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Minnesota Secondary School Principal Perceptions of the Effectiveness of Classroom Management Skills of First Year Traditionally Trained Teachers Compared to Non-Licensed Community Experts

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Minnesota Secondary School Principal Perceptions of the Effectiveness of Classroom Management Skills of First Year Traditionally Trained Teachers Compared to Non-Licensed Community Experts

by

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Abstract

The 2015 Minnesota Teacher Supply and Demand Report produced by the Minnesota Department of Education provides information regarding the number of teachers licensed and unlicensed throughtout the state. The report indicates "the use of traditionally trained teachers, licensed teachers who have completed a traditional teacher preparation program, comprise the vast majority of the Minnesota teacher workforce; yet, the number of non-licensed community experts teachers increased 25% since 2009" (Minnesota Department of Education, 2015, p. 22). The 2016 Office of the Legislative Auditors Report on Minnesota teacher licensing indicated non-licensed community experts (NLCEs) are employed in school districts or charter schools to assist in overcoming staffing difficulties (Minnesota OLA, 2016). A non-licensed community expert position is one that is granted by the Minnesota Board of Teaching to a school district or charter to employ an individual who does not hold a teaching license or has not completed preparation program but has a specific area of expertise that is related to the teaching assignment (Minnesota OLA, 2016, p. 21).

Members of the Minnesota Board of Teaching have discussed with one another and with education stakeholders regarding special permission to allow Non-licensed Community Experts to teach in Minnesota (Minnesota OLA, 2016, p. 57). The first was that there are NLCEs who are not enrolled in teacher preparation programs; second, school districts submit repeated applications for NLCE status for individuals; and third was the belief that school districts are using NLCE permission to circumvent standard licensure requirements (Minnesota OLA, 2016, p. 58). Members of the Minnesota Board of Teaching (MN BOT) expressed concern that the use of NLCEs implies that formal teacher preparation training is not important (Minnesota OLA, 2016, p. 58).

The purpose of the study was to identify perceptions of select Minnesota secondary school principals regarding the effectiveness of classroom management skills, the most beneficial classroom management skill, and optimal time to offer professional development in classroom management when comparing first year traditionally trained teachers and non–licensed community experts. The study focused on classroom management areas of: procedures and routines, learning strategies, student-teacher relationships, teacher expectations, and student engagement.

The study revealed that Minnesota secondary school principals perceive a statistically significant difference in the effectiveness of first year traditionally trained teachers compared to non-licensed community experts. While the need for non-licensed community experts exist, the use of a comprehensive classroom management development plan for non-licensed community experts should utilize an instructional coach or mentor before the first day of school.

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I have been enrolled in school for the better part of my life. I have had the opportuntiy to teach and coach in a great school district in northern Minnesota, Greenbush-Middle River where I had a great support system and developed long standing personal and professional relationships. This is also where my interest in classroom management emerged, while teaching and learning to overcome some of the most difficult times for brand new teachers. To all of those colleagues in the office, teachers in the classroom, students, and friends who helped me understand that education is more than teaching math concepts, I thank you for your guidance and support.

During the next stage of my educational career, there are a great number of people at West Central Area who endured the next set of growing pangs along my career path while I was principal. I am truly grateful to a set of school board members and staff who supported me along the way. I would be remiss if I did not mention Dr. Chuck Cheney, Superintedent Pat Westby, Elementary Principal Sarah Suchy, teacher Brandon Gruchow, and the late Pat (PA) Anderson who all supported and taught me more than they might ever realize.

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Chapter I: Introduction

"It is probably no exaggeration to say that classroom management has been a primary concern of teachers ever since there have been teachers in classrooms" (Marzano, Marzano, & Pickering, 2003, p. 5). Classroom management has been revealed to be the most common concern of both pre-service and experienced teachers (Gee, 2001, Smith, 2000). "Classroom management consists of the practices and procedures a teacher uses to maintain the environment in which instruction and learning can take place" (Wong, Wong, Jondahl, & Ferguson, 2014, p. 5).

