnicity, religion, gender, and ability. Teachers are continuously challenged to meet the individual needs of their diverse student population.

Teachers who are effective classroom managers must also be culturally reflective practitioners who take into account the individual differences of each student as they develop their classroom management strategies. Shechtman and Leichtentritt (2004) explain, “The teaching process should take into account individual differences in cognitive, emotional and motivational student functioning, on the one
hand, and learning should actively engage the learner and be relevant to personal interests, experiences and needs, on the other” (p. 324). Proponents of culturally relevant pedagogy encourage culturally responsive classroom management (CRCM) as well. Teachers practicing CRCM embrace diversity in the classroom and take the time to learn about their students’ cultures, languages, beliefs, and family structures to help them best meet the needs of their students in a culturally responsive manner.

Nevertheless, many teachers, particularly less experienced ones, struggle in the area of classroom management. This often leads to less instructional time as the teachers’ attention is diverted to disruptive behaviors. Koki (2000) indicates it is essential for teachers to establish an environment through conscious and careful planning that will promote a positive learning climate for all students. Classroom management is an ongoing process that must be evaluated and altered as needed throughout the year. Although it is essential to have strong classroom management skills in order to foster a successful teaching career, few teachers are able to claim proficiency in this area.

Ingersoll and Smith (2003) believe competencies in the area of classroom management also influence the persistence of new teachers in teaching careers. Koki (2000) explains beginning teachers frequently identify control and discipline as their greatest challenge, often struggling with the transition from pre-service experiences to in-service realities. Teachers who struggle with classroom management often report feelings of stress and burnout early in their career. According to Haycock (2006), nearly half of this country’s new teachers leave the classroom within their first five
Effective classroom management may be promoted in novice teachers through mentor and/or induction programs. Mentor and/or induction programs often contribute to novice teachers’ success in developing effective classroom management techniques. On-going professional development in the area of classroom management also promotes success in this area. Kariuki (2009) explains “Sustained and intensive professional development in classroom management is more likely to have an impact on enhanced teacher knowledge and skills, and ultimately student achievement, than shorter professional development activities” (p. 4).

Through successful prevention and intervention techniques, teachers may develop an effective classroom management plan that promotes more time spent on instruction and less time on behavior management. Koki (2000) believes teachers who consciously develop classroom arrangements, plan rules and routines, and allocate time through rules and procedures are effective classroom managers. This study explored the beliefs, experiences, and practices of five novice teachers, identified by their principals as effective classroom managers that have contributed to their success with classroom management.

**Problem Statement**

Too few teachers, particularly those new to the profession, are effective in the area of classroom management. The results include ineffective instructional time, more frequent disruptions in the classroom, and increased teacher frustration which
leads to a greater likelihood of leaving the profession. When effective classroom management strategies are not developed, novice teachers often fail to become highly effective teachers. Oliver and Reschly (2007) explain highly effective teachers structure the classroom environment in a way that decreases the likelihood of inappropriate behaviors while increasing desirable student actions.

Novice teachers experience struggles with classroom management that negatively impact student learning. A disconnect often exists between what is being taught in pre-service programs in regard to classroom management and the reality of what teachers face when they enter their classrooms. Disruptions divert teachers’ attention from the task at hand decreasing time spent on learning. Classroom management is an area of importance that impacts many facets of teaching and learning. Teachers often continue to improve classroom management techniques as they progress through their careers. Novice teachers often lack the experiences that contribute to being an effective classroom manager.

An increased understanding is needed in the area of effective classroom management to improve beliefs and practices of pre-service, beginning, and experienced teachers in regard to classroom management. There are a plethora of research studies examining classroom management but very few examining effective classroom management among novice teachers.

This study employed qualitative research methods that will contribute to the existing knowledge base about novice teachers who exhibit effective classroom management. This study is significant as it also sheds light on how novice teachers can
be successful classroom managers as well as how they can be better prepared upon entering the field. The results of this study provide the basis for recommendations that will expand the knowledge of teachers and teacher educators in the realm of classroom management. This study also lays a foundation for further research seeking to identify common factors that contribute to novice teachers’ success in classroom management.

**Nature of the Study**

A qualitative narrative inquiry was conducted to investigate and gather data about the beliefs and practices of novice teachers who display effective classroom management competencies. The participants selected, emerged from a pool of novice teachers who were identified as being successful with classroom management. There were five participants in this study that were chosen from a larger population, that had been identified by their principals as being effective classroom managers based on the criteria determined by the researcher. The criteria included creating a productive physical environment, developing effective rules, establishing productive routines, effectively managing and maximizing learning time, preventing and responding to misbehaviors, and nurturing positive relationships between students and between the teacher and students. The participants selected from the larger population were contacted by the researcher and were invited to participate in this study. A narrative inquiry approach through the use of surveys, interviews, and classroom observations was the most effective way to allow the participants to share their stories and experiences in regard to classroom management. A small sample size was used to
allow the researcher to conduct an in-depth exploration of novice teachers identified as successful with classroom management.

The purpose of this study was to investigate effective classroom management as a method of enhancing order in the classroom and promoting high student achievement. The researcher sought to identify factors that contributed to novice teachers’ success with classroom management.

**Research Questions**

1. What provisions and procedures have the teachers in this study found necessary, to establish and maintain an environment in which instruction and learning can occur?
2. How did the novice teachers in this study develop these provisions and procedures to promote success in classroom management?

These research questions guided the survey, interview, and fieldnote data collection in order to unearth factors contributing to the participants’ success with classroom management. Further discussion of the methodology, including the narrative inquiry approach, is explained in Chapter 3.

**Theoretical Framework**

**Interactionalist Framework**

Martin and Sass (2010) explain classroom management theories fall into the categories of non-interventionist, interventionist, and interactionalists. Non-interventionist theories are least direct and controlling and assume the child has an inner drive to find its expression in the real world. Interventionist theories exhibit
controlling and direct behaviors and are on the opposite end of the theoretical continuum, emphasizing what the outer environment does to shape individuals in a particular way. This study followed the interactionalist framework which falls between non-interventionist and interventionist beliefs. Interactionalists focus on what the individual does to alter external milieu as well as what the environment does to shape the individual.

**Operational Definitions**

*Classroom Management:* The provisions and procedures necessary to establish and maintain an environment in which instruction and learning can occur (Duke, 1979).

*Induction Program:* Involves practices used to help new and beginning teachers become competent and effective professionals in the classroom. Induction programs also help develop an understanding of the local school, community, and cultures. The intent of all induction programs is to transform a student teacher graduate into a competent career teacher.

*Mentor:* The role of the mentor teacher is to teach the candidate what is known about how to teach, coach the candidate so that their skills can be developed in a supportive environment that promotes risk-taking, and provide opportunities for the intern to reflect upon the many aspects of the teaching and learning process.

*Novice Teacher:* This term refers to an individual who has completed the prerequisite requirements of the teacher-education program and is in their first through third year of teaching.
Professional Development: The range of formal and informal processes and activities that teachers engage in both inside and outside of school, in order to improve their teaching knowledge and skills (Jackson & Davis, 2000).

Student-Centered Instruction: Teachers encourage student exploration to construct meaning both academically and socially. Reflective thinking and problem solving are promoted.

Teacher-Centered Instruction: Teacher exerts control over the students through clearly defined rules, routines, and punishments that are mandated. Teachers rely on extrinsic motivation to influence student behavior.

Teachable Moment: Unexpected events that occur wherein the teacher seizes an opportunity to use this event as a means to teach the students a lesson.

Limitations

Although the participants included in this study were limited to a purposeful sample of novice teachers exhibiting strength in classroom management, a wide range of information regarding the participants’ beliefs and practices in regard to classroom management were examined. This information allowed the researcher to determine if the results may be generalized to other effective teachers in the area of classroom management. One limitation was that four out of the five teachers that participated in this study were kindergarten teachers and the other was a first grade teacher. Since classroom management in primary grades may differ from classroom management in higher grade levels, this lack of variance may limit the generalizability of the data. Participants were also limited to teachers in Northern California which may exclude
perspectives of teachers from other regions throughout the nation. Data were limited to those who replied and may not represent the larger population. The limitations of a narrative inquiry approach relate to the generalizability of the findings.

**Research Assumptions**

This study focused on the beliefs and practices of novice teachers who were acknowledged as effective classroom managers within their classrooms. Specifically, the study examined their successful classroom management strategies and the experiences that contributed to their development. The research of this study was predicated upon the following assumptions:

1. The phenomena of effective classroom managers within the classroom can be found in many school settings, not just the ones presented in this study.
2. The participants exhibited effective classroom management skills.
3. Participants completed the surveys and participated in interviews and classroom observations.
4. The participants in this study answered the survey and interview questions honestly.

**The Significance of the Study**

This study adds to the body of research on effective novice teachers in the area of classroom management. The researcher identified factors that led the participants to be successful in classroom management during their first, second, and/or third years of teaching. Qualitative data was collected in an effort to identify effective elements of novice teachers exhibiting strength in classroom management. The researcher
identified contributing factors to novice teachers’ success in classroom management. The data collected provided the basis for helpful recommendations for ways novice teachers can be more effective in the area of classroom management and provided insight to others interested in the significance of effective classroom managers and the support of novice teachers.

**Remainder of the Study**

This study identified beliefs and practices of novice teachers that contributed to their development of effective classroom management practices early in their careers. This dissertation is comprised of five chapters. Chapter 1 introduces the study describing the problem statement, nature of the study, summary of the study’s theoretical framework, operational definitions, assumptions, limitations, and the significance of the study. Chapter 2 provides a review of literature as well as some seminal works in the field of classroom management. Chapter 3 explains the study’s methodology including information about the sampling procedures, data collection, data analysis, and issues of validity and reliability. Chapter 4 presents the findings, providing an explanation of how the research tools were used for the data collection from the surveys, interviews, and classroom observations. An overall analysis of the data collected is also presented in Chapter 4. Chapter 5 explains the themes that emerged from the data with a conclusion that gives an interpretation of the findings as well as recommendations for teachers and teacher educators in regard to improving classroom management competencies in novice teachers.
Chapter 2

REVIEW OF RELATED LITERATURE

Introduction

This chapter presents the rationale for conducting research with novice teachers who are effective classroom managers. Many novice teachers enter the field underprepared in classroom management. Students are negatively impacted by new teachers’ lack of experience, pedagogical knowledge, and self-confidence in classroom management. The success in classroom management exhibited by the novice teachers in this study will pave the way for further research. The findings and recommendations of this study will provide teachers and teacher educators examples of effective strategies they may implement in their current practices.

Classroom management is a multifaceted, crucial component of effective teaching. Effective classroom management is essential in providing students quality instructional time and promoting successful student learning outcomes. Unfortunately, many novice teachers are unprepared in the area of classroom management and students suffer as a result. This study will examine the practices and beliefs of five novice teachers identified as exhibiting strength in classroom management.

The following review of literature represents the literature pertinent to this research study, novice teachers who are effective classroom managers. Chapter 2 is organized into five sections: (a) classroom management, (b) classroom management theories, (c) diversity and culturally responsive classroom management, (d) criteria for effective classroom management, (e) teacher preparation and support.
Classroom Management

For the purpose of this study classroom management is defined as “The provisions and procedures necessary to establish and maintain an environment in which instruction and learning can occur” (Duke, 1979). Classroom management has been described as the most efficient use of classroom time for teaching and learning with minimal time spent on disruptions (Shawer, 2010). Classroom management is a prerequisite that allows other effective teaching behaviors to be successful. Emmer and Stough (2001) describe classroom management as an ongoing cycle of establishing and maintaining order, effectively addressing any discipline concerns, designing effective instruction, working with students in a group setting as well as responding to the individual needs of students.

The importance of effective classroom management can be directly linked to student learning outcomes. A comparative study by Ryan and Cooper (2007) identified “efficient, average, and inefficient” teachers. The findings included the most “efficient” teachers engage their students almost 30 minutes longer each day than the “average” teacher and an hour longer than the “inefficient” teacher. Over the course of 180 days, students of “efficient” teachers get 90 more hours of engaged time than students of “average” teachers and 180 hours more than students of “inefficient” teachers. Oliver and Reschly (2007) concur, explaining to achieve positive educational outcomes effectively managing the classroom is essential. Monroe, Blackwell, and Pepper (2010) explain that not only is classroom management one of the most
influential factors in students’ academic success, but it is also one of the most influential factors in determining first year teachers’ success.

Teacher quality is a critical factor affecting student achievement. Ineffective classroom management impacts numerous aspects of teaching and learning. Teachers who are ineffective classroom managers have frequent disruptions in the classroom, resulting in a loss of instructional time. Student learning outcomes are negatively impacted as a result. Students who spend the day in a disruptive environment, experience less academic engaged time, tend to have lower grades, and perform worse on standardized tests than students in well managed classrooms (Oliver, Reschly, & Wehby, 2011). Donovan and Cross (2002) believe excessive referrals for special education, especially for at-risk students, are a direct result of teachers’ ineffective classroom management. This is exacerbated by the current pattern of teacher distribution, which often reveals a disproportionate assignment of less qualified and less experienced teachers to classrooms with economically disadvantaged children (Clotfelter, Ladd, Vifdor, & Wheeler, 2007). The cycle of the least capable teachers starting their career with the most challenging students is perpetuated with the inevitable outcome of low student achievement.

Ineffective classroom management also leads to an increase in teacher frustration and in turn impacts teacher attrition. Ineffective classroom management has been identified as being a reason many teachers leave the profession (Ingersoll & Smith, 2003). O’Neill and Stephensen (2011) agree, explaining novice and experienced teachers report managing student behavior as a major cause of stress and
fear and a reason for seeking out a new profession. A study conducted by Boe, Cook, and Sunderland (2008) reported a high percentage rate of general education teachers with varying years of experience leaving the profession. Attrition is reported at 8.9% for teachers with one to three years of experience, 5.9% for teachers with 4 to 12 years, 3.6% for teachers with 13 to 24 years, and 10.8% for teachers with 25 or more years of experience.

**Classroom Management Historically**

Historically, classroom management strategies were developed to comply with teacher-centered environments. Garrett (2008) explains in this setting teacher control is of primary importance where compliance is valued over initiative, and passive learners over active learners. Teachers exert control through a system of clearly defined rules, routines, and punishments that are mandated by the teacher rather than developed with the students. In a teacher-centered classroom students sit and listen rather than actively learn. Classroom management in a teacher-centered environment relies upon extrinsic rewards as a means to influence student behavior.

**Classroom Management Currently**

As educational trends continue to evolve, there has been an inevitable shift in instructional delivery. Teachers are veering away from teacher-centered approaches such as direct instruction and lectures and are embracing a more student-centered approach employing strategies rooted in constructivism. Garrett (2008) explains constructivist principles believe knowledge is constructed by the teacher and students
rather than transmitted directly by the teacher. Collaboration and active learning are
evident in student-centered classrooms.

With this shift in instruction, there should also have been a shift in classroom
management approaches. Garrett (2008) explains a student-centered management style
features shared leadership, community building, and a balance between the needs of
teachers and students. Advocates of student-centered classroom management
encourage teachers to relinquishing hierarchical power structures and share
responsibility with the students. This inevitably assists in managing student behaviors.

Emmer and Stough (2001) suggest “The management styles teachers employ
should be congruent to the teachers’ instructional goals for their students, types of
activities used in the classroom, and characteristics of the students themselves”
(p.104). As logical as this may sound, it often does not reflect reality. Pre-service
teachers continue to be presented with traditional classroom management techniques
while simultaneously being taught the most current academic trends in education. This
disconnect is problematic for novice teachers entering the field who are trying to find
the teaching and management style that allows them and their students to be most
successful.

**Classroom Management Theories**

The array of classroom management theories allows teachers to determine
those most in alignment with their teaching philosophies and practices. Often effective
classroom managers use a combination of management theories or develop their own
based on their needs and individual needs of their students. Classroom management theorists can be identified as non-interventionists, interventionists, or interactionalists.

Martin and Sass (2010) explain that non-interventionists assume the child has an inner drive to find its expression in the real world. Non-interventionists exhibit the least direct and controlling behaviors. Thomas Gordon’s theory, discipline through self-control (2001, as cited in Kaliska, 2002), suggests discipline cannot be achieved through either reward or punishment but rather must be developed within the character of the child. Alfie Kohn’s theory, beyond discipline (1996, as cited in Charles, 1999), rejects all systems of reward and punishment in favor of community and student decision-making. Rooted in constructivism, Kohn encourages active learning and describes the role of the teacher as a facilitator of self-directed learning. Haim Ginott’s theory of congruent communication (1972, as cited in Charles, 1999) indicates effective classroom management depends on teacher-student interaction. As a decisive element in the classroom, Ginott believed teachers can shape students with their own behaviors. Ginott promotes the use of congruent messages and respecting students as a means of effective classroom management (Charles, 1999).

Interventionists are on the opposite end of the theoretical continuum, emphasizing what the outer environment does to shape individuals in a particular way. Interventionists exhibit controlling and direct behaviors. Burrhus Fredrick Skinner’s behaviorist theory (1974, as cited in Kaliska, 2002) suggests learning is a result of operant conditioning. Students were rewarded for good behavior and ignored or punished for inappropriate behavior. Skinner believed behaviors that were self-
rewarding would be repeated and those that were not would be avoided (Kaliska, 2002). Fred Jones’ positive discipline model (1996) encourages establishing proactive and preventive discipline measures within teachers’ strategies of discipline, instruction, and motivation. Specific preventive measures include establishing classroom routines, working the crowd, and arranging the classroom (Jones, 1996). Lee Canter’s assertive discipline theory (1975, as cited in Charles, 1999) proposes using assertive discipline as a means of recognizing and encouraging repeated positive behavior. Charles (1999) explains Canter’s model of assertive discipline focuses on meeting students’ needs by humanely managing behaviors through attending to student needs, developing class rules, teaching appropriate behaviors, and establishing a climate of respect and trust.

Interactionalists are midway between the two extremes. Interactionalists focus on what the individual does to alter external milieu as well as what the environment does to shape the individual. Rudolf Dreikurs encourages using the theory of democratic management (1964, as cited in Charles, 1999), believing that discipline based on mutual respect motivates students to behave constructively. Rooted in Maslow’s hierarchy of needs (1943, as cited in Kaliska, 2002), Dreikurs believed that all humans have a primary need to belong and to feel they are part of a group. William Glasser’s choice theory (1998, as cited in Kaliska, 2002) implies students must learn to control their own behavior. Glasser’s theory indicates that good behavior comes from good choices and that it is the job of the teacher to help students make good choices. Jacob Kounin’s model (1977, as cited in Kaliska, 2002) focused on teachers’
abilities to affect student behavior through instructional management. His theory on classroom management is based on teachers’ abilities to organize and plan in their classrooms, while using proactive behavior and high student involvement. He believed that in order for a teacher to have an effective connection between management and teaching, there needed to be good lesson movement achieved through “withitness,” overlapping, momentum, smoothness, and group focus.

**Theoretical Framework**

This study aligns with the interactionalist framework. Meeting between the extremes of non-interventionists and interventionists, the interactionalist theory focuses on students as individuals and how they respond to the environment around them. The teachers in this study practice the theories developed by Dreikurs, Glasser, and Kounin.

**Diversity and Culturally Responsive Classroom Management**

**Diversity.** The student population has become more diverse than ever in the history of our nation. Teachers must embrace diversity as it continues to permeate the classroom setting. Meeting the ever changing needs of students continues to be a challenge for educators especially as the needs of the diverse student population become more complex. Diversity encompasses a vast array of differences, including cultural, linguistic, gender, religion, family structure, economic, and ability level both socially and academically.

Novice teachers often lack experience working in diverse classrooms and try to fit students of cultural differences into the realm of their own cultural experiences
which are frequently White and middle class. Dobler, Kesner, Kramer, and Devin (2009) conducted a study of collaborative development for pre-service teachers’ success in urban schools. The authors identified the following experiences as being influential to working with diverse learners and encouraging culturally responsive decisions and practices: participating in internships in diverse settings, critical reflection, dialogue and discussion, reading professional materials, and interactions with families.

Effective teachers and classroom managers acknowledge and accommodate differences in students’ academic ability. Peine and Coleman (2010) conducted a study entitled “The Phenomenon of Waiting in Class” which stemmed from the question posed to one of the authors “Ms. Peine, why do we have to sit and wait in the regular classroom for other children to learn stuff?” Intrigued by this, the author conducted a qualitative study of 16 “gifted” children in elementary and middle school which unearthed that waiting was a universal element of being gifted in a regular classroom. Interviews, student maps, and observations were conducted as the source of data collection.

Peine identified three themes and/or categories of waiting during the data collection including classroom waiting, instructional waiting, and assignment waiting. Classroom waiting refers to school rules or practices such as attendance, lunch procedures, lining up, and transitioning classes that all students were required to comply with. Instructional waiting refers to new concepts introduced or reviewed. Gifted children are reported to begin the school year with knowledge of 40%-60% of
the content. Instructional waiting time greatly impacts gifted children as they spend this time sitting and unengaged. Assignment waiting refers to the portion of the day for extended practice through seatwork, workbooks, and/or homework. Gifted students often finish these tasks much more quickly than the average student leaving more time for them to sit unengaged in the classroom. Teachers who are willing and eager to embrace diversity in the classroom must differentiate instruction and management to meet the needs of all students.

Effective teachers must also attend to the vast needs of students from a diverse socio-economic range. Students from low socio-economic backgrounds often have less experienced teachers lacking proficiency in classroom management.

**Culturally Responsive Classroom Management (CRCM).** Culturally responsive teachers are aware of how their culture differs from the students in their classroom and understand the norms of their students and families may not align with their own. Teachers practicing culturally responsive strategies educate themselves on the traditions, beliefs, and cultures of their students and use this information to help them better understand their students’ needs. As students continue to become more diverse and the teaching population continues to remain predominantly White, middle-class, females, the disconnect between students and teachers remains apparent.

Culturally responsive teachers make modifications to their instructional and management strategies to meet the diverse cultural needs of their students. They are willing to listen to students and adapt their behaviors to respond in an appropriate manner to meet the needs of diverse students. Embracing diversity and teaching
students to be proud of their cultural background is essential in creating a culturally responsive classroom. This also shows students their teacher appreciates them for who they are as unique individuals, promoting the importance of establishing positive relationships. Making an effort to connect with students and their families demonstrates teachers are interested in knowing more about them.

Ullucci (2009) conducted a study of six White public elementary school teachers working in urban settings. The participants were identified by school administrators as being exceptionally effective in working with students of color. Observation was used as the main source of data collection as the researcher explored how White teachers implement multicultural practices in the classroom, in relationship with classroom management and community building. The three themes that emerged during Ullucci’s study include the classrooms being organized to foster community building and respect, teachers created relationships through honest conversations about feelings, difference and equity, and actual classroom management techniques.

The teachers in Ullucci’s (2009) study created a classroom environment that reflected the diverse population of students. Multicultural materials were displayed throughout the classrooms exhibiting a sense of pride. Multicultural resources were integrated in other content areas exhibiting the teachers’ beliefs in culturally responsive teaching. The teachers also created a physical environment that promoted collaboration and cooperative activities. Desks were arranged in tables to provide students with the opportunity to share in discussions. The classrooms also had an area for the students to convene as a group for whole class discussions. Ullucci noted none
of the desks were arranged in rows and no students were physically separated from the others.

Honest conversations about feelings, difference, and equity were observed by the researcher. These conversations helped build a sense of community among the students and their teachers, allowing students to feel supported and valued by their teachers and classmates. Ullucci (2009) noted the teachers also used emotion as a classroom management strategy. Responding to an argument between two students one teacher stated “It kind of makes me sad when you come to the rug and argue” (p. 20). This immediately stopped the inappropriate behavior.

Ullucci explained she did not see a structured discipline scheme in any of the teachers’ classrooms. Traditional forms of classroom management such as star charts, table points, or flip cards, were not used by any of the teachers in this study. They relied rather on establishing limits, creating family-like situations, and motivating students to do the right thing. As a result, management was not an issue in these classrooms.

Culturally responsive classroom management is grounded in culturally responsive pedagogy. Weinstein, Tomlinson-Clarke, and Curran (2003) explain teachers practicing CRCM must “recognize their ethnocentrism and understand the broader sociopolitical context to understand that definitions of appropriate classroom behavior are culturally defined, develop knowledge of their students’ cultural backgrounds, use culturally appropriate classroom management strategies, and build caring classroom communities” (p. 272).
Bondy, Ross, Gallingane, and Hambacher (2007) conducted a study on culturally responsive classroom management among novice teachers. Three novice teachers were selected to participate based on the researchers’ previous knowledge of their teaching practice. The study was based on videotaped and interview data. The findings noted successful CRCM is rooted in developing positive relationships, establishing high expectations and holding students accountable for meeting these expectations, and communicating in culturally responsive ways.

Criteria for Effective Classroom Management

Establishing and maintaining a productive learning environment through effective classroom management is vital. When classroom management is intertwined with effective instruction that is engaging and meaningful, productive learning environments thrive (Stoughton, 2007). The criteria for effective classroom management includes creating a productive physical environment, developing effective rules, establishing productive routines, effectively managing and maximizing learning time, preventing and responding to misbehaviors, and nurturing positive relationships between students and between the teacher and students. When teachers successfully integrate these components they promote successful classroom management.

Classroom environment: Creating a productive physical environment.

Creating a productive physical environment is crucial in establishing effective classroom management strategies. The physical arrangement of students’ desks allows or prohibits working cooperatively, safely, and universally. Teachers who promote
student-centered collaboration often arrange students’ desk in tables and/or groups providing students easy access to peers for discussions. Teachers providing traditional teacher-center instruction often restrict desk arrangements to rows to discourage peer discussion.

Oliver and Reschly (2007) suggests creating a classroom environment that eases traffic flow, minimizes distractions, and provides teachers with good access to students in order to respond to questions and better manage behavior. Creating a space that allows easy access to materials and supplies also helps facilitate smooth transitions and in turn promotes effective classroom management because it plans to include all students who may need more room to pass down an isle or reach an object or see/hear something. Developing and teaching students efficient routines for obtaining and returning supplies also eliminates disruptions.

**Developing effective rules.** The use of rules is a preventative measure many effective classroom managers use to establish the behavioral context of the classroom. Rules convey what behaviors are expected of the students, what behaviors will be reinforced, and the consequences for inappropriate behavior (Oliver & Reschly, 2007). Developing well thought out rules and procedures that are achievable, sets students up for success. It is necessary to clearly communicate these rules and procedures to students setting high expectations and promoting successful student behaviors (Sayeski & Brown, 2011). Teachers following a student-centered approach find it successful to allow student input in creating class rules. Roache and Lewis (2011)
support this theory, explaining student involvement in rule formation and classroom
decision making reflects a healthy and supportive school climate.

Effective classroom managers teach students how to follow rules and remind
students of these rules throughout the year as needed. Remaining consistent with rules
and procedures demonstrates to the students that teachers will follow through with
consequences. Students are more successful when they know exactly what to expect
and show a clear preference for strong teacher guidance over permissive classroom
environments (Sayeski & Brown, 2011).

**Establishing productive routines.** Effective classroom managers understand
the importance of establishing productive routines for both instructional and non-
instructional activities. Taking the time to teach students how to effectively follow
routines, and reminding students of correct routines and procedures as needed, has
proven to be invaluable to effective classroom managers. Sayeski and Brown (2011)
support this by stating “A classroom’s practiced and rehearsed daily procedures create
the backbone for effective classroom management” (p. 12). Teachers who rehearse
common routines such as entering and leaving the classroom, attendance, submitting
work, lunch and recess procedures, and transitions demonstrate effective classroom
management strategies.

**Effectively managing and maximizing learning time.** One of the most
important components to effectively managing the classroom is managing and
maximizing learning time. The more instructional time students experience the more
successful student learning outcomes become. It is vital for teachers to efficiently use
all classroom time, including transitions between activities, to maximize learning time (Oliver & Reschly, 2007).

To maximize learning time, effective teachers must understand the skill level of all students and differentiate instruction to meet their individual needs. Factoring in time to provide students with frequent and ongoing feedback promotes maximizing learning time. Frequent, ongoing feedback provides students and teachers the opportunity to reinforce concepts or to move forward with new material.

**Preventing and responding to misbehaviors.** Preventing and responding to misbehaviors is an essential component in being an effective classroom manager. Shawer (2010) explains “Lesson planning is not only crucial to effective pedagogy but also to effective classroom management” (p. 2). Effective classroom managers identify lesson planning, preparation, and execution of lessons as a means of preventing discipline problems (Zuckerman, 2007). Planning highly engaged activities is a preventative measure taken by effective classroom managers to ensure students are stimulated and actively engaged. Sayeski and Brown (2011) explain students who are occupied in instruction are less likely to have behavior problems.

Oliver and Reschly (2007) explain teachers planning highly engaged activities understand it is essential to present instructional material to students in a relevant manner. Lessons are executed in a planned, sequential order that is logically related to skill development and students’ instructional needs. Students are also provided frequent opportunities to respond to academic tasks in conjunction with guided practice and immediate feedback.
Responding to misbehaviors is as instrumental in being an effective classroom manager as preventing misbehaviors. Zuckerman (2007) conducted a study of successful student teachers’ strategies in regard to classroom management. Sixty-eight secondary science student teachers participated in the study identifying ways they effectively manage the classroom. The strategies identified as being most effective included changing the pace of a lesson, using least intrusive interventions along with a sequence of nonverbal to verbal strategies, and conferring privately with chronically disruptive students.

**Positive teacher-student relationships.** Creating positive relationships in the classroom promotes effective classroom management. Bradley, Pauley, and Pauley (2005) explain fostering positive teacher-student relationships improves student affective and cognitive development, increases motivation, and minimizes negative behaviors. A growing body of research indicates the nature of the student-teacher relationship should be rooted in sensitivity, trust, and mutual respect (Roache & Lewis, 2011). A positive classroom climate conveys to students the teacher is confident in their abilities to meet students’ needs by reinforcing rules, redirecting misbehaviors, or addressing extreme situations. Students who believe their teachers care about them as individuals and want them to succeed also tend to be willing to work harder academically and behaviorally to please their teachers and to feel pride in their accomplishments.

Cothran, et al. (2003) conducted a study about students’ perceptions of classroom management. This study was comprised of 182 secondary students (grades
6-12) and represented 14 different schools. Interviews were used as the main source of data collection. The themes that emerged from the data conveyed how important it is to the students that teachers create positive relationships. The students reported more positive student behavior in class when the teachers set clear expectations and consequences early on in the school year, and developed caring, respectful relationships with students.

Marzano and Marzano (2003) conducted a meta-analysis of more than 100 studies and found teachers who had positive relationships with their students had 31% fewer discipline problems and rule violations than teachers who did not. Oakes and Lipton (2003) further expand on Marzano and Marzano’s beliefs by explaining building community within the classroom and fostering positive relationships is an effective management strategy. Teachers who exhibit caring and nurturing behaviors create classroom communities rooted in positive relationships.

**Teacher Preparation and Support**

**Teacher preparation.** Teacher preparation programs offer pre-service teachers curriculum covering a magnitude of content. Programs differ vastly worldwide. Classroom management may be embedded into other classes or may be stand-alone classroom management units. As requirements vary for each program, so do the experiences of pre-service teachers.

A study conducted by O’Neill and Stephensen (2011) examined 35 teacher preparation programs to identify how classroom management curriculum was offered to pre-service teachers. The researchers discovered 2% of the programs offered no
classroom management instruction, 4% only offered classroom management as an elective, 42% required stand-alone classroom management units and the remaining 52% of the programs offered classroom management embedded into other courses. The findings from this study indicate when embedded into other course units, classroom management instruction may be limited to just a few hours of instruction. Pre-service teachers were asked to suggest what should be included in teacher preparation programs and 60% indicated a stand-alone classroom management unit would be beneficial (O’Neill & Stephensen, 2011).

O’Neill and Stephensen (2011) also indicate many teacher educators believe to better prepare per-service teachers, improved classroom management experiences are needed. Limited courses offered and inconsistencies in course content also negatively impact management capabilities in pre-service and novice teachers. Koki (2000) indicates many pre-service teachers observe functional classrooms midyear with established environments. It would be advantageous for pre-service teachers to learn from experienced teachers how to begin the school year by developing routines and procedures to maintain an orderly classroom prior to the first day of school.

Farkas and Duffet (2010) articulate classroom management is not considered a priority by some education professors in the United States with only 37% believing that teacher preparation in maintaining order and discipline in the classroom was essential. Jones (2006) criticizes poorly integrated curriculum in conjunction with professors unwilling or unable to present broad material outside their own comfort level, fails to prepare pre-services teachers in the area of classroom management.
Cooper, Crow, and Bihm (2007) interject that “Many professors who teach classroom management are products of similar teacher education institutions that teach generic classroom management and use many clinical assignments with easy to teach students” (p. 7).

Research indicates many teachers criticize classroom management content in their preparation program as being too theoretical and disconnected with the reality of classroom management challenges. Author Matthew Miller (2008) explains:

I experienced many difficulties as I shifted back-and-forth between classes at the university and field placements in public schools, where I was being asked to implement teaching strategies across a broad range of subject areas with students I didn’t know well. I saw teaching practices in schools that were very different than those advocated by my professors at the university. (p. 77)

The divide between what is being taught in pre-service programs and the reality of what is expected of teachers in regard to classroom management, often leaves the first year of teaching as the only true classroom management training for novice teachers. Novice teachers often feel unprepared to manage their classrooms, concerned with their ability to apply the theory learned in their preparation courses to the reality of the classroom (Monroe et al., 2010).

Monroe et al. (2010) on the other hand, also provide recommendations for better meeting the needs of pre-service teachers. The authors explain through collaborative partnerships with local schools, the University of Mississippi (UM) School of Education (SOE) has been successful in providing pre-service teachers
opportunities to practice classroom management strategies and receive critical feedback for further development.

Pre-service teachers are required to use their theoretical knowledge of child growth and development to design and implement an original management system. The clinical instructors were eager to work with the pre-service teachers and noted fostering a positive and encouraging relationship. This invaluable collaborative partnership has provided pre-service teachers effective “on the job” management training (Monroe et al., 2010). Oliver and Reschly (2007) agree that creating collaborative partnerships between local school districts and pre-service institutions has been identified as a means of strengthening pre-service teachers’ pedagogical knowledge of classroom management.

Siebert’s study (2005) also displays success in providing pre-service teachers the opportunity to collaborate in the field. The Alpha Professional Development School (APDS) initiative at Omega State University has aligned with the Professional Development School (PDS) network to enhance pre-service teachers’ educational experiences. The APDS works collaboratively between practitioners and researchers to provide educators the opportunity to improve their practices in which both practicing teachers and student teachers were encouraged to attend ongoing professional development workshops to improve their success in classroom management. Siebert recommends that all student teachers have the opportunity to participate in similar programs prior to entering the profession.
Alverez (2007) suggests “Teachers who complete more classroom management during their preparation are better able to manage student behavior” (p. 1121). Oliver and Reschly (2007) support this by indicating increased opportunities for guided practice and feedback in implementing preventative and corrective behavior management strategies is advantageous to pre-service teachers.

**Mentor and induction programs.** Effective mentor and induction programs are essential to promoting success among novice teachers. Mentors facilitate development and growth in mentees during pivotal years. The type of mentoring offered should be differentiated based on individual needs, and should be personalized for professional growth (Turley, Powers, & Nakai, 2006). Experienced teachers who are effective classroom managers can guide the practices of novice teachers providing support in classroom management through modeling, reflection, and constructive feedback (Sempowicz & Hudson, 2011). Effective induction programs build in release time for mentors and new teachers to work together in staff development, observe one another's instruction, assess and converse about student work, and address important questions and issues in a timely manner (Turley et al., 2006).

A study conducted by Sempowicz and Hudson (2011) investigated the mentoring practices used to guide mentees in the area of classroom management. A single case study between mentor and mentee was chosen as the method of data collection which was intended to provide rich data. The study focused on a five-factor model for mentoring which includes personal attributes, systematic requirements, pedagogical knowledge, modeling, and feedback.
Personal attributes were identified as an important component of the five-factor model. The mentee explained that her mentor demonstrated continuous support and modeled positive attitudes towards teaching. The mentor was supportive of the mentee’s ideas allowing her the freedom to express her thoughts openly. The mentor encouraged the mentee to implement ideas and strategies in the classroom and allowed her the opportunity to critically reflect upon these experiences.

System requirements such as the mentee’s involvement in a school-wide positive support program entitled “Program Achieve” were also factored into the model. The mentor provided the mentee hands-on experiences in the program to allow her to identify positive student outcomes. Through scaffolding, the mentor provided the mentee classroom experience while instilling confidence and competencies in her classroom management practices.

Furthering the mentee’s pedagogical knowledge of classroom management also strengthened her classroom management skills. The mentor purposefully made direct links between pedagogical knowledge and positive classroom management. To enhance student engagement, the mentee was encouraged to relate new learning to students’ real-life experiences.

Modeling effective classroom management is invaluable for novice teachers. The mentor in this study not only discussed classroom management practices with the mentee, but also modeled these practices in the classroom. The mentee identified examples of transitions between activities, strategies for settling students, discussion of steps for participating in “messy work,” restating behavioral expectations
throughout lessons, refocusing strategies using non-verbal body language, and questioning to check for understanding, as being most helpful.

Providing constructive feedback to novice teachers gives them the opportunity to reflect upon their practice. The mentor in this study demonstrated the importance of providing the mentee feedback in a structured manner which promoted self-reflection and continuous professional growth.

Effective classroom management practices can also be promoted through novice teachers’ support of one another. Miller (2008) conducted a study of 26 pre-service teachers that investigated the impact of teachers’ problem-based conversations on their professional growth. The methods of data collection were interviews and observations. Miller’s findings suggest professional learning communities as a means for novice teachers to support one another. Sharing experiences through conversations, novice teachers can expand their knowledge of practice while supporting one another’s professional growth. Professional learning communities provide teachers with an ongoing opportunity to reflect upon and modify their practice. Miller goes on to explain “When teachers gather to talk about a peer’s self-identified teaching problems, they can serve as mirrors for their colleagues to view his or her practice” (p. 81).

**Professional development.** Professional development includes the formal and informal processes and activities that teachers engage in to improve their teaching knowledge and skills, with goal of improving student learning outcomes (Jackson & Davis, 2000). Kariuki (2009) explains sustained and intensive professional
development in classroom management has a greater impact on teachers’ pedagogical knowledge and skills and in turn student achievement, than shorter professional development experiences. Effective professional development is ongoing and integrated into the day-to-day operations of the learning community.

Classroom management is an area even experienced teachers fail to become proficient. For this reason, ongoing professional development for all teachers is a vital component to effective classroom management (Oliver & Reschly, 2007). Trends in education also change quickly and it is important for teachers to remain current in their instructional and management practices to best meet the diverse needs of students.

**Gaps in Literature**

Although there are numerous studies on classroom management a noted gap in the literature is that there are few studies on management practices used by teachers implementing constructivist or student-centered instruction. As instruction has shifted from a teacher-centered to a student-centered approach further research in this area is needed and vital. A multitude of studies on classroom management have been conducted, but the researcher identified limited studies focusing specifically on novice teachers’ classroom management abilities.

There are a limited number of narrative inquiry studies in the area of education, specifically in the realm of novice teachers and classroom management. This study will add to the growing number of narrative inquiry studies in the field of education.
Conclusion

Effective classroom management is a crucial component to effective teaching. Developing the provisions and procedures necessary to establish and maintain an environment in which instruction and learning can occur continues to be a challenge faced by many novice and experienced teachers. The importance of effective classroom management can be directly linked to student learning outcomes. Ineffective classroom management impacts numerous aspects of teaching and learning. Teachers who are ineffective classroom managers have frequent disruptions in the classroom, resulting in a loss of instructional time. Student learning outcomes are negatively impacted as a result. Ineffective classroom management also leads to an increase in teacher frustration and in turn impacts teacher attrition. Difficulty managing students is often voiced as a reason many leave the teaching profession.

As educational trends continue to evolve, there has been a shift in instructional delivery. Teachers are veering away from teacher-centered approaches and are embracing a more student-centered approach employing strategies rooted in constructivism. Garrett (2008) explains a student-centered management style features shared leadership, community building, and a balance between the needs of teachers and students. Emmer and Stough (2001) suggest aligning teachers’ management styles with the teachers’ instructional goals for their students, types of activities used in the classroom, and characteristics of the students themselves.