"Classroom management creates the foundation for an effective and successful classroom (Wong et al., 2014, p. 2).

> Today, we know more about teaching than we have ever before. Research has found that teachers' actions in their classrooms have twice the impact on student achievement as do school policies regarding curriculum, assessment, staff collegiality, and community involvement. We also know that one of the teacher's most important jobs is managing the classroom effectively. (Marzano & Marzano, 2003, p. 6)

"Classroom management has always been recognized as crucial for teachers in general and beginning teachers in particular" (Evertson & Weinstein, 2013, p. 21).

"Effective classroom management produces high student engagement, reduces student misbehavior, and maximizes instructional time" (Wong et al., 2014, p. 5). Classroom management is the action "teachers take to create an environment that supports and facilitates both academic and social-emotional learning" (Evertson & Weinstein, 2013, p. 4). The foundation for effective teaching is classroom behavior management, which maximizes time for

academic instruction, student engagement, achievement, instills proactive behavior management practices, and clear expectations (Sugai et al., 2000).

Brophy (1988) identified the elements of classroom management as the organizing of physical space, planning academic activities, planning rules and procedures, monitoring student activities in lessons and activities in student engagement and academic progress. Brophy also further cited the need for the establishment of planning rules and procedures at the beginning of the school year. Marzano and Marzano (2003) conducted a meta-analysis that identified a similar list of factors that contribute to effective classroom management. Among them, a teacher must have clear learning goals and well-defined rules and procedures at the beginning of the school year.

Much research has been conducted on classroom management, but there is less research regarding classroom management skills of teachers with alternative teacher certification. (Feistritzer, 2000). However, some research demonstrated that alternatively certified teachers experienced greater difficulty in learning to teach than traditionaly trained teachers (Barry, 2001). Findings of a study completed by Sokal, Smith, and Mowat (2003) indicated that teachers with traditional preparation began teaching at a higher level of effectiveness with regard to classroom management than alternatively certified teachers.

The 2015 Minnesota Teacher Supply and Demand Report, as prepared by the Minnesota Department of Education (2015), reported the use of traditionally trained teachers (TTTs), licensed teachers who have completed a traditional teacher preparation program, make up the vast majority of the Minnesota teacher workforce yet the number of “non-licensed community experts teachers increased 25% since 2009” (p. 22). The 2016 Office of the Legislative Auditors

(OLA) Report on Minnesota teacher licensing indicated non-licensed community experts (NLCEs) are employed in school districts or charter schools to assist in overcoming staffing difficulties (Minnesota OLA, 2016). A non-licensed community expert position is one that is granted by the Minnesota Board of Teaching to a school district or charter to employ an individual who does not hold a teaching license or has not completed preparation program but has a specific area of expertise that is related to the teaching assignment (Minnesota OLA, 2016).

Members of the Minnesota Board of Teaching have discussed with one another and with education stakeholders regarding special permission to allow Non-licensed Community Experts to teach in Minnesota (Minnesota OLA, 2016). The 2017 Office of the Legislative Auditor's report on Minnesota teacher licensing expressed three concerns regarding NLCE's. The first was that there are NLCEs who are not enrolled in teacher preparation programs; second, school districts submit repeated applications for NLCE status for individuals; and third was the belief that school districts are using NLCE permission to circumvent standard licensure requirements (Minnesota OLA, 2017). Members of the Minnesota Board of Teaching (MN BOT) expressed concern that the use of NLCEs implies that formal teacher preparation training is not important (Minnesota OLA, 2017, p. 58).

The study examined principal perceptions regarding the effectiveness of NLCEs' in the performance of specific elements of classroom management including classroom procedures and routines, student-teacher relationships, teacher expectations, learning strategies, and student engagement. Further, the study explored Minnesota secondary school principals' perceptions of the optimal times in the school year to offer professional development in classroom management to first year traditionally trained teachers and to non-licensed community experts.