Diversity is ever-present in today’s classrooms. As the needs of the diverse student population continue to become more complex, meeting these needs continues
to be a challenge for educators. Diversity encompasses a vast array of differences including, cultural, linguistic, gender, religion, family structure, economic, and ability level both socially and academically. Culturally responsive classroom management is grounded in culturally responsive pedagogy and is encouraged in promoting effective classroom management. Teachers practicing CRCM must “recognize their ethnocentrism and understand the broader sociopolitical context to understand that definitions of appropriate classroom behavior are culturally defined, develop knowledge of their students’ cultural backgrounds, use culturally appropriate classroom management strategies, and build caring classroom communities” (Weinstein et al., 2003, p. 272).

The criteria for effective classroom management includes creating a productive physical environment, developing effective rules, establishing productive routines, effectively managing and maximizing learning time, preventing and responding to misbehaviors, and nurturing positive relationships between students and between the teacher and students. When teachers successfully integrate these components they promote successful classroom management.

Often novice teachers are unprepared in the area of classroom management. Pre-service teachers were asked to suggest what should be included in teacher preparation programs and 60% indicated a stand-alone classroom management unit would be beneficial. Many teacher educators believe to better prepare pre-service teachers, improved classroom management experiences are needed (O’Neill & Stephensen, 2011). Research indicates many teachers criticize classroom management
content in their preparation program as being too theoretical and disconnected with the reality of classroom management challenges. Monroe et al. (2010) recommend creating collaborative partnerships such as those developed by the University of Mississippi (UM) School of Education (SOE) and The Alpha Professional Development School (APDS) initiative at Omega State University. Both have been successful in providing pre-service teachers opportunities to practice classroom management strategies and receive critical feedback for further development.

Effective mentor and induction programs are also essential in promoting success among novice teachers. Personal attributes, systematic requirements, pedagogical knowledge, modeling, and feedback were identified as promoting effective mentorships. Classroom management is an area even experienced teachers fail to become proficient. For this reason, ongoing professional development for all teachers is a vital component to effective classroom management (Oliver & Reschly, 2007).

As education continues to evolve, instruction and management styles promise to be ever-changing. Effective teachers not only provide instruction to students in differentiated, meaningful ways, they also successfully integrate the many necessary components of effective classroom management. This in turn promotes student achievement and successful learning outcomes.

This study will add to the body of literature on classroom management, highlighting effective beliefs and practices of novice teachers who are paving the way for pre-service, novice, and experienced teachers. This study will also provide teacher
educators with successful classroom management strategies and techniques they may then teach to pre-service teachers.
Chapter 3

METHODOLOGY

The pivotal research regarding classroom management lacks focus on novice teachers who are effective classroom managers. The primary goal of this research study was to examine effective classroom managers among novice teachers to identify factors that contribute to success in classroom management competencies. The methodology employed is presented in this chapter. This chapter is organized into the following sections, justification for narrative inquiry, participants, setting, instrumentation and materials, procedures for data collection, procedure for data analysis, role of the researcher, and measures taken for participant rights and ethical protection. The data collection and analysis for this study was guided by the following research questions:

Research Questions

1. What provisions and procedures have the novice teachers in this study found necessary, to establish and maintain an environment in which instruction and learning can occur?
2. How did the novice teachers in this study develop these provisions and procedures to promote success in classroom management?

Justification for Narrative Inquiry

A narrative inquiry approach was selected because the researcher’s objective was to understand, describe, and analyze the stories shared by the novice teachers involved in this study. Merriam (2009) explains stories, also called “narratives,” are
the oldest and most natural way that we make sense of experiences. Narratives have become an effective way to collect qualitative data through first-person accounts of experiences. The novice teachers in this study shared their first-person accounts of their experiences with classroom management, which constitutes the narrative “text” of this study. The personal experience stories shared by the participants in this study provide a basis for improved practice for other educators in the area of classroom management.

Creswell (2005) explains the seven fundamental characteristics of narrative research include individual experience, chronology of experiences, collecting individual stories, retelling the stories, coding for themes, context or setting, and collaborating with participants. The researcher accomplished this by surveying, interviewing, and observing the participants. The interview and fieldnote transcriptions were coded for further analysis. Narratives were then written to present themes that emerged.

As noted in Chapter 2, there are a limited number of narrative inquiry studies in educational research. Creswell (2005) encourages the use of narrative inquiry explaining, narratives allow individuals to tell their stories and are beneficial to researchers looking for personal experiences in school settings. This method allowed the author to gain a deeper understanding of the importance of effective classroom management during novice years. Selecting a small and purposeful sample of participants harmonizes well with the qualitative approach used in this study. The purpose of this study was to unearth the beliefs and experiences of five novice
teachers who are effective classroom managers. The factors that contributed to their success with classroom management are the basis for recommendations for teachers and teacher educators with intention of improving current practices. This chapter presents the methodology, participants, setting, procedures for data collection, role of the researcher, validity and reliability, and data analysis discussions.

Participants

The participants in this study were five novice teachers in the Sacramento area exhibiting strength in classroom management. The participants were purposefully selected by the researcher from a population of novice teachers identified by their principals as being effective classroom managers based on the following criteria determined by the researcher. Criteria for participant inclusion consisted of novice teachers (1-3 years in the field) exhibiting strength in the following components of classroom management:

- Creating a productive physical environment
- Developing effective rules
- Establishing productive routines
- Effectively managing and maximizing learning time
- Preventing and responding to misbehaviors
- Nurturing positive relationships between students and between the teacher and students
Criterion sampling was used to ensure all five participants met the criteria for being an effective classroom manager as established by the researcher and is further explained in Chapter 2.

Prior to conducting the study, the researcher obtained authorization from each of the schools’ principals, confirming their consent for this study (see Appendix A). After receiving the principals’ consent, the researcher emailed an invitation to the proposed participants inviting them to participate in this study. A consent form was then emailed to the participants (see Appendix B). The participants signed the consent form and emailed it to the researcher. Participation in this study was voluntary and prior to conducting the surveys the researcher reviewed the written consent form to ensure the participants were fully aware of their involvement in the study and how the data collection, analysis, and storage would be conducted. Upon receiving the participants’ consent forms, the researcher contacted the participants to schedule interviews and classroom observations. The participants were assigned a number to ensure confidentiality of their responses. Three separate phases of data collection were included as part of this study. The participants exhibited strength in classroom management as novice teachers as described in Chapter 2. While the participants in this study were limited to a small purposefully selected sample, the researcher believes that the data will provide the basis for recommendations that will enhance the effectiveness of novice teachers’ classroom management skills.

The researcher created a participant profile (see Appendix C) to collect data on the participants’ initial observed characteristics. The researcher used this tool to
maintain records of correspondences, observed individual traits and characteristics, and teaching and management strategies. The profile was then used to assist the researcher in constructing a rich and descriptive narrative for each participant.

Participant one was a white female teaching kindergarten at a K-6 charter school. She responded to the researcher’s invitation the same day it was delivered. Her enthusiasm to participate and to have been recognized as an effective classroom manager was evident even through the initial correspondence. Participant one completed and returned the survey the day after it was administered. Her efficiency was noted by the researcher.

Participant two was a white female teaching first grade at a public K-6 elementary school. She responded to the researcher’s invitation to participate in a timely manner. She offered several time options for the classroom observations, allowing the researcher to view various content lessons and types of instruction. Participant two demonstrated developing a student-centered constructivist approach to teaching that provided her students differentiated instruction.

Participant three was a white female teaching kindergarten at a K-6 charter school. Participant three responded to the researcher’s invitation to participate in a timely manner and promptly scheduled the interview and first observation. Participant three established a classroom environment rooted in structure. The researcher identified the established routines and procedures as contributing to her competencies in classroom management.
Participant four was a female of color teaching kindergarten in a K-8 charter school serving its first class of kindergarten students during the 2011-2012 school year. Participant four established an environment with high expectations and a no excuse mentality.

Participant five was a white female teaching kindergarten at a K-8 charter school. Participant five exhibited a warm, yet strict, philosophy on classroom management. She had high expectations for her students but provided them with a nurturing environment.

The participants in this study can be characterized as exhibiting similar beliefs, strategies, and experiences in regard to classroom management enabling the results to be generalized to other teachers. Table 1 exhibits the participant demographics for this study.
Table 1

**Participant Demographics**

<table>
<thead>
<tr>
<th>Number</th>
<th>Gender</th>
<th>Institution they earned their Bachelor’s Degree</th>
<th>Degrees Attained</th>
<th>Teaching Credentials Attained</th>
<th>Years of Teaching Experience</th>
<th>Ethnic Background</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Female</td>
<td>California Polytechnic State University</td>
<td>B.A. Child Development</td>
<td>Preliminary Multiple Subject</td>
<td>2</td>
<td>White</td>
</tr>
<tr>
<td>2</td>
<td>Female</td>
<td>California State University, Sacramento</td>
<td>B.A. Liberal Studies</td>
<td>Preliminary Multiple Subject</td>
<td>2</td>
<td>White</td>
</tr>
<tr>
<td>3</td>
<td>Female</td>
<td>California Polytechnic State University</td>
<td>B.S. Liberal Studies</td>
<td>Cleared California Multiple Subject Teaching Credential</td>
<td>3</td>
<td>White</td>
</tr>
<tr>
<td>4</td>
<td>Female</td>
<td>California State University, Sacramento</td>
<td>B.A. Communication Studies M.A. Bilingual Multicultural Education</td>
<td>Preliminary Multiple Subject Credential</td>
<td>1</td>
<td>Person of Color</td>
</tr>
<tr>
<td>5</td>
<td>Female</td>
<td>University of California, Davis</td>
<td>B.S. Human Development M.A. Education</td>
<td>Preliminary Multiple Subject</td>
<td>1</td>
<td>White</td>
</tr>
</tbody>
</table>

Some of the similarities between the participants include all five participants were female. As novice teachers, the participants all had less than four years of teaching experience. The participants also all hold a valid teaching credential in the state of California.
Setting

The description and demographics for site one and two are presented below.

Data were not available for site three since the school has been open for less than one school year. Data were gathered from the California Department of Education’s clearinghouse, DataQuest. Site one was a K-6 charter school in Northern California created by parents and educators in the Sacramento suburbs. The school, opened in 2005, has increased the number of students served each year. The students served in the 2011-2012 school year were in grades K-6. In 2012-2013 seventh grade will be added and in 2013-14 eighth grade will be added. The primary mission at site one is to prepare elementary students with the skills necessary for life-long learning by providing a physically and emotionally safe learning environment that supports academic risk-taking, invites student participation, and structures cooperative learning experiences.

The curriculum focuses on diversity and appreciation of different cultures, while promoting academic excellence and foreign language acquisition. The specialty classes offered to all students includes Art, Physical Education, and Spanish. The middle school program focuses on Math, Science, and Technology and includes the use of iPads.

The campus is clean and inviting. The walls display student work and colorful signs promoting school events and important information for parents, staff, and students. It was apparent safety and cleanliness were a priority as the playground, hallways, and classrooms were free of litter and clutter. Portable units house two
classrooms each that are arranged by grade level. The middle school and high school share the grounds with the elementary school creating a large campus, home to students in grades K-12. Data for site one is illustrated in Table 2.

Table 2

Demographics for Research Site 1 Based on 2010-2011 California State Data

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Enrollment</th>
<th>API Report 2011</th>
<th>AYP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>57</td>
<td>43</td>
<td>43</td>
</tr>
<tr>
<td>Filipino</td>
<td>13</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>68</td>
<td>43</td>
<td>44</td>
</tr>
<tr>
<td>African American</td>
<td>55</td>
<td>42</td>
<td>42</td>
</tr>
<tr>
<td>White</td>
<td>139</td>
<td>85</td>
<td>85</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>n/a</td>
<td>42</td>
<td>42</td>
</tr>
<tr>
<td>English Learners</td>
<td>52</td>
<td>37</td>
<td>37</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>n/a</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>School Wide Total Population</td>
<td>355</td>
<td>230</td>
<td>231</td>
</tr>
</tbody>
</table>

Table 3

Research Site 1 Student Achievement Language Arts

STAR Testing Language Arts

<table>
<thead>
<tr>
<th>Grade</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Scale Score</td>
<td>394.3</td>
<td>382.6</td>
<td>395.8</td>
<td>398.7</td>
</tr>
<tr>
<td>% Advanced</td>
<td>41 %</td>
<td>35 %</td>
<td>56 %</td>
<td>64 %</td>
</tr>
<tr>
<td>% Proficient</td>
<td>41%</td>
<td>37%</td>
<td>21%</td>
<td>25%</td>
</tr>
<tr>
<td>% Basic</td>
<td>16%</td>
<td>18%</td>
<td>18%</td>
<td>9%</td>
</tr>
<tr>
<td>% Below Basic</td>
<td>0%</td>
<td>9%</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td>% Far Below Basic</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
</tr>
</tbody>
</table>
Table 4

Research Site 1 Student Achievement Mathematics

STAR Testing Mathematics

<table>
<thead>
<tr>
<th>Grade</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Scale Score</td>
<td>406.7</td>
<td>463.2</td>
<td>408.9</td>
<td>451.3</td>
</tr>
<tr>
<td>% Advanced</td>
<td>49 %</td>
<td>64 %</td>
<td>54 %</td>
<td>58 %</td>
</tr>
<tr>
<td>% Proficient</td>
<td>38 %</td>
<td>23 %</td>
<td>28 %</td>
<td>34 %</td>
</tr>
<tr>
<td>% Basic</td>
<td>8 %</td>
<td>9 %</td>
<td>4 %</td>
<td>6 %</td>
</tr>
<tr>
<td>% Below Basic</td>
<td>5 %</td>
<td>4 %</td>
<td>14 %</td>
<td>0 %</td>
</tr>
<tr>
<td>% Far Below Basic</td>
<td>0 %</td>
<td>0 %</td>
<td>0 %</td>
<td>2 %</td>
</tr>
</tbody>
</table>

Site two was a K-6 public elementary school in a Sacramento suburb. Site two serves students in grades Pre-K-6. The school’s mission is to foster safe, respectful, and responsible students where learning and student success are the main goals. Site two’s mission is to inspire each student to achieve every day. Information was posted about reduced lunch prices indicating they are meeting the needs of a socioeconomically disadvantaged student population. Fliers with important information were posted in both English and Spanish indicating a diverse population of students and families. The school office displayed a patriotic theme exhibiting images of George Washington, President Obama, and the U.S flag.
Table 5

Demographics for Research Site 2 Based on 2010-2011 California State Data

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Enrollment</th>
<th>API Report 2011</th>
<th>AYP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>16</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Filipino</td>
<td>9</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>128</td>
<td>88</td>
<td>94</td>
</tr>
<tr>
<td>African American</td>
<td>53</td>
<td>38</td>
<td>42</td>
</tr>
<tr>
<td>White</td>
<td>240</td>
<td>153</td>
<td>155</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>218</td>
<td>218</td>
<td>224</td>
</tr>
<tr>
<td>English Learners</td>
<td>72</td>
<td>57</td>
<td>60</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>n/a</td>
<td>41</td>
<td>42</td>
</tr>
<tr>
<td>School Wide Total Population</td>
<td>490</td>
<td>323</td>
<td>336</td>
</tr>
</tbody>
</table>

Table 6: Research Site 2 Student Achievement Language Arts

STAR Testing Language Arts

<table>
<thead>
<tr>
<th>Grade</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Scale Score</td>
<td>338.6</td>
<td>332.4</td>
<td>352.1</td>
<td>372.2</td>
<td>349.9</td>
</tr>
<tr>
<td>% Advanced</td>
<td>14%</td>
<td>9%</td>
<td>19%</td>
<td>31%</td>
<td>14%</td>
</tr>
<tr>
<td>% Proficient</td>
<td>25%</td>
<td>22%</td>
<td>34%</td>
<td>45%</td>
<td>41%</td>
</tr>
<tr>
<td>% Basic</td>
<td>42%</td>
<td>43%</td>
<td>32%</td>
<td>16%</td>
<td>36%</td>
</tr>
<tr>
<td>% Below Basic</td>
<td>11%</td>
<td>25%</td>
<td>12%</td>
<td>8%</td>
<td>5%</td>
</tr>
<tr>
<td>% Far Below Basic</td>
<td>8%</td>
<td>1%</td>
<td>3%</td>
<td>0%</td>
<td>3%</td>
</tr>
</tbody>
</table>
Setting three was a K-8 charter school in Northern California. The school’s mission is to prepare students in kindergarten through grade eight to compete, achieve, and lead in high school, in college, and in life. The organization’s vision is to be a school with the firm belief that all students, regardless of race, language, or income, are entitled to a high quality education. They believe that a strong culture is the foundation for success and that with discipline, structure, challenging work, humility, and optimism, students will have the education necessary to excel in high school, in college, and in their careers.

While this qualitative study may be limited in generalizability, it is highly functional. Providing the reader with the demographics of each setting allows others to use the findings to improve their own educational settings.
Instrumentation and Materials

The researcher created survey and interview questions guided by the study’s research questions. The survey (see Appendix D) was comprised of 21 multiple choice or short answer questions. A likert scale was used to answer the questions directed towards classroom management practices. The survey was used to identify commonalities and differences in the participants’ demographic and background information, such as degrees and credentials earned, current teaching positions and grade level, student population, and school setting. The survey also inquired about the participants’ physical and emotional classroom environment. The participants were also asked questions about strategies used to maximize learning time through productive routines, and preventions and responses to misbehaviors. The survey data provided a profile of an effective classroom manager for the researcher.

The interviews (see Appendix E) conducted were semi-structured, asking participants 25 open-ended questions intended to identify factors that contributed to their success with classroom management as novice teachers. The researcher asked follow-up questions during the interviews encouraging the participants to elaborate on their experiences, beliefs, and practices. The participants’ responses to the survey and interview questions provided the basis for a rich analysis of the elements in the participants’ experiences that contributed to their success with classroom management.

The researcher also created an observational checklist (see Appendix F) based on the criteria of being an effective classroom manager. The observational checklist
provided evidence, or a lack of evidence, that the participants were exhibiting practices specified in the pre-determined criteria.

**Procedures for Data Collection**

The qualitative methods of data collection in this study included surveys, interviews, and fieldnote observations as they are a common form of data collection for narrative inquiry. Merriam (2009) explains data collection is about asking, watching, and reviewing. Creswell (2005, 2009) describes the seven major steps in conducting narrative inquiry include identifying the problem to be explored, purposefully selecting a sample of participants, collecting stories from participants, retelling the individuals’ stories, collaborating with the storyteller, and writing a story about the participants’ experiences.

The above stated procedures for conducting narrative inquiry research were followed in this study. The problem identified by the researcher in this study is that too few novice teachers are effective in the area of classroom management. Using a criterion sample, novice teachers were identified that met the researcher’s criteria for being an effective classroom manager. The researcher interviewed and audio recorded the participants’ stories about their teaching beliefs and practices. The researcher used these stories as well as data collected from surveys and classroom observations to retell the participants’ stories. Collaboration between the participants and researcher provided further insight on the experiences shared that became the foundation for the narratives constructed by the researcher. Member checks were used as a means of validating accuracy.
Data were collected based on traditional protocols. The protocol employed for collecting the survey data included administering the survey to the participants via email. Upon completion of the survey the participants emailed the survey back to the researcher. The data complied were then transferred to a survey analysis table (see Appendix G) for further examination. Interview protocol used for asking and recording questions included developing a heading (date, place, interviewer, interviewee) and asking a series of open ended questions and follow up questions to encourage participants to expand on their thoughts and ideas. Appropriate spacing was allowed between questions to avoid rushing responses. The information was recorded and transcribed. Observational protocols utilized included engaging in multiple observations to validate participants’ competencies in classroom management in various settings. Other observational protocol used included developing a means of differentiating descriptive notes from reflective notes during the fieldnote collection.

**Phase I: Surveys**

The first phase of data collection in this study was administering the survey via email. The survey responses provided the researcher with background information about the participants including demographics, credentials and degrees obtained, teaching position and grade level, and general beliefs about classroom management practices. The researcher organized each participant’s survey data in a table for further analysis.
Phase II: Interviews

The researcher conducted the interviews in the teachers’ classrooms either before school or during the teachers’ lunch break when students were not present. The interviews ranged from 30 to 45 minutes. All interviews were audio recorded and then transcribed for data analysis. The audio recordings were destroyed following the transcriptions. The transcribed notes were kept in a locked storage cabinet and were destroyed upon completion of the study.

Phase III: Classroom Observations

Following the interviews, the researcher engaged in classroom observations. The participants had the freedom to decide what lessons they wanted the researcher to observe. All five participants were observed twice as a means of validating their effective classroom management capabilities in a variety of situations. The observations were no longer than 60 minutes per visit. During the classroom observations the researcher collected fieldnote data for further analysis. Fieldnote data were transcribed and provided the researcher with rich data to conduct an in-depth analysis of successful classroom management techniques and strategies used by the participants. Member checks were also conducted for further understanding and participant representation of voice.

Procedure for Data Analysis

Data analysis was comprised of text analysis, identifying and coding emergent themes, and interpreting the findings (Creswell, 2009). The qualitative data collected for this study were analyzed for similarities and differences, categorized, and
compared. Traditional procedures were utilized for this research study. As is customary for narrative inquiry, the data were analyzed through the discovery of themes that emerged from the surveys, interviews, and observations. Continuous reflection on the data presented the themes that emerged. Through open-coding, data were analyzed, identifying similarities between the participants’ beliefs and practices and were then constructed into the following categories: positive reinforcement, leadership, routines, teachable moments, multitasking, clear directions, productive environment, high expectations, culturally relevant practices, positive interactions, problem solving and collaboration. Through closed-coding the researcher narrowed the constructed categories into the following overarching themes: leadership, high expectations, positive reinforcement, multitasking, environment, and collaboration. The initial categories that emerged from the open-coding process were identified as falling under the umbrella of one of the overarching themes. The researcher then developed interpretations to make sense of the data.

The findings in Chapter 4 report the participants’ beliefs and experiences in regard to effective classroom management during their novice years. The data were then used to write a narrative description of what the participants had experienced in regard to classroom management.

To ensure qualitative validity the researcher used the qualitative analysis software MAXqda 10 to check for accuracy. Audio-recording the interviews provided the researcher the option to listen to the recording as often as needed to confirm precision. The researcher also used code/re-code strategies, member checks, and
triangulation with participant observations to compare the results for accuracy. To ensure qualitative reliability the transcripts were reviewed to confirm mistakes were not made during transcriptions. The researcher administered the survey to each participant in the same manner as well as remained consistent in the way the interviews and observations were conducted. Themes that emerged from the codings were presented to the doctoral committee for accuracy. These strategies helped ensure the data for this study were both valid and reliable.

Generalization is limited in qualitative studies. This study can be generalized to the broader theory about effective classroom management for all educators, and is not limited to novice teachers. The effective classroom management strategies implemented by the teachers in this study can also be adapted to various grade levels and in various environments.

The process of analyzing the data led to the summary of findings that are presented in Chapter 4 of this study. Implications and outcomes of this study, as they relate to promoting successful classroom management among novice teachers, are also discussed in Chapter 4. In conclusion, Chapter 5 discusses how the findings of this research can be used in current educational settings as well as for further research studies.

**Role of the Researcher**

The role of the researcher in this study was that of investigator. Creswell (2005) explains that in qualitative research the role of the researcher is that of the primary data collection instrument. The objective of the researcher was to gain an
understanding of the participants’ beliefs and practices in regard to effective classroom management. As a classroom teacher, the researcher acknowledged biases that may have surfaced during the study but managed to eliminate these biases so they are not reflected in the study.

**Measures Taken for Participant Rights and Ethical Protection**

This study was approved by the Institutional Review Board of California State University, Sacramento and contained minimal risk to the participants. The researcher assigned each participant a number to ensure their responses remained confidential. The data collected were destroyed upon completion of the study for the protection of the participants.

**Summary**

This chapter restated the purpose of this research and presented the research questions, as well as justified the use of a narrative inquiry methodology. The participant selection was described as being purposeful and encompassed criterion sampling. The settings of each school were described to provide the readers with a rich description of each research site. The instrumentation and materials were identified and rationalized. The procedures for data collection and data analysis were explained as a means of walking the reader through the progression of the study. The role of the researcher was described as that of investigator and primary source of data collection. The measures taken for participant rights and ethical protection were also illustrated.
Chapter 4

FINDINGS

This study investigated the beliefs and practices of novice teachers who are effective classroom managers. A qualitative narrative inquiry approach was selected by the researcher as the most effective way to gain a rich, in-depth exploration. The purpose of this study was to unearth the beliefs and practices of these educators, that contributed to their success in classroom management and to reveal themes related to effective classroom management practices.

The data were gathered through surveys, interviews, and classroom observations of five participants. The surveys were administered and collected via email and were coded and re-coded. The interviews were audio recorded and transcribed for further analysis. The researcher collected and transcribed extensive fieldnotes from the classroom observations.

The data were initially analyzed through open-coding, allowing the researcher to organize the data into categories. The researcher used the qualitative analysis software MAXqda 10 to complete the open and closed-coding process. As the data were analyzed, the participants’ thoughts and beliefs about effective classroom management emerged. The researcher categorized these thoughts and beliefs into the following subthemes: positive reinforcement, leadership, routines, teachable moments, multitasking, clear directions, productive environment, high expectations, culturally relevant practices, positive interactions, and collaboration. Closed-coding was then used to narrow the broad categories into themes that addressed the research questions.
The researcher analyzed each participant one at a time in the order in which they were interviewed. A participant profile was completed to identify the participants’ individual characteristics and teaching practices. The profiles were used to establish commonalities between the participants.

The statements and themes found in this research study through open and closed coding became the basis for discussing the two research questions of this study:

*Research Question #1: What provisions and procedures have the teachers in this study found necessary, to establish and maintain an environment in which instruction and learning can occur?*

*Research Question #2: How did the novice teachers in this study develop these provisions and procedures to promote success in classroom management?*

The first research question sought to uncover the provisions and procedures the participants had established to maintain a productive learning environment. Having high expectations for all students and setting a standard at the beginning of the school year was identified as an effective means of maintaining a productive environment. The importance of establishing and practicing effective routines was a commonality between all five participants. Creating an environment free of clutter and eliminating all possible disruptions were also identified as assisting in promoting an academic environment.

The second research question sought to identify provisions and procedures developed by the teachers in this study that promoted successful classroom management. The pre-service and in-service experiences of each participant varied as
some received more classroom management instruction and/or professional development than others. Observing effective teachers and adapting strategies as necessary, were noted by all five participants as contributing to their competencies as a classroom manager.

The themes related to this study’s research questions are discussed in this chapter in relationship to novice teachers who are effective classroom managers. Data that was found to be meaningful but was not reoccurring is presented as well.

Upon completion of the data analysis, the researcher discovered the novice teachers in this study all demonstrated proficiency in classroom management. The themes revealed including leadership qualities, setting high expectations, utilizing positive reinforcement, creating a productive environment, multitasking abilities, and collaboration appear in multiple ways that will become evident from the narratives presented below. The remainder of this chapter is organized into the following sections: participant narratives, emergent themes, and chapter summary.

Participant Narratives

Participant #1: Jamie

Jamie is a young adult female who exhibited a passion for teaching. Her enthusiasm was evident to the researcher upon their first encounter. Jamie responded to the invitation to participate in the study in a timely manner and was eager to share her knowledge and experiences in regard to classroom management. Jamie has been teaching for one and a half years and is currently teaching a class of 20 kindergarteners in a suburban community. Jamie is teaching in a self-contained
classroom and described the students she serves as being from middle and working
class families.

Jamie earned a Bachelor of Science in child development with a minor in
psychology. She earned a preliminary multiple subject teaching credential from the
same California university where she completed her undergraduate degree. During the
interview, Jamie discussed her classroom management training. She explained before
she became a teacher she was a cheerleading coach. The opportunity to work with
children of various ages and learn from experienced coaches provided her with
management experience. Jamie indicated her teaching style evolved from coaching as
you “can’t take a backseat role in teaching.”

During Jamie’s pre-service teacher education program, she took one stand-
alone classroom management course. She found the course to be beneficial as the
teacher provided instruction beyond classroom management theory. Jamie explained
during the course, she was provided the opportunity to observe and practice effective
strategies and techniques.

Jamie had strong leadership skills that contributed to her success as an
effective teacher and effective classroom manager. She attributes the development of
her leadership skills to past experiences as a cheerleading coach as well as her pre-
service and in-service teaching experiences. During the interview Jamie was asked to
explain her philosophy on classroom management. Having a background in child
development Jamie, implemented teaching and management strategies that promoted
development in a positive manner. Jamie acknowledged:
Every comment I make, and every choice I make and every way I deal with a behavior is going to shape that child, especially after a year, so definitely more of a positive approach. Rewarding positive behavior and pointing out the students that are making good choices is always, I think, my first attempt. (Jamie, interview)

A sense of community has been established in Jamie’s classroom as positive relationships have been fostered between Jamie and her students as well as between the students themselves. Jamie is nurturing and exhibits caring behaviors that the students recognize and appreciate. She frequently models desired behaviors, understanding the students are observing her throughout the day and learning from her actions. Jamie’s high expectations for her students include being respectful and polite to one another. She explained the importance of using kind words in her classroom and indicated it is an expected norm. The researcher observed Jamie model kind and respectful behaviors, and reward students for exhibiting similar behaviors when interacting with one another. During the first classroom observation as the students entered the room the researcher took note of the following student interactions:

The first student to sit on the rug set an excellent example for those who followed. She sat quietly, crisscross applesauce, and waited patiently for her classmates to join her. As students shuffled to the rug they greeted one another saying “good morning” and “excuse me” as they selected their spot. (Observation, fieldnotes)
Jamie expressed the importance of teaching her students problem solving strategies as a means of developing appropriate social skills and independence. She taught the students they must be problem solvers by not only bringing problems to her attention, but also providing a well thought out solution. The researcher observed students engaged in problems solving strategies during the classroom visits. When preparing to transition from a music rehearsal back to the kindergarten classroom, Courtney discovered she had a bloody nose. She brought this to Jamie’s attention who asked “What can you do to fix it? I need you to come up with a solution.” Courtney responded “May I have a paper towel?” Jamie agreed this was an appropriate solution. Expecting students to provide a solution when a problem arose promoted critical thinking skills.

Jamie created a productive and aesthetically pleasing learning environment in which her students spend their day. A jungle theme is predominant throughout the room with handcrafted trees and vines interwoven throughout the room. Monkeys, cheetahs, and toucans adorn the walls and bulletin boards. The physical space is arranged in a manner that is conducive to learning. The students sit at tables seating six, arranged in one row through the middle of the room. Supply bins with frequently used materials are placed in the middle of each table for easy access. Other supplies are stored in bins and on shelves that line the walls, clearly organized for Jamie to distribute as needed. The researcher noted:

There is a common area for the students to congregate for whole class instruction. A rainbow colored rug lies across the common area for the students
to sit upon. A rocking chair faced the rug giving the feeling of being in a comfortable living room. A bulletin board with the calendar math is at the front of the room encouraging hands-on math integration with calendar, days of school, estimation, and patterns. Information about student jobs and the star student of the week are also displayed on this bulletin board. A radio is next to the rocking chair ready to play the morning song. Student work is exhibited on every available space on the walls, allowing students to take pride in their accomplishments. (Observation, fieldnotes)

During the interview, Jamie discussed using a variety of classroom management strategies. The researcher witnessed Jamie implementing many of the discussed strategies during classroom observations. Most evident to the researcher were Jamie’s consistently high expectations for all students and her frequent use of positive reinforcement. She explained during the interview:

I have high standards for how the classroom is going to work from that very first day. I’ve seen teachers that don’t set that precedent in the beginning and so they are struggling. I’ve seen, especially at this campus, teachers who have a very high precedent of, I don’t care if it’s a Friday before break you’re still going to walk quietly in the hallways. No matter the time of day or the situation you still have to have those high expectations and the students will meet those. (Jamie, interview)

Jamie’s frequent use of positive reinforcement was a common thread throughout the researcher’s classroom observations. Simple words of praise such as
“fantastic, great job,” or mere recognition that “I’m proud of you,” motivated her students to work hard. Using positive reinforcement to point out desired behaviors was also used as a means of reminding students what is expected of them. While waiting for the students to get their “reading finger” ready Jamie offers praises saying “Mary has a good reading finger ready.” The others take this as a cue and raise their “reading finger.”

Establishing effective rules and routines was an important aspect of classroom management in Jamie’s classroom. Setting the precedent from the very first day of school helped her create an environment where students know what to expect. Jamie believed taking the time to practice these routines and procedures with students promoted effective classroom management. Remaining consistent with these routines provided the students a structured environment. Providing students with clear and concise directions every step of the way also contributed to Jamie’s management competencies.

Since the very first day of school, I know that you kind of have to set a precedent and set a standard and create an environment where students aren’t having to guess what is going to happen next. They’re expectations set from the teacher that you know they’re aware of. They’re clear and they’re short instructions. The routine is very structured and similar just about every day.

(Jamie, interview)

The researcher observed seamless transitions during reading groups and literacy centers. Some students switch classes for reading. They were observed
walking themselves to neighboring classes confident they knew the procedure and capable of managing themselves. When students were not meeting at the reading table with Jamie, they rotated to different literacy centers. Clear and concise directions were given prior to each transition as a reminder of expectations. This preventative strategy was also used as a means to set the students up for success.

The students were provided the opportunity to develop classroom rules collaboratively with Jamie. Guided by school wide expectations to be responsible, be respectful, and be safe, Jamie led the students in discussions about appropriate behaviors. Jamie believed providing her students the opportunity to be involved in creating class rules gave the students a sense of ownership and responsibility over their behaviors.

Jamie perceived factoring classroom management into learning time as contributing to her competencies as an effective classroom manager. She described disruptions in her classroom as infrequent and with little impact on students’ time spent on task. Jamie used preventative strategies as a means of effectively managing her class in conjunction with appropriate responses to misbehaviors. Jamie described using preventative strategies as a vital component to her classroom management.

I think prevention is huge and being proactive and sometimes I relate it to lifeguarding where you’re just scanning for ways to prevent things. I see Daniel’s going to be walking between three students and I want him to use those kind words and say excuse me, so stopping him and reminding him before it happens is a constant prevention. (Jamie, interview)
Jamie responded to misbehaviors in a consistent manner. Making good choices was an overarching theme in Jamie’s classroom. Jamie often responded to misbehaviors in a manner that provided students the opportunity to make a better choice. She indicated having students verbalize their choices allowed them to reflect upon and internalize their decisions. Jamie stressed the importance of explaining why misbehaviors are inappropriate and why they have received a consequence.

As a reflective practitioner, Jamie also engaged in self-reflection to determine how she may have done things differently to prevent misbehaviors in her classroom. Making each day a learning experience allowed Jamie to determine how she could alter a lesson to produce desired learning and/or behavioral outcomes. She explained:

My first step is to look at, what am I doing? It’s never about getting angry with the students. You have to take a step back and say, well what can I do and what am I doing that is creating this environment? Because I’m the teacher, I’m the boss of this classroom, so I think sometimes it could just be the time or the way I have explained directions. (Jamie, interview)

Jamie was asked to explain the most common management challenges in her classroom. She expressed effective classroom management is time consuming and that the most significant management challenge she faced were linked to insufficient time. Jamie believed it was important to stop misbehaviors in their tracks and explain to the students why these behaviors are unacceptable. Jamie indicated this can be a lengthy process that she unfortunately does not always have time for.
Being an effective classroom manager allowed Jamie to be an effective teacher. Jamie described the relationship between effective teaching and effective classroom management in the following manner:

That’s huge! I think you have to have attention and respect and focus before anything is going to be learned. Every choice I make whether to reward behavior is being learned and to manage your classroom effectively you’re teaching good lessons on how to behave in class and how to treat others so I think they’re definitely intertwined. I think I am a more effective teacher because I have strong classroom management skills. (Jamie, interview)

Several effective teaching strategies observed by the researcher include taking advantage of teachable moments, multitasking, providing clear and concise directions, collaboration, and implementing culturally relevant teaching and management practices. During the interview, Jamie explained:

I think those teachable moments are huge, where if someone does make a mistake, taking the five seconds to let it be known that I really like how you handled this with kind words or I really like how this person dealt with a management type situation. Now everyone is learning from it. (Jamie, interview)

The researcher also witnessed Jamie embrace numerous teachable moments during the classroom observations.
I notice a jacket left on the floor and ask if it belonged to anyone. Meghan replied “That’s Cheryl’s jacket. Her is on the end.” Jamie said “We don’t say her, we say she. Try it again.” The student responded “She is over there.”

(Observation, fieldnotes)

Multitasking was prevalent during the researcher’s classroom observations. The ability to manage multiple tasks simultaneously contributed to Jamie’s effective management competencies. The researcher observed Jamie taking attendance at her desk, while leading the students in a song they will soon perform at the “Three Piggy Opera.” Jamie thinks ahead of time about what reinforcement activity the students can engage in while she attends to other tasks. The ability to multitask allowed Jamie to teach, manage student behavior, address concerns of students, and tend to other teaching responsibilities concurrently.

Collaboration was apparent to the researcher during classroom observations and was observed as an important component in Jamie’s instructional strategies. I observed a lot of collaboration at the students’ desks as they discussed computation facts. I overheard Jerry say “I like your coloring, Noreen.” She replied, “Thank you.” Vincent stated “I don’t know what to do.” Noreen offered, “I’ll show you.” As I would expect in Jamie’s class Vincent replied, “Thank you.” (Observation, fieldnotes)

Jamie was observed guiding her students in activities promoting critical thinking skills. In alignment with the 100th day of school, Jamie engaged her students in a discussion about what they will be like when they are 100 years old. The
researcher observed the students critically thinking about what it means to be 100 years old. Many students shared stories about their grandparents making learning relevant by connecting what they were learning to their own life experiences.

Jamie strived to meet the needs of her students by implementing culturally relevant teaching and management practices. The school’s curriculum focused on diversity and appreciation of different cultures, while promoting academic excellence in foreign language acquisition. Jamie’s kindergarten students participated in Spanish classes twice a week. She led her students in reciting the calendar, numbers, and colors in Spanish as a means of reinforcement.

Jamie indicated the most noteworthy influences on how she approached classroom management stem from past experiences. Working with small groups last school year helped build her confidence. She also believed observing other effective teachers provided her with strategies to try in her own classroom. Maintaining high expectations for all students was also identified as influential in developing Jamie’s management competencies.

Integrating numerous management strategies such as taking advantage of teachable moments, modeling appropriate behaviors, providing clear directions, establishing productive routines, and implementing collaborative activities contributed to Jamie’s competency with classroom management. Her past experiences as a coach in conjunction with her educational experiences contributed to the development of her leadership and teaching skills. High expectations and continuous positive
reinforcement strengthen Jamie’s abilities to be an effective classroom manager and in turn an effective teacher.

**Participant #2: Deanna**

Deanna is a young adult female who embraced the diverse and effervescent students in her first grade class. Her willingness to participate in the study was evident, as she responded to the researcher in a timely manner and welcomed the researcher into her classroom without reservation. Deanna has one and a half years of teaching experience and currently teaches a class of 26 first graders in an urban community. Deanna is teaching in a self-contained classroom and described the students she serves as being from middle class and low income families.

Deanna earned a Bachelor of Arts degree in liberal studies and a preliminary multiple subject teaching credential from a California university. Deanna expressed a lack of training during her pre-service teacher education program, indicating she read only a chapter or two on classroom management. She believed her classroom management competencies developed from her experiences as a preschool teacher.

Deanna approached classroom management in a firm but nurturing manner. The researcher observed her teaching style as reflecting a student-centered collaborative approach. Deanna’s ability to differentiate instruction to meet the vast individual needs of her students was revealed during the researcher’s classroom visits. While Deanna was working with small groups providing reading instruction, those working independently were given a variety of tasks to accomplish. The students were provided the opportunity to choose the manner in which they completed the activities.
The researcher observed content being reinforced in a multitude of ways that harmonized with the diverse learning styles of Deanna’s students.