Statement of the Problem

The Minnesota teacher shortage has created an increased need to employ non-licensed community experts as classroom teachers. A political debate has occurred among legislators, administrators, educational groups, parents, and rulemaking bodies regarding the effectiveness and legitimacy of the use of the Minnesota Board of Teaching's special permission the employment of non-licensed community experts (Minnesota OLA, 2016). Little research was found that examined principals' perceptions regarding the effectiveness of classroom management skills of non-licensed community experts in Minnesota.

Purpose of the Study

The purpose of the study was to identify perceptions of select Minnesota secondary school principals regarding the effectiveness of classroom management skills, the most beneficial classroom management skill, and optimal time to offer professional development in classroom management when comparing first year traditionally trained teachers and non–licensed community experts. The study focused on classroom management areas of: procedures and routines, learning strategies, student-teacher relationships, teacher expectations, and student engagement.

The study also examined Minnesota secondary school principals' perceptions as to the effectiveness of classroom management skills of first-year traditionally trained teachers compared to non-licensed community experts and the most beneficial time during the school year for offering professional development in classroom management for both first year traditionally trained teacher and non-licensed community experts.

Significance of the Study

A review of literature suggested that effective classroom management is a key foundation skill for an effective teacher. “Today, we know more about teaching than we have ever before. Research has shown us that teachers’ actions in their classrooms have twice the impact on student achievement as do school policies regarding curriculum, assessment, staff collegiality, and community involvement. We also know that one of the teacher’s most important jobs is managing the classroom effectively” (Marzano & Marzano, 2003, p. 6). “Classroom management has always been recognized as crucial for teachers in general and beginning teachers in particular” (Evertson & Weinstein, 2013, p. 21).

Non-licensed Community Experts, (NLCE), are individuals with a knowledge base in a particular subject field, do not have a teaching license, and have been granted permission to teach in a Minnesota public school. NLCEs have not completed a traditional teacher preparation program. Several researchers agreed, “that certified teachers have a greater influence on student achievement than teachers with only a degree in their teaching field” (Darling-Hammond, Berry, & Thoreson, 2001). Ferguson and Womack (1993) found that the coursework of teacher preparation was positively linked to student achievement. Similarly, Fettler (1999) found that teacher experience and preparation were significantly related to student achievement (Fettler, 1999). The study results may prove to be helpful to teachers, principals and district administrators in providing needed classroom management training and skill development for non-licensed individuals who teach in a public school.

Research Questions

Four research questions guided the study:

1. How did select Minnesota secondary school principals perceive the effectiveness of the classroom management skills of non-licensed community experts compared to first-year traditionally trained teachers?
2. How did select Minnesota secondary school principals perceive the effectiveness of specific professional development strategies for first year traditionally trained teachers compared to non-licensed community experts?
3. What did select Minnesota secondary school principals identify as preferred times in the year to offer professional development in classroom management to first year traditionally trained teachers compared to non-licensed community experts?
4. Which classroom management skills as perceived by select Minnesota secondary school principals were the most beneficial for effective classroom management for non-licensed community experts?

Assumptions

Assumptions are factors the researcher takes for granted relative to the study (Roberts, 2010). The study assumed the following:

1. The surveyed principals would answer all the interview questions openly and honestly.
2. The surveyed principals were knowledgeable about and in a position to compare the classroom management skills of first-year traditionally trained teachers and non-licensed Community Experts.

Delimitations

Delimitations are controlled factors that may or will affect the study in an important manner. Controlling delimitations clarifies the boundaries of a study (Roberts, 2010). The following are delimitations of the study:

1. The survey was completed in February of 2017. Principal's perceptions may differ at different times during the school year.
2. The study was conducted with school districts in the state of Minnesota. The study may not be generalizable to other states in the United States.
3. The study was designed to include all Minnesota public school districts that employed non-licensed community experts in the 2016-17 school year. Minnesota on-public schools were not included in the study.
4. The survey was administered to principals in school districts that employed non-licensed Community Experts.

Definitions

Classroom management: "Classroom management consists of the practices and procedures a teacher uses to maintain the environment in which instruction and learning can take place" (Wong et al., 2014, p. 5).