A variety of activities are being juggled at this time, allowing Deanna the time she needs with reading groups, while also providing time for independent reinforcement. The students are working at their own pace on the activity of their choice, exhibiting Deanna’s use of differentiated instruction. Two girls sit on the rug together reading poems. They listen to one another exhibiting attentive and respectful listening skills. Two boys sit at the computer center and begin working on a language arts game. They assist one another initially then continue working independently. (Observation, fieldnotes)

A combination of well thought out strategies contributed to Deanna’s classroom management capabilities. Most noteworthy to the researcher during the classroom visits, was Deanna’s ability to maximize learning time through the use of effective routines. The researcher observed Deanna at the beginning of the school day on both occasions. The students were observed entering the room and immediately taking their seats. The students took out their math journals and began working on the problems for the morning. During the interview, Deanna stressed the importance of practicing routines with her students at the beginning of the year. She explained:

At the beginning of the school year we set up routines and procedures so the first week is all about how we’re going to move about in our classroom. I have different routines so they don’t have to ask me for things that they would need constantly during the day. I have a pencil cup so they know that when their
pencil breaks to just get a new one. I just set up a lot of different things to minimize interruptions in the classroom. (Deanna, interview)

Deanna explained teaching her students to follow these routines to her exact specifications was used as a preventative strategy.

Deanna’s high expectations for all students, was evident. Upon the researcher’s arrival a student was overheard saying “A visitor is here. We have to be on our best behavior.” Deanna discussed the importance of not only having high expectations for her students, but also the importance of tailoring these expectations so that the students will be successful. Deanna explained the school has high expectations and that the classroom rules are based on the school rules to be safe, responsible, and respectful. Together, Deanna and her students developed classroom rules that reflected the school’s expectations while also promoted an environment in which they would like to learn.

Deanna also expressed the importance of creating an environment that promoted successful student learning outcomes. She teaches her students to value learning, and to respect one another’s right to learn in a productive environment. During the interview, Deanna explained her philosophy on classroom management.

One of my biggest things is that no student has the right to interfere with the learning of any other student. So in first grade what it sounds like in our classroom is, “Did that help their learning or hurt their learning?” Are you helping their learning or hurting their learning? I really try to get them to acknowledge how their behavior can impact others and then I really try to
foster self-esteem in the classroom. I think that’s really important. I think that they need to have opportunities to feel successful so not only am I teaching them academically, I’m also really trying to get them to value themselves as learners. (Deanna, interview)

The researcher witnessed Deanna explaining to her students how their actions impacted those around them. Deanna was observed asking her students to reflect upon whether their actions were helping or hurting learning. The students often responded “hurting” and adjusted their behaviors as needed.

Deanna created a vibrant classroom environment. Student work was exhibited, displaying a rainbow of colors. It was apparent to the researcher what content was recently covered as spiders, planets, poems, writings about the desert, letters and site words adorn the walls, bulletin boards, doors, and windows. Music lingered in the background during the classroom visits adding a calming presence.

Deanna’s classroom was arranged in a manner that eliminated as many disruptions as possible. The students’ desks were assembled in tables, promoting collaboration. Frequently used supplies were in bins on the center of the tables eliminating the need for students to ask Deanna for materials. Deanna explained she arranged the room in a way so she can see almost everything at all times. She created clear pathways to minimize traffic jams during transitions.

Deanna fostered positive relationships between herself and the students as well as between the students themselves. Deanna explained the importance of building a positive learning community. It was evident Deanna’s students understood they were a
team, working together with the common goal of succeeding in first grade. It was clear Deanna was the leader of this team offering support and encouragement along the way, showing the students “We’re in this together.” When asked to share the most noteworthy experience promoting effective classroom management, Deanna explained most important was:

Building positive relationships with the students. We do a community circle at the end of the day so we have our star student and they share and then we get to talk about things that are going on in our classroom. Trying to empower the students, it’s not so much tattle telling, but they’re coming to me for help. If it’s a problem they can solve, giving them the strategies necessary for them to work it out. Just empowering them. (Deanna, interview)

Meeting the needs of her diverse student population, Deanna implemented culturally relevant teaching and management practices. During the interview, Deanna explained leaning about her students backgrounds was essential. Based on this knowledge, she used materials for instruction that reflected the cultural make up of her class. Deanna had a group of English Language Learners (ELL) whose home language was Spanish. The researcher observed an ELL teacher engaged in instruction during both classroom observations.

A group of Spanish speaking students convene at the back reading table with an ELL teacher. The ELL teacher distributes a book in English to this group and they listen and follow along as she reads the book aloud to them. They use
their finger to follow along indicating they understand what she is reading although they did not join in and read aloud with her. (Observation, fieldnotes)

Deanna perceived factoring classroom management into learning time as contributing to her competency as an effective classroom manager. She described disruptions in her classroom as infrequent and with little impact on students’ time spent on task. Preventative strategies were observed as a means of effectively managing the class while appropriate responses to misbehaviors were also noted. Deanna explained that thinking ahead and considering what could potentially disrupt learning allowed her to plan appropriate responses that maximize instructional time.

During the interview, Deanna was asked to identify the relationship between being an effective classroom manager and an effective teacher.

If you can’t manage the kids then you can’t teach your lesson because then they’re just interrupting you and you’re just constantly focusing on modifying their behavior. It’s been thirty minutes and you’ve only gone over ten minutes of material. Four kids have flipped their cards and three kids have shouted out. Half the kids don’t even know what you were talking about because it was interrupted. So I feel that it’s essential to have good classroom management to be an effective teacher. (Deanna, interview)

The researcher observed Deanna engaged in a variety of effective teaching strategies including multitasking, providing positive reinforcement, providing clear directions, collaboration, and taking advantage of teachable moments. Deanna’s ability to manage multiple tasks simultaneously contributed to her effective classroom
management capabilities. The researcher noted how effortlessly she circulated the classroom assisting students, answering questions, tending to needs, and managing behaviors all at once.

Deanna’s frequent use of positive reinforcement reflected her philosophy on creating a positive learning environment. The researcher noted the use of positive reinforcement as a means of encouraging others to exhibit desired behaviors.

I notice table three is the only table not working but rather they are distracted by the conversation taking place amongst them. Deanna becomes aware and encourages them to get back on track by praising Scott for working. “Thank you Scott for working and not hurting learning.” This reminds table three that they have a job to do and their attention is redirected. (Observation, fieldnotes)

Deanna explained her desire to set her students up for success. Providing clear and consistent directions eliminated any questions the students had about Deanna’s expectations. The researcher observed Deanna providing the students with clear directions prior to providing small group reading instruction. The students working independently did not interrupt Deanna’s reading groups to ask questions. Rather, they followed the directions given and preceded with the daily routine.

Deanna was also observed taking advantage of teachable moments. Using unexpected events as a means of teaching a lesson maximized learning time.

Deanna explains they are going to build new words using the letters on the whiteboard. She says each sound and the students repeat. She prompts the students by saying “1, 2, 3,” and together they make the ‘zzz’ sound. “I heard
someone say ‘zzz’ before I said three. What does it mean if someone says the answer before three?” Barbara is called on and she responds “It hurts their learning because they need a chance to think.” (Observation, fieldnotes)

From this brief scenario, the students all benefit from the lesson that they must wait to respond so all students have adequate time to construct an answer.

Deanna explained the most noteworthy influences on how she approached classroom management were cultivated from her past experiences working with children. Deanna worked as a preschool teacher prior to teaching first grade, and expressed working with children during early developmental years provided her experience with managing behaviors. She also indicated observing effective teachers in the classroom, provided her further knowledge on effective strategies as well as the theoretical basis for implementing these strategies.

Deanna believed her past experiences working with children and having the opportunity to work collaboratively with a mentor teacher contributed to her success with classroom management. Deanna established an environment with high expectations and student appreciation for learning. Using strategies such as positive reinforcement, collaboration, providing clear directions, and establishing productive rules and routines allowed Deanna to be an effective classroom manager.

**Participant # 3: Wendy**

Wendy is a young adult female who believed in providing students clear, concise, continual reinforcement as a means of effectively managing her class. Wendy has been teaching for three years and currently teaches a class of 20 kindergarteners in
a suburban community. Wendy is teaching in a self-contained classroom and describes the students she serves as being from low income, middle, and working class families.

Wendy earned a Bachelor of Science in liberal studies from a California university and holds a cleared multiple subject teaching credential. She is currently completing a Master of Arts degree in education. During Wendy’s pre-service teacher education program, she took one stand-alone classroom management course in which she was provided opportunities to practice different techniques as well as observe effective teachers. She expressed having had the opportunity to observe teachers in the field, contributed to her competencies as a classroom manager.

During the interview, Wendy was asked to explain her philosophy on classroom management.

My philosophy is clear, concise, and continual practice. I’m very routine-oriented and I think that especially at a young age that they respond best to consistency. “What are your hands doing? What are your eyes doing? What are your feet doing? What should your body be like?” I think that works best for me, and it works best for my students at this age. So clear, concise, and continually reinforcing those behaviors. (Wendy, interview)

The researcher observed Wendy providing her students with clear, concise directions prior to starting a new activity as well as intermittently. She followed up with continual reinforcement explaining to the students what it was she did or did not like about a certain behavior. Wendy set her students up for success by clearly
describing exactly what was expected of them. This eliminated any uncertainty the students may have had.

Most noteworthy to the researcher was Wendy’s use of clear, concise directions as well as the use of effective routines. Wendy described her day as very procedure oriented. She explained there is a procedure for everything and that she is very clear on the way she would like the students to engage in the procedure. To ensure routines are effective, Wendy explained it was essential to practice routines continuously at the beginning of the year and as needed throughout the year, while also providing students ongoing feedback. When asked to explain how she taught her students to follow the routines, she confidently replied “Model, model, model, I believe in scaffolding. I do. I do, you help me. You do, I help. And then, you do yourself.” Wendy explained she not only modeled desired behaviors herself but that she also asked students to model behaviors for one another while she narrated what she liked about their behaviors.

“Oh, did you notice how they’re walking, that’s with running feet, let’s go back and try it again. Oh, did you notice how they are walking with walking feet? Notice their hands behind their back.” I’m literally narrating everything that they do and then eventually I do one at a time and then five at a time. “Oh, let’s see if they can do that too.” (Wendy, interview)

Wendy embraced these teachable moments allowing her students to benefit from the lessons of others. Utilizing effective routines allowed Wendy to maximize instructional time which in turn promoted successful learning outcomes.
Wendy exhibited strong leadership skills. Guiding her students in transitions and routines seemed effortless. The manner in which she provided clarity to her students in every regard, whether it was while teaching or managing behavior, identified her as a natural educator. The researcher observed Wendy not only appropriately and consistently responding to misbehaviors, but also taking the time to explain to her students specifically why the behavior was unacceptable. She took the time to converse with her students, encouraging them to make a better choice.

Wendy had high expectations for her students. The researcher was impressed by how well behaved Wendy’s kindergarten students were during the classroom observations and believed this was a result of Wendy’s high expectations. When asked how she developed her classroom rules, Wendy explained they were rooted in the school’s rules to be responsible, respectful, and safe. Wendy explained to her students at the beginning of the year what “green and red choices” were. The students understood green choices were good choices and red choices were not. She led her students in developing classroom rules that reflected making “green” choices that aligned with the school’s fundamental rules. Providing her students with continual, clear, verbal reinforcement helped her students succeed at following the rules.

Wendy walks to the front of the class and sits on a chair at the front of the rug. She waits for the students’ attention and says “Now is time to show me a listening body. We are going to go over our vowels. Lindsay, I need your eyes up here.” She reminds the students that “A green choice is to have your hands in your lap.” She goes on to explain each vowel has a long sound and a short
sound. Wendy holds up a letter card and explains the long sound says the letter’s name. “Sean, I need your eyes up here. That’s a red choice.” The students are well aware that green choices are good choices and red choices are not. (Observation, fieldnotes)

Wendy’s students understood they were expected to listen attentively, actively engage in their learning, and respect one another. Their behaviors reflected this during the researcher’s classroom visits.

In alignment with Wendy’s high expectations was her emphasis on independence and problem solving. Wendy was observed on numerous occasions encouraging her students to solve their problems unaided. The researcher noted how attentively and compassionately Wendy listened to her students’ concerns. It is often easier and less time consuming to try to rectify problem for students, but Wendy believed it was more important to take the time to encourage her students to become independent problem solvers.

Wendy notices Paul with his hand up. She acknowledges him saying “Paul I see that you’ve raised your hand.” He explains that he can’t get his shoe back on. Wendy says “I think you can be a problem solver. How can you solve this problem?” Paul suggests he could move to the side of the circle where he would have more room and try to get it back on. Wendy says “I think that is an excellent solution.” Paul moves to the side of the circle and the problem is solved. (Observation, fieldnotes)
The researcher witnessed Wendy encouraging students to not only solve personal problems such as Paul’s problem with his shoe, but to also solve problems they encounter with one another without tattling. The researcher overheard a student saying “I don’t like it when you point at me. Please stop it.” This brief request was enough to resolve the matter without getting Wendy involved.

In addition to Wendy’s high expectations, she believed in positive reinforcement. Wendy explained she preferred to emphasize the positive. Wendy established a variety of positive reinforcement systems allowing students to earn happy hearts and stickers for individual achievements, table points for small group achievements, and coins in the class piggy bank for whole class achievements. Words of praise such as “nice job” and “green choice” were often overheard. Wendy used positive reinforcement as a means of encouraging students to follow the example of others.

Recess has ended and the students line up on the ramp outside the classroom. Wendy greets them at the door and gives the class directions to come in quietly and sit on the carpet. “I can tell Debbie is ready because her toes are pointed forward and her hands are behind her back.” This is reminder to many to stand correctly in line. The students enter the room and sit on the carpet. Wendy walks to the front of the room and adds small hearts next to the names of students who have come in and sat down correctly. She explains, “If you came in quietly and sat down crisscross applesauce you earned a happy heart.”

(Observation, fieldnotes)
Wendy created an inviting and productive classroom environment. The room was bright and colorful and displayed current student work. Portraits of how the students anticipate looking at age 100 lined the walls in celebration of the 100th day of school. Baggies with 100 items such as marshmallows, buttons, noodles, and sunflower seeds, accompanied the portraits. Wendy’s students sat at tables seating six, rather than at individual desks. Frequently used supplies were in bins on the center of the tables allowing easy access. A rainbow colored rug invited students to sit for stories and whole group instruction.

Wendy indicated she fostered positive relationships in her classroom by teaching her students appropriate social skills. She and her students began each morning with a morning meeting, providing them time to greet one another. Wendy explained during this time the students engaged in conversations that nurtured relationships. Wendy taught her students that it is acceptable to have different opinions but that they must respect one another’s thoughts and beliefs. Wendy also explained that her students participated in compliment circles at the end of the day. During this time she and her students reflected upon and acknowledge positive moments they observed during the day. Wendy revealed the compliment circles had become a means of allowing the students to provide encouragement to one another.

Wendy perceived factoring classroom management into learning time as contributing to her success as an effective classroom manager. She described disruptions in her classroom as infrequent and with little impact on students’ time spent on task. Wendy used preventative strategies as a means of effectively managing
her class while also appropriately responding to misbehaviors. Wendy indicated teaching students who did not adapt to the management practices she had in place, was a common management challenge she encountered. She discussed the importance of finding ways to meet the needs of these students so they could be successful. Wendy also explained home environments that do not reflect the school’s expectations, created inconsistencies for the students. She expressed behaviors deemed as unacceptable at school can often be identified as acceptable at home. Lack of support from parents contributed to unsuccessful student behaviors at school.

When asked to identify the relationship between effective teaching and effective classroom management, Wendy explained she did not think you could be an effective teacher unless you had an effective classroom management system in place. She identified a direct relationship between the two. Wendy explained when you have the classroom managed effectively and the students understand the expectations, they are able to focus on the task at hand. The researcher observed Wendy implementing a variety of effective teaching and management strategies such as multitasking, collaboration, and taking advantage of teachable moments.

Wendy was observed concurrently teaching, managing behavior, and tending to student needs.

The group of students at the reading table waits patiently for Wendy. She returns to the table and distributes books and graphic organizers. She explains to the group “Good writers need two tools.” She answers questions and circulates around the table assisting as needed. Elizabeth and Lisa are seated at
the memory center with their hands up looking at Wendy. She does not see them so Elizabeth shouts out “I need to go to the bathroom.” Wendy responds saying “Sit down.” She shows the non-verbal bathroom signal as a reminder, and both girls sit and hold up the signal. Wendy says “Austin, I like how you are sharing with Riley.” She returns to the memory center and says “I see that the two of you are showing me the restroom signal. Thank you. You may go.”

(Observation, fieldnotes)

Wendy was able to provide instructional support to students as she modeled acceptable behaviors and tended to the needs of her students. Her ability to multitask, contributed to her expertise as a classroom manager.

Wendy implemented student-centered collaborative activities that allowed her students to be actively engaged in their learning. While she provided reading instruction to small groups of students, the others completed language arts assignments in collaborative groups. Some students played the matching game Memory, while others practiced songs for the upcoming “Three Piggy Opera.” Wendy’s ability to differentiate instruction demonstrated her objective to meet the vast learning styles of her students.

Wendy indicated the most noteworthy influences on how she approached classroom management were acquired from observing effective teachers and classroom managers, and adapting strategies and techniques to align with her own teaching and management style. Integrating numerous teaching and management strategies such as taking advantage of teachable moments, modeling appropriate
behaviors, providing clear directions, establishing productive routines, and implementing collaborative activities contributed to Wendy’s success with classroom management.

Participant #4: Erin

Erin is a young adult female who created an environment for her students rooted in structure. Erin has been teaching for one year and is currently teaching a class of 30 kindergarteners in an urban community. Erin shared teaching responsibilities with a co-teacher, Laura. She described the students she serves as being from low income, working, and middle class families.

Erin earned a Bachelor of Arts degree in communication studies and a Master of Arts degree in bilingual multicultural education from a California university. She holds a preliminary multiple subject teaching credential. Erin explained she had no classroom management training during her pre-service teacher education program. She believed observing teachers who were effective classroom managers contributed to her success with classroom management. Erin also discussed benefiting from the professional development opportunities in which she had participated.

Erin’s strong leadership skills were noted by the researcher during classroom observations. She had high expectations for her students and explained her philosophy on classroom management is on the strict side, but is infused with warmth. Erin described the school where she teaches as being a college preparatory school. Her classroom encompassed a “Sacramento State” theme displaying CSUS pennants and memorabilia. The researcher observed Erin holding her students to a high standard but
also modeling desired behaviors. By showing her students what appropriate behavior looked like, the students were able to better emulate those actions.

Most noteworthy to the researcher was the emphasis on routine with the goal of maximizing learning time. Erin explained the school is a first year charter school with routines established by the head of the school. The schedule was intentionally created to maximize every minute, including transitional times. The researcher observed Erin and her co-teacher maximizing every second of learning time, engaging the students in chants, skip counting, and choral responses during transitions.

Erin’s kindergarteners are returning from recess. Both Erin and Laura greet them at the door. Erin walks to the front of the class as Laura stands in the doorway. Laura greets each student by name saying “Hello Erma” as she shakes their hand. As the students enter the room, Erin begins to lead them in skip counting by 5’s. The students join in. Erin continues on skip counting by 10’s and 2’s as the students make their way to their desks. This seems to be common practice as the students know to join in as they enter the room. What an excellent way to reinforce math skills while engaging in a transition.

(Observation, fieldnotes)

Erin exhibited exceptional time management skills that also contributed to maximizing learning time. She frequently announced to the students how much time was remaining for tasks in which they were engaged. Countdowns were also used as a means of wrapping up activities.
Ridged rules were created by the staff that reflected the philosophy of the high performing, east coast charter schools the school was modeled after. The researcher observed students being removed from the group for inappropriate behaviors and asked to reflect on their actions in a “timeout” corner. The researcher noted the consistency between Erin and her co-teacher Laura when enforcing rules and responding to misbehaviors. During the interview, Erin explained the importance of working collaboratively with Laura and remaining consistent in their practices.

In conjunction with establishing a strict environment with high expectations, Erin and Laura created a warm classroom environment. Encouragement was the common thread observed by the researcher interwoven with instruction. It was apparent the students wanted not only to be successful themselves, but they wanted their classmates to be successful as well. Erin announced to her students, while playing a game of Around the World, that Natalie was the winner. To acknowledge and celebrate her success the students chorally chanted “Natalie wins Around the World!” Leading them and cheering them on along the way were their two enthusiastic teachers.

Erin described implementing a program call “Character Education” as a means of fostering positive relationships between her and her students as well as between the students themselves. Erin taught her students appropriate social skills such as sharing, problem solving, fairness, respect, and safety. She indicated that these lessons promoted positive relationships in her classroom.
A warm classroom environment was established in which Erin’s students spend their day learning. A college theme was evident to the researcher but the classroom décor was also age appropriate.

Sacramento State University flags with each student’s name hang from the bulletin board. Dr. Seuss books and pictures are displayed in preparation for his upcoming birthday. A multicolored colored carpet invites the class for stories and group instruction. Bulletin boards display current content covered. Colorful lines and arrows are taped on the floor to direct traffic. (Observation, fieldnotes)

The classroom was arranged in a manner that promoted not only successful learning outcomes but also efficiency. Supplies were organized and easily accessible. The students’ desks were positioned in non-traditional rows, with groups of three desks clustered together. Erin expressed arranging the students’ desks in rows allowed her to frequently circulate and check student work for accuracy and understanding.

Erin discussed the importance of meeting her students’ needs by implementing culturally relevant teaching and management practices. During the interview, Erin explained the curriculum is very strict but that she tries to integrate the students’ lives into lessons. Providing her students the opportunity to make connections between what they are learning at school and what they are experiencing in their own lives, made learning meaningful. The researcher also noted information distributed to parents was provided in their home language. Erin discussed the importance of
parental involvement in her classroom. Frequently communicating with parents has given Erin the support she needs at home to be consistent with school expectations.

When asked to discuss the relationship between effective teaching and effective classroom management Erin explained:

I think in the beginning of the year I was learning how to maintain a classroom. Being a first year teacher, I think by not having those strong effective classroom management skills, it got in the way of actually teaching the content. I think once you find that balance and that comfort, the relationship is more effective. (Erin, interview)

Identifying her challenges with classroom management and altering strategies as needed throughout the year indicated Erin was a reflective practitioner who continuously evaluated her practice looking for ways to improve.

Erin was observed implementing a variety of strategies that promoted effective teaching and effective classroom management, such as using positive reinforcement, multitasking, providing clear directions, collaboration, and taking advantage of teachable moments. Erin’s continuous encouragement was used in alignment with positive reinforcement.

Erin encourages her student by saying “You can do this! Focus. Get ready! You’re smart. Use your smarts.” I hear Laura chiming in “Scholars, good job!” Positive reinforcement is noted as an effective means of managing the class. (Observation, fieldnotes)
Erin was observed multitasking on numerous occasions. She exhibited the ability to balance teaching, managing behavior, and tending to students’ needs simultaneously.

Erin walks over to Ryan who is seated at the computer and removes his headphones. She whispers in his ear. “Ryan, go back to the corner for five more minutes.” She moves on to say “Reading mastery 20 seconds. Please bring me your work to the carpet.” (Observation, fieldnotes)

Being able to juggle multiple tasks allowed Erin to fulfill her responsibilities as a teacher while also promoting acceptable student behavior.

Providing her students with clear directions eliminated any uncertainty the students had in regard to Erin’s expectations. Erin stressed the importance of listening carefully to directions and reminded the students of this by saying “I have very important directions.” The students in turn, listened attentively.

Collaborative activities were observed during the researcher’s classroom visits. Keeping the students actively engaged eliminated inappropriate behaviors. During a math lesson, Erin’s students were observed working together to use multiple pattern blocks to construct a single trapezoid. Together the students engaged in critical thinking as through trial and error they found a solution.

Taking advantage of teachable moments also allowed Erin to maximize learning time. While observing many students struggle with manipulating the caps of their whiteboard marker, Erin directed the students’ attention to Patricia, who did not seem to have a problem.
“Watch Patricia. She holds the cap in one hand so she can put it right back on.

Try that next time” she suggests. (Observation, fieldnotes)

By simply acknowledging Patricia’s abilities, the entire class has learned how to more efficiently use their writing tools.

Erin’s ability to effectively manage her classroom is driven by the ultimate goal of maximizing instructional time. Establishing effective routines that correspond with choral chants, skip counting, or repetition capitalized on every minute the students were at school. Erin’s students were aware of her expectation that all students will be successful and achieve to their greatest potential. Utilizing effective strategies such as using positive reinforcement, multitasking, providing clear directions, collaboration, and taking advantage of teachable moments contributed to Erin’s classroom management competency.

**Participant #5: Kelly**

Kelly is a young adult female whose teaching style reflected her high expectations for all students. Kelly has been teaching for one year and is currently teaching a class of 30 kindergarteners in an urban community. Kelly shared teaching responsibilities with a co-teacher, Tami. She described the students she served as being from low income families. Kelly earned a Bachelor of Science degree in human development and a Master of Arts degree in education from a California university. She holds a preliminary multiple subject teaching credential.

Kelly revealed she had very little classroom management instruction during her pre-service teacher education program. She explained the professional
development opportunities in which she had participated this school year contributed to her competencies in classroom management. Kelly indicated over the summer and as needed throughout the year, she and fellow staff members created rules and procedures that strived to minimize classroom management challenges. She explained as a staff, they spent time practicing the procedures to ensure their expectations for the students were achievable.

Kelly’s high expectations for all students were evident to the researcher during classroom observations. During the interview, Kelly explained her philosophy on classroom management encompassed a warm, yet strict, authoritative method. She explained the importance of holding students to high standards while also maintaining a warm relationship. During the classroom visits, the researcher observed Kelly portraying the “warm, yet strict,” approach to which she referred during the interview. It was evident Kelly did not tolerate any nonsense in her classroom, but that she also cared about her students’ success academically and developmentally.

Kelly described the school where she teaches as a college preparatory school. The expectation that all students will achieve to their fullest potential was evident. Kelly encouraged appropriate behavior by saying “I want to see a college body.” Kelly’s expectations were high for her students both academically and behaviorally.

Kelly calls students who are cleaned up, to walk to line. Several student run to line and Kelly says “Oh no. All eight of you sit back down.” She asks them to try again and some still run. She says “Try it again. This is not a race. You are
slowly going to line up like scholars.” The students walk to line and Kelly is satisfied this time. She allows the others to line up. (Observation, fieldnotes)

Kelly perceived modeling desired behaviors for her students as contributing to their increased development of appropriate behaviors in a school setting. The researcher observed Kelly listening attentively to her students as she would expect in return. She demonstrated for her students how she wanted them to engage in transitions. She also modeled how to correctly use math manipulatives to construct number sentences using pattern blocks. By modeling desired behaviors, Kelly set her students up for success. This allowed her students to meet her high expectations.

Kelly created a classroom environment that aligned with the school’s goal for all students to be college bound. Her classroom encompassed a University of California, Davis theme but was also age appropriate. Student work was displayed, conveying current content learned included geometric shapes, phonetic awareness, and expository writing. The students’ desks were positioned in non-traditional rows, with groups of three desks clustered together. Kelly rationalized arranging the students’ desks in rows so they are always facing the teacher. Kelly explained she and Tami prepared materials a day in advance allowing them to completely focus on student learning and behavior. Kelly also explained the teachers’ desks were in a separate room to eliminate possible distractions.

The classroom was arranged in a manner that promoted effective instruction. A literacy center displayed books about various content representing both fictional and non-fictional genres. Computers lined the back wall allowing student to engage in
interactive games as a means of providing reinforcement. A bulletin board in the front of the room welcomed hands-on activities involving numbers and calendar, place value charts, and information about the weather. The researcher made note of the colorful arrows taped on the ground to guide students in lining up and transitioning.

Kelly acknowledged the importance of nurturing positive relationships in her classroom but also expressed this was an area in which she felt that she, and the school in general, could improve. During the interview, Kelly explained she felt she did not know her students as well as she would like, believing the somewhat inflexible schedule allowed little time for non-academic interactions.

Most noteworthy to the researcher was the use of effective routines and procedures to maximize learning time. Following the model of high performing charter schools on the east coast, Kelly’s school strived to establish effective routines. Kelly explained:

Everything is a procedure at our school pretty much. We have a procedure for sitting at your desk. There’s a procedure if you need a pencil, just raise your right hand and ask for one. There are non-verbal’s for the bathroom. So basically there’s a procedure for everything. (Kelly, interview)

The researcher observed students participating in a variety of procedures during the classroom visits and made note of how well the students understood and engaged in the routines Kelly had discussed. Transitions were seamless as the students rotated to different activities.
Kelly says “Computers clean up. Listening center clean up.” The students begin to clean up their materials and walk to their assigned lines. Each group lines up in a different area of the room on a colorful piece of tape on the floor. Arrows taped to the floor point the students in the direction they will walk.

(Observation, fieldnotes)

Kelly was observed reminding her students of the expectation during transitions and modeling desired behaviors for students prior to transitioning. Choral chants, skip counting, and repetition were used as a means of reinforcing material during transitional and non-instructional times.

Kelly utilized every minute of the day to provide her students instruction or reinforcement. She exhibited exceptional time management skills that contributed to maximizing learning time. She frequently announced to the students how much time was remaining for tasks in which they were engaged. Countdowns and 30 second warnings were used as a means of wrapping up activities. Kelly was also observed requesting that students wait to use the bathroom and get drinks until recess, to ensure they were not missing out on valuable instructional or reinforcement time.

The students working at the listening center hold up the bathroom signal. Kelly notices and says “We have 10 minutes till recess.” Both hands go down and the students continue listening to the book on tape. (Observation, fieldnotes)

Taking advantage of teachable moments also helped Kelly fulfill her goal of maximizing learning time. During the interview, Kelly explained she and her co-teacher often acknowledged and praised students engaged in appropriate behavior as a
means of expressing to others how they would like them to behave. By directing her students’ attention to those exemplifying desired behaviors, the whole class learned from this example.

Kelly expressed the importance of providing her students with clear and concise directions. The researcher witnessed Kelly on multiple occasions explaining to her students even the most diminutive instructions. Kelly described setting her students up for success by continually telling them exactly what to do so they may live up to their teachers’ expectations. Kelly indicated students respond better to receiving specific directions such as “You need to have your hands and feet under your chair and your eyes on me,” as opposed to just telling them to stop engaging in an inappropriate behavior. Kelly was also observed repeating directions numerous times to ensure the students heard her. She often asked the students to repeat the directions to her to ensure understanding.

Kelly gives precise directions to her group for a follow up worksheet. She gives examples of building sentences, using words from the word bank. The students listen attentively. She repeats the directions twice and asks the students to repeat them to her to ensure understanding. (Observation, fieldnotes)

Kelly’s leadership abilities were noted as a means of providing students with the guidance and support necessary to complete the task at hand. Kelly was observed leading her students in multiple math and language arts activities during the researcher’s classroom visits.
Kelly is guiding the students in a phonics lesson. She asks the students to sound it out, f-l-a-g, flag. “Jack, let’s do it together” Kelly states. “Segment flag.” Jack sounds it out. Kelly continues the lesson asking the students to “Say snap.” Chorally the students respond “Snap.” Kelly calls on individual students and says “Say snap.” The students respond ‘Snap.” She repeats this with several students until she is confident they understand. (Observation, fieldnotes)

Kelly identified the most common management challenge in her class as working with students who do not respond to traditional ways of management and having to modify her practice to meet their individual needs. Kelly used preventative strategies to deter disruptive behaviors. During classroom observations, the researcher noted how well Kelly monitored her students interjecting as needed to prevent further disruptions. Rules that emulated the high performing charter school in which they are modeled were developed by the staff. A “timeout” corner was used to remove students from the group when engaged in inappropriate behaviors. The researcher noted the consistency between Kelly and her co-teacher Tami when enforcing rules and responding to misbehaviors. The successful collaboration between the two co-teachers was evident.

When asked to identify the relationship between effective teaching and effective classroom management Kelly explained “they go hand in hand” and that you can’t effectively teach without effective management. Kelly was observed engaged in
a multitude of strategies that allowed her to effectively teach, such as multitasking, using positive reinforcement, and collaboration.

Kelly’s ability to multitask and juggle numerous responsibilities contributed to her competencies with classroom management. She was frequently observed providing instruction, monitoring behavior, and tending to the needs of students simultaneously.

Kelly calls individual students to the rug to listen to them read. Elaine is called up first and sits crisscross in front of Kelly. Kelly points to the words in a book and Elaine reads them aloud. She is stuck on the word rabbit. Kelly waits patiently for her to sound it out rather than assisting her. She scans the room while Elaine tries to sound it out and notices Richard has not started his worksheet. Kelly says “Richard, your pencil’s on your paper in 3, 2, 1, 0.” Kelly returns her attention to Elaine then notices Thomas is off task and says “Thomas, your bottom’s in your chair and voices are off.” (Observation, fieldnotes)

Being able to engage in multiple tasks allowed Kelly to monitor and correct behavior while also providing individual instruction and support.

Kelly described using positive reinforcement as a means of encouraging appropriate behavior. During the interview, Kelly explained she and her co-teacher narrate positive behaviors they see such as “I like that Timmy is sitting quietly” as a means of encouraging others to do the same. Kelly frequently offered praise to her students with simple phrases such as “good job” or “good choice.” Acknowledging
even the smallest accomplishments was seen as a way of encouraging others to be successful.

Implementing collaborative lessons allowed Kelly’s students to be actively engaged in their learning. Keeping her students engaged also prevented disruptions. Kelly’s students were observed assisting one another while collaborating. Kelly noticed Jill struggling with math. The researcher overheard her neighbor say “I can help her” as he went on to explain she needed both a triangle and a diamond if she were going to solve the problem. Several students were observed offering suggestions for problem solving strategies.

Kelly’s classroom management abilities were developed through past experiences and professional development opportunities. The efficient routines and procedures in place allowed her to maximize learning time and in turn promoted successful learning outcomes. Utilizing a variety of effective teaching and management strategies such as multitasking, using positive reinforcement, collaboration, and taking advantage of teachable moments contributed to Kelly becoming an effective classroom manager.

Emergent Themes

The themes that emerged from this study were leadership qualities, setting high expectations, utilizing positive reinforcement, creating a productive environment, multitasking, and collaboration. The five participants all displayed strength in these areas.
Leadership Qualities

The leadership qualities exhibited by each participant were explored in this study. The researcher defined leadership in the realm of classroom management as taking advantage of teachable moments, modeling desired behaviors, providing students clear and concise directions, effectively preventing disruptions, and appropriately responding to misbehaviors.

Embodying the aforementioned characteristics of a natural leader, the five participants in this study demonstrated leadership skills in a variety of ways. Jamie’s leadership abilities gave her the confidence she needed to lead her class in song as they prepared for the “Three Piggy Opera.” She also believed her experiences as a coach contributed to the development of her leadership abilities. Jamie explained, “My teaching style has adapted from coaching in a sense because you can’t take a back seat role in teaching. With kindergarteners you need to keep their attention. You need to keep them active. It’s a high energy, enthusiastic type of teaching.”

Deanna exhibited leadership skills each morning as she led her class in morning math. She also led her students in developing positive relationships during the daily community circle. Deanna explained, “We do a community circle at the end of the day so we have our star student and they share. Then we get to talk about things that are going on in our classroom.” Deanna stressed the importance of providing opportunities for positive student interactions each day.

Wendy’s ever-present mission to provide her students with clear, concise directions set them up for success. When asked to explain the experiences she
encountered that promoted successful classroom management, Wendy expressed “I think I go back to that clear, concise, continual reinforcement. I think it’s really easy to walk into a classroom that is not well managed. I think that comes from a classroom where the students are not really clear on what the expectations are. I think that effective classroom management strategies are ones that are very clear, concise, and have been continually reinforced.”

Erin’s ability to take advantage of teachable moments was beneficial to all students as together they learned lessons as simple, yet as important, as how to most efficiently use their materials. During a classroom observation, the researcher heard Erin saying “Interesting. I’m going to ask Cindy and Edythe to bring up their work. I had a different thing in mind but I see they made it a different way.” The girls came forward and Erin held up their trapezoids, each constructed in a different manner. Taking advantage of this teachable moment provided Erin’s students multiple perspectives on how to complete the task at hand.

Kelly’s leadership skills allowed her to model appropriate behavior for her students during transitional times. Kelly explained “Giving them really specific directions so they know what to do and modeling these behaviors shows them exactly what is expected.” Seamless transitions were evident in Kelly’s classroom as a result.

**Setting High Expectations**

The teachers in this study all shared the common belief that setting high expectations allowed all students to achieve to their greatest potential. This study
identified high expectations in relationship to appropriate behaviors, polite manners, critical thinking and problem solving skills, and developing independence.

Jamie’s high expectations for her students were observed as they effortlessly transitioned to their reading centers. She explained “The routine is very structured and similar just about every day.” The familiar routine Jamie provided her students promoted impeccable and successful transitions.

Deanna held her students to a high standard as she reminded them “I don’t know” is not an acceptable phrase in their classroom. She explained “You have to tailor your classroom management to have realistic behavior expectations of your children. If you don’t have realistic expectations of your children then everything will fail. They’ll fail at it. You fail at it. Everyone’s frustrated. I do modify it based on age appropriateness. What are they capable of doing? However, I always maintain high expectations of my kids.”

Wendy demonstrated having high expectations for her students each time she encouraged them to use their problem solving strategies that promoted independence. She explained “We’ve done a lot of problem solving. I see that this problem is happening. How can we solve that problem? Whenever we have these classroom discussions we never say names. I think that has really developed that community in the sense that we problem solve together and we’ve come up with these together.”

Erin’s expectation that her students will follow the routines she had established to her exact specifications maximized learning time. Erin explained, “Our schedule is very tight to the minute, so we have a lot of transitions. The students know by pictures
on their desks if they’re a square, or a circle, or a giraffe. Depending on what time of
day it is, we do different group instruction. By having those different procedures and
the pictures on their desks, they know where they go.”

Kelly’s certainty that all students in her class were college bound,
demonstrated to her students her belief that they could accomplish anything they set
their minds to. Kelly stressed the importance of “holding high expectations at the same
time as maintaining a warm relationship with students.” Kelly’s students understood
their teacher had high expectations of them, but that she also cared for their well-
being.

**Utilizing Positive Reinforcement**

Positive reinforcement was used frequently by all the participants in this study.
Offering praise, employing reward systems, and providing ongoing encouragement
were identified as strategies used to provide positive reinforcement. Jamie’s continual
praise, for even the most minor accomplishments, promoted a positive classroom
culture. Jamie stated “My behavior management plan is to always focus on the
positive. That’s a good way to start, because the students are then thinking that my
teacher is noticing me. Noticing the good choices I make and is proud of me. I say,
what a smart class I have. What great students I have. They’re always hearing positive
things come out of my mouth.”

Deanna’s recognition for appropriate behaviors served as a gentle reminder to
others of her high expectations. She indicated, “They have the opportunity to pull their
card up if they’re doing well, if they’re doing more than expected. If they’re being a
role model then they have a positive reinforcement for that too. I think if the only time you’re going to talk to them is going to be negative, then they’re never going to look forward to it.”

Providing students with ongoing, constructive feedback allowed Wendy to applaud her students for accuracy and understanding throughout the day. She indicated, “I really like to emphasize the positive. I always follow through. I see that you are sitting crisscross. You’re being respectful. I see that you are walking. That is a safe choice. It’s constant verbal reinforcement and feedback.”

Encouragement was the permeating theme in Erin’s class. The encouragement Erin’s students offered to one another was quite extraordinary. During a classroom observation, the researcher heard Erin exclaim “You made it! I’m proud of you.” The students were also heard encouraging one another as they acknowledged Amy’s success in creating a trapezoid exclaiming “She did it!”

Kelly’s reassurance when students made a good choice inspired them to continue striving to please their teacher. Kelly explained, “We try to narrate positive behaviors that we see. So before we call somebody out, we’re going to narrate what others are doing to try to get them to comply that way.” This technique allowed Kelly to use positive reinforcement as a means of commending students for appropriate behaviors, while also reminding others what the expectation was.

**Creating a Productive Environment**

The participants in this study created productive environments that promoted learning and successful student achievement outcomes. Effective routines were
established to maximize instructional time. The teachers in this study implemented culturally responsive practices that demonstrated to their students their value and appreciation of the differences in each of them. Fostering positive relationships created a warm and inviting milieu.

Jamie demonstrated creating a productive environment by arranging her classroom in a manner that promoted efficiency and collaboration. She explained, “I definitely like the desk arrangements. We switch those probably every month just because they get very familiar with their group and they’re all very friendly. It’s not a negative thing. They’re just talking and they’re comparing. It’s great collaboration.”

Deanna’s beautiful display of student work unveiled the pride she had in her students and in turn, encouraged her students to have pride in themselves. Deanna also arranged her classroom in a manner that promoted efficiency. She explained, “I set up my classroom so that there are easy pathways. There are clarifications of where they do go and where they don’t go. They’re able to see any area that is necessary for them. I try to un-crowd areas that are frequently traveled.”

Wendy’s structured environment provided her students with the certainty they needed to be successful. She explained, “I’m really strict in the beginning on behavior. I feel like most of the time in the beginning of the year it is routines and procedures and that’s what I spend most of my time on. Then once that’s established, I make the most of learning time by having all those routines, procedures, and expectations already established so they’re able to learn more. I believe in quick transitions and in
the beginning it takes a lot longer but at this point in the school year the transitions are quick. That’s how you make the most of every minute of the day.”

Using colorful arrows taped on the floor, allowed Erin’s classroom to be free of traffic jams during transitional times. She explained “Having systems in place makes it easier for me to focus on my instruction.” The researcher observed the students engaged in transitions, following the arrows Erin had in place to guide them in the right direction.

Kelly’s careful attention to time management enabled every minute at school to be a productive time for instruction or reinforcement. The researcher heard Kelly keeping her students on track by saying “Sac State you need to finish up. You’re recording now. We’re going to transition in a few minutes.” This encouraged Kelly’s students to stay on task and to be mindful of the time remaining.

**Multitasking**

The responsibilities required of the teachers in this study were so vast it was often necessary to complete multiple tasks simultaneously. The ability to manage multiple tasks was identified in all the participants in this study. Jamie demonstrated multitasking as she led her students in song, while also entering daily attendance. Jamie indicated, “When I go to take roll, I need to go to my computer because it has to be plugged in and so what can I have the students doing? I think ahead of time. We’re learning a new song for the “Three Piggy Opera” show. We just did one yesterday so let’s think of one we can review while I do my roll.”
Deanna’s ability to independently facilitate reading groups and literacy centers, while effectively managing student behavior was admirable. Fostering an intrinsic motivation in her students to do well, helped Deanna multitask during reading groups and literacy centers. She explained, “It’s all this sense of team and this sense of self-worth. Trying to make them see that they’re working hard for themselves.”

Wendy demonstrated multitasking throughout the language arts period as she circulated through the classroom, providing instruction and assistance, as well as offering encouragement and problem solving strategies. During a classroom observation the researcher listened to Wendy as she addressed multiple tasks at once. She explained to the reading group “Good writers need two tools.” She also answered questions and circulated around the table assisting as needed. She then praised students for making a “green choice” agreeing that “Yes, sharing is a green choice.”

Erin revealed multitasking abilities as she provided support to a struggling student, while also addressing an individual in the “timeout” corner. The researcher heard Erin provide Quentin recommendations saying “Use this. Try this.” While Quentin was working independently, Erin spoke with Mikey in the “timeout” corner about why his actions were unacceptable.

Kelly supported collaborative groups during math while also managing behavior and tending to students’ needs. During a classroom visit, the researcher heard Kelly saying “Aiden you have one minute to stop or you will go to timeout.” Kelly returned her attention to the group and asked them to share ways they can keep track as they are counting. Kelly then acknowledged Aiden’s actions saying “Good choice.
Your hands are in star. You can join us.” Kelly demonstrated providing instruction while also managing behaviors.

**Collaboration**

For the purpose of this study, collaboration is defined as a working partnership between multiple students, between teachers and students, and/or between multiple teachers. The students in Jamie’s class were observed collaborating during math and language arts activities. Students were often overheard offering computation strategies to one another as they worked out problems together. Jamie also allowed her students to help develop classroom rules collaboratively. She explained, “It is a few conversations we have so there’s more ownership of it. It’s something we collaborate on and create together.” It was evident the students were accustom to working collaboratively in Jamie’s classroom.

Deanna’s implementation of differentiated instruction allowed her students to choose collaborate activities for reinforcement while she provided small group instruction. Promoting teamwork in her classroom also provided Deanna’s students ample opportunities to collaborate. She explained, “We’re a team. You don’t leave a player behind. You don’t yell out answers because you hurt the learning of the other team members who hadn’t gotten it that quickly. You don’t hurt peoples’ feelings because it brings the team down. So getting that sense of, you know, we’re in this together.”

Wendy’s students were observed collaborating during literacy centers and reaping the benefits of learning appropriate social skills in the school setting. Wendy
also discussed how collaboration in her classroom promoted positive group interactions as she allowed students to earn group points. “I have them set up in table groups and I award table points.” This instilled a sense of teamwork in Wendy’s classroom as the students worked together to achieve a common goal.

Observing Erin and Kelly collaborating with their co-teachers emphasized the importance of consistency and working together towards the objective of successful student learning outcomes. Erin explained, “In the beginning of the year, each classroom teacher pair sat down and thought of and built upon the procedures that were already established. Then we are just consistent with the expectations. I think also in that co-teacher environment always kind of touching bases and just trying to maintain that consistency.” Along with the other members of their staff, Erin and Kelly demonstrated working collaboratively in various aspects of teaching and learning. School wide consistency was acknowledged as essential for this staff.

**Conclusion**

The findings presented in this chapter show a variety of data in regard to effective classroom management. Participant surveys, interviews, and classroom observations were synthesized to provide a description of effective classroom management. The data analysis process led to the discovery that there is not one isolated element that promoted effective classroom management, but rather it is a combination of strategies in alignment with teaching styles and students’ needs that cultivate classroom management competencies. Chapter 5 provides a discussion of the data with implications for practice, policy, and future research.
Chapter 5

DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to investigate and gather data about the beliefs and practices of novice teachers who displayed effective classroom management abilities. The novice teachers in this study were asked to share experiences they perceived as contributing to their success with classroom management and were observed engaged in effective practices. The significance of this study, which evolved using a qualitative narrative inquiry, was in providing data identifying effective elements of novice teachers who exhibited strength in classroom management.

In the preceding chapter, the presentation and analysis of data were reported. Chapter 5 consists of a summary of findings, discussions and conclusions, and recommendations. The researcher’s objective was to expand upon the concepts that were studied in an effort to provide a deeper understanding of their possible influence on classroom management, and to present recommendations for further research targeting the development of effective classroom management during novice years. This chapter begins with a summary of the purpose and structure of the study and is followed by the major findings related to novice teachers who are effective classroom managers. Conclusions from the findings of this study are discussed in relationship to the characteristics that exemplify effective classroom managers. Finally, implications for practice and recommendations for further research are presented and discussed.

Through the lens of an interactionalist framework, the researcher identified factors that led to the participants’ success with classroom management during novice
years. The teachers in this study exhibited behaviors in alignment with interactionalist theorists such as Rudolf Dreikurs, William Glasser, and Jacob Kounin, focusing on what the individual does to alter external milieu as well as what the environment does to shape the individual. The teachers in this study perceived democratic management, rooted in mutual respect, as motivating students to behave constructively as Dreikurs’ theory suggested. Glasser’s choice theory was applied by all the teachers in this study as they taught the students the importance of making good choices. Kounin indicated teachers’ abilities affect student behavior through instructional management. The teachers in this study demonstrated strength in establishing effective provisions and procedures in their classrooms, while using proactive behavior and encouraging high student involvement. Good lesson movement was exhibited through “withitness,” overlapping, momentum, smoothness, and group focus to develop an effective connection between management and teaching.

**Summary of Findings**

According to the data gathered through surveys, interviews, and classroom observations of five novice teachers, emergent themes included leadership qualities, setting high expectations, utilizing positive reinforcement, creating a productive environment, multitasking, and collaboration. In this chapter, the themes are presented in relationship to the research questions.
Research Question #1

What provisions and procedures have the teachers in this study found necessary, to establish and maintain an environment in which instruction and learning can occur?

Leadership qualities. The data collected during this study, identified effective classroom managers as inherent leaders. Leadership abilities were revealed in a variety of ways. The teachers in this study were observed leading their students in academic progression during whole and small group instruction. Leadership was also exhibited by the teachers in this study as they believed in the power of modeling desired behaviors for students during formative years. All five teachers in this study provided their students with clear directions for both instructional and non-instructional tasks as a means of leading their students through academic and social development. The teachers in this study also demonstrated taking advantage of teachable moments to enhance their students’ learning experiences.

Setting high expectations. The data revealed that all of the teachers in this study had high expectations for their students both academically and behaviorally. The teachers shared the common belief that setting high expectations allowed students to achieve to their greatest potential. This study identified high expectations in relationship to appropriate behaviors, polite manners, critical thinking and problem solving skills, and developing independence.
Utilizing positive reinforcement. The teachers in this study all used positive reinforcement as a means of effectively managing behavior. Praising students for appropriate behavior encouraged others to emulate commended behaviors. The use of positive reinforcement also encouraged students to achieve to their greatest potential, while also providing them with self-confidence.

Creating a productive environment. The teachers in this study were recognized as creating productive learning environments for their students. Effective routines were established to maximize instructional time. Culturally responsive practices were demonstrated, verifying to the students that their individual differences were celebrated, valued, and appreciated. The teachers also fostered positive relationships as a means of providing students a warm and inviting classroom environment.

Multitasking. The ability to engage in multiple tasks concurrently was exhibited by all the participants in this study. Throughout the data collection, it became evident to the researcher that multitasking abilities were a prerequisite that allowed the teachers to fulfill the numerous responsibilities that coincide with providing quality instruction. This was a noteworthy phenomenon as it did not surface in the review of literature but was overwhelmingly evident to the researcher as being an essential skill for maintaining order in the classroom.

Collaboration. The teachers in this study implemented collaborative activities that promoted positive interactions among students while also enhancing academic and social skills. The teachers believed that students learn from one another and that
working with others provided multiple perspectives. Critical thinking skills were encouraged during collaborative activities. Two of the five teachers in this study were assigned co-teaching positions and emphasized the importance of collaborating with one another to achieve the common goal of successful student learning outcomes.

**Research Question #2**

How did the novice teachers in this study develop these provisions and procedures to promote success in classroom management?

**Pre-service teacher education.** Jamie was the only teacher in this study that articulated completing a stand-alone classroom management course during her pre-service teacher education program. Wendy, Deanna, and Kelly expressed having had little formal classroom management training during their teacher education programs, but noted receiving classroom management instruction that was embedded into other courses. Erin explained she had no classroom management instruction during her teacher education program.

**In-service teacher education.** All five teacher in this study explained that working with a mentor and specifically being able to observe them in the field, were advantageous to their classroom management practices. Professional development was identified by most of the teachers in this study as expanding their knowledge of classroom management. Erin and Kelly specifically identified professional development opportunities as being the most valuable classroom management training they had received.
**Past experiences.** Jamie and Deanna identified past experiences working with young children as significant in developing effective classroom management abilities. Jamie recognized coaching experiences as providing her with practice in behavior management. She explained, “I coached gymnastics and cheerleading for seven years before I started teaching. Coaching is high energy. Similar to teaching, you have to keep your athletes focused and things like that. So I think my teaching style has adapted from coaching in a sense.”

Deanna revealed previously working with preschool children provided her with a foundation for constructing her philosophy on classroom management. She explained, “I would say a lot of my foundation has come from teaching preschool. It’s all about behavior modification and working with young kids to try to get them to line up, to not yell, to sit in a circle. I think that that’s helped tremendously.”

**Discussions and Conclusions**

The major findings of this study support a multitude of literature reviewed in Chapter 2. Most significant was the validation that successful teaching is implausible without effective classroom management. This theory was acknowledged by all five teachers in this study during their interviews. They each expressed they would not be able to teach sufficiently without classroom management capabilities. The researcher observed a variety of teaching strategies that aligned with the individual teaching style of each participant. It was apparent effective teaching was achievable as a result of the teachers’ effective classroom management practices. The teachers in this study exemplified Stoughton’s (2007) belief that when classroom management is
intertwined with instruction that is engaging and meaningful, productive learning environments thrive. The data from this study confirmed the findings of research conducted by Oliver et al. (2011) that concluded teacher quality was a critical factor affecting student achievement. The teachers in this study were observed utilizing teaching strategies as a means of actively engaging students and promoting academic achievement.

The data from this study supported the recommendations of Oliver and Reschly (2007) that creating a productive physical environment is crucial in establishing effective classroom management strategies. The literature surrounding classroom environment reports it is most effective to create a classroom environment that eases traffic flow, minimizes distractions, and provides teachers with good access to students in order to respond to questions and better manage behavior. All of the teachers in this study created productive learning environments for their students by establishing effective rules and routines while also providing warm and nurturing surroundings.

The procedures established by the teachers in this study were developed to maximize instructional time and minimize disruptions. Most noteworthy were the routines and transitions established by Erin and Kelly that included choral chants, skip counting, and repetition that provided continual reinforcement during non-instructional times. Erin and Kelly’s objective to maximize learning time supported the findings of Ryan and Cooper (2007) that indicated most “efficient” teachers engage their students almost 30 minutes longer each day than the “average” teacher.
and an hour longer than the “inefficient” teacher. The results concluded that over the course of 180 days, students of “efficient” teachers received 90 more hours of engaged time than students of “average” teachers and 180 hours more than students of “inefficient” teachers.

Evolving from a traditional teacher-centered approach to a more student-centered constructivist approach has transformed the way many current teachers provide instruction. Jamie, Deanna, and Wendy demonstrated applying Garrett’s (2008) theory that constructivist teachers perceive knowledge as constructed by the teacher and students rather than transmitted directly by the teacher. They exhibited a student-centered philosophy that applied shared leadership, community building, and a balance between the needs of teachers and students.

The teachers in this study served a vastly diverse population of students. Kelly did not place an emphasis on altering her teaching practices to meet the cultural needs of students, but the remaining teachers did. In alignment with research conducted by Dobler et al. (2009) the teachers in this study that acknowledged implementing culturally relevant practices identified critical reflection, dialogue and discussion, reading professional materials, and interacting with families as enhancing their practice. Jamie and Deanna both expressed using materials that reflected the cultural make up of their student population as a means of making learning meaningful.

Teacher training varied among the participants in this study but was identified as an integral component to becoming an effective classroom manager. Consistent with the findings of Sempowicz and Hudson (2011) the five teachers in this study
identified effective mentoring experiences as significant. Observing effective teachers and classroom managers was deemed invaluable for the novice teachers in this study.

As the academic and emotional needs of students become more diverse and instructional and management practices evolve with the changing times, ongoing professional development in the area of classroom management is essential. Few teachers, even those with years of experiences, can claim proficiency in the area of classroom management. Jamie, Deanna, Erin, and Kelly all acknowledged professional development opportunities in classroom management as expanding their knowledge on effective strategies and the corresponding grounded theories. Consistent with the beliefs of Kariuki (2009), the teachers in this study agreed that sustained and intensive professional development in classroom management had an undeniable impact on their pedagogical knowledge and skills, and in turn promoted student achievement.

**Significance of the Study**

The significance of this study was in contributing to the limited research on novice teachers who are effective classroom managers. Conducting a narrative inquiry study expanded the body of educational research employing this underrepresented methodological approach. As with all qualitative research, the findings from this study offer a rich explanation of the given settings and participants, but may be limited in generalizability to other contexts. In addition, this study illustrated the beliefs and practices of novice teachers that aligned with the interactionalist theoretical framework.
Strengths and Limitations

The researcher believed gathering extensive data and providing rich descriptions of the settings and participants in this study strengthened the validity of the themes unearthed as well as provided a strong basis for the author to interpret and discuss the findings presented in Chapter 4. In addition, face to face interviews with the participants and multiple classroom observations contributed to the authenticity and accuracy of the data, capturing the participants’ perspectives rather than the researcher’s. Lastly, the doctoral committee who reviewed the data analysis process found the methodology employed to be reliable and valid.

The limited number of participants and research settings in this study were recognized as a limitation. In addition, the participants who responded to the researcher and were willing to participate in the study, taught either kindergarten or first grade, which eliminated representation from multiple grade levels. Finally, the research settings were limited to schools in Northern California preventing a nationwide perspective on effective classroom management.

Although there are limitations to this research, it can be used as a basis for further studies. Narrative inquiries in the field of education are sparse and this research illuminates this pertinent methodological approach. The researcher’s recommendations for further research on novice teachers who are effective classroom managers are presented below.
Recommendations

Recommendations for Current Practice

The researcher recommends that preparing teachers for the overwhelming challenge of effective classroom management should begin during their first semester of their teacher education program and should be revisited frequently throughout their pre-service years. The researcher also recommends engaging pre-service teachers in collaborative partnerships with local schools, such as those portrayed in Chapter 2 with the University of Mississippi and Omega State University programs. Providing pre-service teachers collaborative opportunities to observe and practice classroom management strategies and receive critical feedback, promotes further development.

Furthermore, the researcher recommends that policy makers examine the effectiveness of teacher education programs and modify current curriculum as needed. Four of the participants in this study identified the classroom management training they were provided during their pre-service teacher education programs as insufficient. The researcher recommends providing stand-alone classroom management courses that present applicable strategies as well opportunities to observe and practice with effective teachers in the field.

The researcher recommends novice teachers engage in a mentor and/or induction program as this was identified by all the participants in this study as significant in influencing their successful classroom management practices. The researcher not only recommends that novice teachers participate in mentorships, but that effective experienced teachers engage in mentorships as well to promote not only
effective teaching, but also as a means of passing on the torch to the next generation of educators.

The researcher recommends teachers in the field, both novice and experienced, participate in ongoing professional development in the area of classroom management. As educational trends continue to evolve, it is necessary for teachers to expand their pedagogical knowledge of current practices.

**Recommendations for Further Study**

Further studies are recommended to investigate effective classroom management and effective teaching strategies during novice years. The researcher also recommends an exploration of teachers’ perspectives on their needs during pre-service and in-service experiences to develop proficiency in classroom management. An examination of teacher preparation programs is recommended to identify whether stand-alone classroom management courses were more, less, or equally effective than classroom management instruction embedded into other courses. A meta-analysis is recommended to identify components of teacher education programs that are effectively preparing pre-service teachers in the area of classroom management, with the objective of applying these principals to current practice. Finally, the researcher recommends an investigation of the importance of multitasking abilities in becoming an effective teacher and effective classroom manager. The researcher identified multitasking as an essential component of effective classroom management among the participants in this study, yet there is a gap in the literature on this unexpected phenomenon.
Doctorate in Education Leadership: Program Objectives

This study aligns with the objectives of the Doctorate in Education Leadership program at California State University, Sacramento that strives to improve educational leadership through transformational leadership, critical policy analysis, and data driven decision making. This study addressed all three program goals.

The leadership exhibited by the participants in this study, specifically in the realm of classroom management, unveiled the possibility that teachers with limited experience can be transformational leaders and transformational classroom managers. This study also engaged in critical policy analysis as the researcher examined the classroom management instruction of the participants both pre-service and in-service as well as the corresponding program policies. Data driven decision making was employed during the data analysis process as a means of establishing a foundation for constructing appropriate recommendations for current practice and further research.

Conclusion

The findings of this study expand on previous research in the area of classroom management, specifically in regard to novice teachers who are effective classroom managers. As identified in Chapter 1, effective classroom management is essential to maximizing instructional time which will in turn, promote student achievement. Effective instruction is critically impacted by the ability of teachers to organize and manage student behavior. Research indicated maintaining order in the classroom to achieve academic objectives is one of the greatest challenges teachers will encounter.
Too few teachers, particularly those new to the profession, are effective in the area of classroom management resulting in ineffective instructional time, more frequent disruptions in the classroom, and increased teacher frustration which leads to a greater likelihood of leaving the profession. When effective classroom management strategies are not developed, novice teachers often fail to become highly effective teachers.

A qualitative narrative inquiry was conducted to investigate and gather data about the beliefs and practices of novice teachers who display effective classroom management competencies. The five participants in this study were chosen using a criterion sample to ensure they met the criteria for being an effective classroom manage as pre-determined by the researcher. This study followed the interactionalist framework that focused on what the individual does to alter external milieu as well as what the environment does to shape the individual and aligns with the beliefs of interactionalist theorists Rudolf Dreikurs, William Glasser, and Jacob Kounin.

In Chapter 2, the researcher presented a critical review of salient literature. Research indicated criteria for effective classroom management included creating a productive physical environment, developing effective rules, establishing productive routines, effectively managing and maximizing learning time, preventing and responding to misbehaviors, and nurturing positive relationships between students and between the teacher and students. When teachers successfully integrated these components, they developed successful classroom management abilities.
As educational trends continue to evolve, a multitude of literature conveyed there has been a shift in instructional delivery. Teachers are veering away from teacher-centered approaches and are embracing a more student-centered approach employing strategies rooted in constructivism that embrace shared leadership, community building, and a balance between the needs of teachers and students.

As classrooms continue to transform into unique melting pots that represent the vast array of beautiful traditions and cultures that reflect the heritage of the current student populations, teachers are embracing culturally responsive practices grounded in culturally responsive pedagogy. Culturally responsive practitioners recognize their ethnocentrism. Identifying broad sociopolitical contexts allows teachers to understand how their students culturally define appropriate classroom behavior. Developing knowledge of students’ cultural backgrounds, and using culturally appropriate classroom management strategies, assists in establishing caring classroom communities.

Literature revealed many teachers perceived pre-service teacher education programs as inadequately preparing them for the reality of classroom management. Research indicated classroom management content in many teacher education programs was often too theoretical and disconnected with authentic classroom management challenges. Collaborative partnerships such as those developed by the University of Mississippi and Omega State University, shed light on successful practices that provided pre-service teachers opportunities to observe and work with effective classroom managers in the field. Having the opportunity to practice
classroom management strategies and receive critical feedback for further development enhanced classroom management competencies in pre-service teachers.

Research verified effective mentor and induction programs were essential in promoting success among novice teachers, not just in the area of classroom management but for effective teaching in general. Classroom management was recognized as an area even experienced teachers fail to become proficient. For this reason, ongoing professional development for all teachers is a vital component to effective classroom management.

The researcher presented the methodology of this study in Chapter 3. A narrative inquiry methodological approach was identified as the most effective way to answer the research questions. The researcher’s objectives were to understand, describe, and analyze the stories shared by the novice teachers involved in this study. This method allowed the researcher to gain a deeper understanding of the importance of effective classroom management during novice years.

The researcher conducted a three phase data collection that included surveys, interviews, and classroom observations. The surveys were used to identify commonalities and differences in the participants’ demographic and background information, such as degrees and credentials earned, current teaching positions and grade level, student populations, and school settings. The survey also inquired about the participants’ physical and emotional classroom environment. The interviews conducted were semi-structured. The participants were asked open-ended questions intended to identify factors that contributed to their success with classroom
management as novice teachers. Classroom observations allowed the researcher to observe first-hand the successful practices of the participants. During the classroom observations, the researcher collected extensive fieldnotes. The triangulation of data provided the basis for a rich analysis of the participants’ beliefs and experiences that contributed to their success with classroom management.

Data analysis consisted of text analysis, identifying and coding emergent themes, and interpreting the findings. The qualitative data collected for this study were analyzed for similarities and differences, categorized, and compared. Continuous reflection on the data presented emergent themes including leadership, high expectations, positive reinforcement, productive environments, multitasking, and collaboration. The researcher then developed interpretations to make sense of the data. Validity and reliability were confirmed in multiple ways including the use of the qualitative analysis software MAXqda 10, audio recording the interviews to allow the researcher to listen to the recording as often as needed, and reviewing interview transcriptions to confirm mistakes were not made. Code/re-code strategies, member checks, and triangulation were also conducted to compare the results and confirm accuracy.

In Chapter 4, the researcher presented the findings of the study through narratives of each participant. Exemplars were used to provide examples of how each participant demonstrated proficiency in relationship to the themes discovered. The researcher provided rich descriptions of the participants and research settings.
Chapter 5 presented the summary of findings, discussions, and recommendations based on the research questions. The first research question sought to uncover the provisions and procedures the participants had established to maintain a productive learning environment through their leadership abilities, setting high expectations for all students, using positive reinforcement, creating a productive environment, multitasking, and collaboration. The second research question sought to identify provisions and procedures developed by the teachers in this study that promoted successful classroom management. Pre-service teacher education programs, in-service professional development, and past experiences were recognized as being influential.

Recommendations were provided for current practice as well as future research. Recommendations for current practice included improving classroom management instruction for pre-service teachers, engaging pre-service teachers in fruitful collaborative partnerships, providing novice teachers the opportunity to engage in effective mentorships, and promoting ongoing professional development in the area of classroom management.

Recommendations for further study included investigating effective classroom management and effective teaching strategies during novice years. Exploring teachers’ perspectives on their needs during pre-service and in-service experiences to develop proficiency in classroom management was also recommended. Conducting a meta-analysis was recommended to identify components of teacher education programs that are effectively preparing pre-service teachers in the area of classroom management.
An examination of teacher preparation programs would help identify whether stand-alone classroom management courses were more, less, or equally effective than classroom management instruction embedded into other courses. Absent from the reviewed literature was the importance of multitasking abilities in relationship to classroom management. The final recommendation was conducting an investigation on the importance of multitasking abilities on becoming an effective teacher and effective classroom manager.

**Researcher’s Reflections**

The most profound discovery for the researcher throughout this study was the realization that teachers lacking long-term teaching experience can be effective classroom managers when provided instruction and field experience during pre-service years as well as support and ongoing professional development while in-service. Providing teachers the opportunity to observe and learn from effective teachers was identified as invaluable in the development of effective classroom management abilities during novice years.

While reflecting upon this journey, the researcher initiated the study by identifying the phenomenon to be explored. The researcher had the desire to expand her knowledge on effective classroom management, specifically during novice years. As a third grade teacher for seven years, the researcher acknowledged classroom management was an area she was lacking proficiency. The desire to engage in a critical analysis of what effective classroom management was and how to obtain the skills and pedagogical knowledge necessary to become an effective classroom
manager was a driving force throughout this study. The researcher had the desire to improve her own classroom management practices as well as have the theoretical foundation as a basis for establishing recommendations for other teachers, teacher educators, and policy makers.

Conducting a thorough review of literature brought to light current effective classroom management practices. The literature prepared the researcher for what beliefs and strategies may surface during the data collection and analysis. The researcher anticipated observing strategies identified in the literature. The participants’ multitasking abilities were omnipresent and it was surprising to the researcher that this essential element was absent from the literature.

When determining the appropriate and most effective methodological approach to answer the research questions, various qualitative research designs were examined. It was determined a qualitative narrative inquiry would be most effective. Selecting the participants and solidifying their participation in the study was nerve wrecking and tedious, but the participants that were recommended and selected exemplified what it means to be an effective classroom manager.

The researcher was uncertain what to expect upon initially meeting the participants. It was exciting for the researcher to be back in the classroom as she discovered after taking a year off from teaching to finish school, she greatly missed being with students. The participants all welcomed the researcher into their classrooms without reservation and shared valuable insights on classroom management beliefs and practices.
During the three phase data collection process, the researcher gained a more profound understanding of the participants’ classroom management competencies with each phase of data collection. The survey data provided essential background and demographic information. During the interview process, the researcher identified the participants as eager to share their knowledge. They seemed genuinely pleased to have been recommended by their principals and to have been acknowledged for their success in an area in which so many novice teachers struggle. The interviews were insightful and thought provoking. The discussions validated much of what was represented in the review of literature as well as illuminated other vital components of effective classroom management.

The researcher found the classroom observations to be the most substantial and enlightening phase of data collection. The excitement of seeing novice teachers, who are effective classroom managers in action, became the basis for validating survey and interview data as well as provided a foundation for the researcher’s recommendations for current practice and further research. Being in the classroom setting heightened the researcher’s passion for teaching and generated the desire to put into practice what was learned while conducting this study.

The qualitative narrative inquiry method employed expanded the researcher’s knowledge on research design and methodology in general, but also brought to light an unsuspected enjoyment the researcher experienced while writing the participants’ narratives, presented in Chapter 4. The researcher’s objective was to listen to the experiences the participants shared and to re-tell the stories by constructing narratives
based on the data collected. The researcher found the data collection to be extensive and tedious as a great deal of time was devoted to constructing fieldnotes. In the end, the time devoted to the data collection and analysis provided the researcher with the evidence necessary to write rich and descriptive participant narratives.

The researcher brought with her years of teaching experience that may have contributed to unintentional biases. As previously noted, struggling with classroom management in her years in the classroom may have generated unforeseen biases in regard to novice teachers and their classroom management abilities. The researcher made a conscious decision to eliminate any biases prior to conducting the study. During the data collection process, the researcher considered some participants may be more effective classroom managers than others, but refrained from making judgments about the participants’ teaching and management practices as the goal of the study was to learn from the participants’ beliefs and practices that contributed to their success with classroom management.

When reflecting upon the possible effects this research may have on the participants, the researcher hoped they would feel a sense of pride in being recognized for accomplishing what many teachers fail to develop, effective classroom management abilities. The researcher encourages the participants to consider mentoring others and sharing their insight and experiences as a means of promoting effective classroom management abilities in others.

The researcher hopes this study will promote critical reflection and conversations between teacher educators that may improve classroom management
instruction and opportunities in pre-service teacher education programs. The researcher provided teacher educators strategies and recommendations shown to be effective by the novice teachers in this study. As a means of revitalizing current teacher education programs, the researcher hopes policy makers will consider establishing collaborative relationships between pre-service teachers and local schools, similar to those identified in this study as being successful in developing effective classroom management skills.

Though this process was started with great uncertainty as it was the researcher’s first time conducting a study in this manner, it evolved into an indescribable and influential learning experience. The participants’ willingness to share their insight for the betterment of education provided the researcher with a sense of pride in belonging to the educational community that strives to achieve the common goal of enhancing the lives and learning experiences of our students.
APPENDICES
APPENDIX A

Principal Letter of Consent
Principal Letter of Consent

Institutional Review Board
California State University, Sacramento
Letter of Consent

To whom it may concern,

I am writing to authorize permission for Colleen Bruckmann to conduct her research study at (insert school’s name here). Colleen has my permission to survey and interview (insert teacher’s name(s) here). Colleen also has my permission to conduct classroom observations.

Signature,
APPENDIX B

Participant Letter of Consent
Participant Letter of Consent

Consent to Participate in Research

You are being invited to participate in a research study which will be conducted by Colleen Bruckmann, a doctoral student at California State University, Sacramento. The purpose of this study is to examine effective teachers in their first to third year of teaching who have exhibited strong classroom management capability. The information is important as teachers, particularly those with less experience, are often underprepared and ineffective in this essential aspect of teaching. This study aims to identify factors contributing to effective classroom management, and because your principal has identified you as already demonstrating this ability, I hope you will agree to participate.

Your participation in this study consists of responding to an emailed survey, participating in an interview, and consenting to classroom observations. The survey, which is designed to provide me with background information and general information about your classroom management beliefs and practices, will take 15-20 minutes to complete. You do not need to answer every question in the survey and you may skip questions.

You are also asked to participate in an interview conducted by the researcher. The interview will be conducted either by phone or face-to-face depending on feasibility. The interview should take between 30-40 minutes. During the interview, you will be asked a series of questions about your teaching experience and educational beliefs. You will be asked to discuss your classroom management experiences. The researcher will also ask you to discuss your perceptions about classroom management as well as about your educational background and experiences that may have contributed to your success. The dialogue during the interview will be audio recorded to allow the researcher to transcribe the interviews.

Your consent to conduct classroom observations is requested as well. Observing participants in their classroom will allow me to further understand
classroom management styles and strategies. Fieldnotes will be compiled during the observations for further analysis. The observations will consist of two visits for the durations of no more than 60 minutes per visit. The researcher will audio record her own observational comments to assist with the data analysis.

You will benefit from participating in this study as you are helping future educational leaders identify ways teachers can be more efficient as well as better prepared and supported in the area of classroom management. If you request it, you will receive a copy of the researcher’s findings and recommendations that may prove useful to you with your daily classroom management strategies.

Your participation in this study will be kept confidential as will all survey and interview responses and collected fieldnote data. All data will also be stored confidentially. Audio recorded data will be destroyed upon completing of the study, in approximately June 2012. Your name will not be used in the research. Your candid responses are much appreciated. The results of this study however may be shared with the educational community. If you have any concerns please contact my faculty sponsor Dr. Robert Pritchard at 916-784-9294 or pritchard@csus.edu.

If you have any questions about this research you may contact Colleen Bruckmann at (916) 501-1652 or colleenbruckmann@gmail.com.

You may decline to be a participant in this study without any consequences. Your signature below indicates that you have read this page and agree to participate in the research.

________________________________________  _________________
Signature of Participant                      Date
APPENDIX C

Participant Profile
Participant Profile

<table>
<thead>
<tr>
<th>Name/Number</th>
<th>Correspondence</th>
<th>Characteristics</th>
<th>Strategies</th>
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APPENDIX D

Survey
Survey

Directions: Please underline your response for multiple choice questions. Please type in any other responses.

**Demographic and Background Information**

Gender

a.) Male
b.) female

Do you have a credential?

a.) Yes
b.) No

If yes, please list the specific teaching credential/licensure you hold. __________

________________________________________________________________________

________________________________________________________________________

Please list information about your B.A. (year, institution, major) and any additional degrees you have earned (Master’s and/or Doctoral degrees-year, institution, focus)

________________________________________________________________________

How many years of teaching experience do you have? ________________

What grade level are you teaching this year? __________________________

How many students do you have in your class this school year? ________________

What setting best matches the school where you teach?

a.) Urban
b.) Suburban
c.) Rural
d.) Other ___________________________________________________________________

What type of teaching assignment do you have this school year?

a.) Self-contained
b.) Departmentalized
c.) Co-teaching
d.) Team teaching
e.) Other ___________________________________________________________________
Which best describes the population served by your school? Identify all that apply.
   a.) Affluent/wealthy
   b.) Working class
   c.) Middle class
   d.) Low income

**Physical Classroom Environment**
How are the students’ desks arranged in your classroom?
   a.) Rows
   b.) Tables
   c.) It varies throughout the year
   d.) Other ________________________________

How are supplies and materials accessible to students?
   a.) Students keep all supplies and materials at their desks
   b.) Teacher distributes all supplies and materials as needed
   c.) Student helpers distribute supplies and materials
   d.) Students follow specific procedures to independently obtain supplies and materials
   e.) Other ________________________________

**Effectively Managing and Maximizing Learning Time**
I factor classroom management into managing learning time.
   a.) Strongly disagree
   b.) Disagree
   c.) Neither agree or disagree
   d.) Agree
   e.) Strongly agree

Disruptions in my classroom frequently impact students’ time spent on task.
   a.) Strongly disagree
   b.) Disagree
   c.) Neither agree or disagree
   d.) Agree
   e.) Strongly agree
Establishing Productive Routines
I have established routines and procedures that promote effective classroom management.
   a.) Strongly disagree
   b.) Disagree
   c.) Neither agree or disagree
   d.) Agree
   e.) Strongly agree

My students understand and follow these routines and procedures.
   a.) Strongly disagree
   b.) Disagree
   c.) Neither agree or disagree
   d.) Agree
   e.) Strongly agree

Preventing and Responding to Misbehaviors
I have established strategies for preventing misbehaviors that the students understand and follow.
   a.) Strongly disagree
   b.) Disagree
   c.) Neither agree or disagree
   d.) Agree
   e.) Strongly agree

I have established effective responses to misbehaviors that the students understand and follow.
   a.) Strongly disagree
   b.) Disagree
   c.) Neither agree or disagree
   d.) Agree
   e.) Strongly agree

Nurturing Positive Relationships
I have established positive relationships between students.
   a.) Strongly disagree
   b.) Disagree
   c.) Neither agree or disagree
   d.) Agree
   e.) Strongly agree
I have established positive relationships between the students and myself:
   a.) Strongly disagree
   b.) Disagree
   c.) Neither agree or disagree
   d.) Agree
   e.) Strongly agree

I implement culturally relevant teaching and management practices.
   a.) Strongly disagree
   b.) Disagree
   c.) Neither agree or disagree
   d.) Agree
   e.) Strongly agree

Fostering positive relationships in my classroom has promoted effective classroom management.
   a.) Strongly disagree
   b.) Disagree
   c.) Neither agree or disagree
   d.) Agree
   e.) Strongly agree
APPENDIX E

Interview Questions
Interview Questions

1. What provisions and procedures have you found necessary to establish and maintain an environment in which instruction and learning can occur?
2. How did you develop these provisions and procedures to promote success in classroom management?
3. Do you have a philosophy on classroom management? If yes, please explain what it is.
4. Tell me about your classroom management training both pre-service and in-service.
5. Has your method of discipline/management changed since you've been teaching? Why?
6. What are the most essential experiences you have encountered that promote effective classroom management?
7. What are the most common management problems in your classroom?
8. What do you think are some of the causes of discipline problems in your classroom?
9. What do you see as the biggest problem students face that impact their behavior?
10. How do you create an environment that fosters positive behavior and a productive learning environment?
11. How does the physical make up of your classroom environment (desk arrangement, access to supplies, placement of the teacher’s desk etc.) help promote effective classroom management in your classroom?
12. How do you develop effective rules?
13. How do you teach the students to follow these rules?
14. How do you establish productive routines?
15. How do you teach the students to follow these routines?
16. What is the relationship you have identified between effective teaching and effective classroom management?
17. How do you manage and maximize learning time?
18. How do you incorporate classroom management into your lesson planning and preparation?
19. What strategies do you use to prevent and respond to misbehaviors?
20. How are the strategies you use for preventing and responding to misbehaviors consistent or different for all students, including those with special academic, socio-emotional, and/or behavioral needs?
21. What is your policy on discipline and punishment?
22. How are the strategies you use for discipline and punishment consistent or different for all students, including those with special academic, socio-emotional, and/or behavioral needs?
23. How do you nurture positive relationships between the students? Between yourself and the students? Between yourself and parents?
24. If you have fostered positive relationships with parents how has this promoted effective classroom management in your classroom?

25. What have been the most significant influences on how you approach classroom management?
APPENDIX F

Observation Checklist
## Observation Checklist

### Creating a productive physical environment

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<tr>
<th></th>
<th>Y</th>
<th>N</th>
<th>N/A</th>
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<tbody>
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<td>Conducive to learning</td>
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<td>Desks are arranged</td>
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<td>Arranges space to</td>
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<tr>
<td>maximum disruptive</td>
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### Developing effective rules

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### Establishing productive routines

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### Effectively managing and maximizing learning time

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### Preventing and responding to misbehaviors

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Nurturing positive relationships between students and between the teacher and students

- Teacher portrays a friendly, positive attitude
- Positive interaction with teacher and students
- Positive interaction between students
- Positive interactions modeled between teachers and staff
- Teacher listens to what students have and need to say
- Students are provided with opportunities for success
- Students are provided with opportunities to interact
APPENDIX G

Survey Analysis
## Survey Analysis

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<td>Student Access to Supplies and Materials</td>
<td>Students follow specific procedures to independently obtain supplies and materials</td>
<td>Students keep all supplies and materials at their desks</td>
<td>Students follow specific procedures to independently obtain supplies and materials</td>
<td>Students keep all supplies and materials at their desks</td>
<td>Students keep all supplies and materials at their desks</td>
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<td>I factor classroom management into managing learning time.</td>
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<td>Disruptions in my classroom frequently impact students’ time spent on task.</td>
<td>Disagree</td>
<td>Strongly disagree</td>
<td>Agree</td>
<td>Neither agree or disagree</td>
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<tr>
<td>I have established routines and procedures that promote effective classroom management.</td>
<td>Agree</td>
<td>Strongly agree</td>
<td>Strongly agree</td>
<td>Strongly agree</td>
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<td>My students understand and follow these routines and procedures.</td>
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<td>I have established strategies for preventing misbehaviors that the students understand and follow.</td>
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<tr>
<td>I have established effective responses to misbehaviors that the students understand and follow.</td>
<td>Agree</td>
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<td>I have established positive relationships between students.</td>
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<td>I have established positive relationships between the students and myself.</td>
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<td>I implement culturally relevant teaching and management practices.</td>
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<td>Fostering positive relationships in my classroom has promoted effective classroom management.</td>
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<td>Agree</td>
<td>Neither agree or disagree</td>
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REFERENCES