Non-licensed community expert: a special permission granted to a public school district to hire and employ an unlicensed individual as a classroom teacher (Minnesota OLA, 2016).

Professional development: a continuum of planned activities designed to raise the skill level of teachers. Professional development is a way to induct teaches into the culture, mission, academic standards, and vision of the district (Wong & Wong, 1998)

Special permission: "Allow individuals to teach in a public school without meeting all licensure requirements" (Minnesota OLA, 2016, p. 19).

Student engagement: "The activities used to engage learners in the learning process" (Akdemir & Koszalka, 2008, p. 11).

Traditional Teacher Preparation Program: "A college or university program approved by the Board of Teaching for the purpose of preparing individuals for specific teacher-licensure field in Minnesota" (Minnesota OLA, 2016, p. 7).

Traditionally trained teacher: A fully licensed teacher who has completed an approved MN Board of Teaching preparation program as defined by the Office of the Legislative Auditor (2016)

Organization of the Dissertation

The study is organized in a five-chapter format. Chapter I contains an introduction to the study, statement of the problem, purpose of the study, significance of the study, research questions, assumptions, delimitations and definition of terms. Chapter II includes the review of the literature focused on select classroom management skills and non-licensed community experts. The chapter is organized into the following sections; definition of classroom management, previous classroom management research, and specific elements of classroom management. Chapter III presents the methods and procedures employed in the study including research design, participants, instrumentation, data collection procedures, and data analysis. Chapter IV includes the findings of the study as they are relevant to each of the four research questions. Chapter V includes the researcher's recommendations and conclusions based on the

findings of the study as well as limitations, recommendations for further research and for future practice.

Chapter II: Review of Literature

Introduction

"It is probably no exaggeration to say that classroom management has been a primary concern of teachers ever since there have been teachers in classrooms" (Marzano et al., 2003, p. 5). "Classroom management consists of the practices and procedures a teacher uses to maintain the environment in which instruction and learning can take place" (Wong et al., 2014, p. 5).

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"Classroom management has always been recognized as crucial for teachers in general and beginning teachers in particular" (Evertson & Weinstein, 2013, p. 21).

The review of literature focuses on classroom management. The chapter is organized into the following sections; definition of classroom management, previous classroom management research, and specific elements of classroom management. This review of literature explored five elements of classroom management, they are: expectations, rules-procedures-routines, teacher-student relationship, student engagement, and learning strategies. Although all of the five elements overlap to some extent, expectations are prominent in each of the other four

components explored. The final section of the literature review focuses on non-licensed community experts.

Classroom Management Defined

"Definitions of classroom management vary, but usually include actions taken by the teacher to establish order, engage students, or elicit their cooperation" (Emmer & Stough, 2001, p. 1). Evertson and Weinstein (2006) identified classroom management as one of the most common concerns of teachers. Effective classroom management results in high student engagement, reduces student misbehavior, and maximizes instructional time, (Wong et al., 2014, p.5). Classroom management is the action "teachers take to create an environment that supports and facilitates both academic and social-emotional learning" (Evertson & Weinstein, 2013, p. 4). Classroom management is "the set of strategies that teachers and students use to ensure a productive, harmonious learning environment and to prevent disruptions in the learning process" (Rothstein-Fisch & Trumbull, 2008, p. 3). "The fundamental task of classroom management is to create an inclusive, supportive, and caring environment" (Weinstein, 2003, cited in Rothstein-Fisch & Trumbull, 2008, p. 67). The foundation for effective teaching is classroom behavior management, which maximizes time for academic instruction, student engagement, achievement, instills proactive behavior management practices, and clear expectations (Sugai et al., 2000).

Wong et al. (2014) defined classroom management as "effective instruction (what the teacher does) and effective student learning (what the students do)" (p. 8). Wong et al. also indicated that "classroom management is not about discipline. Classroom management is about organization and consistency" (p. 8). Similarly, in 1986, Doyle separated classroom management

from discipline by defining classroom management as "the actions and strategies teachers use to solve the problem of order in classrooms" (p. 397), not just responding to misbehavior.

Effective classroom managers are more effective teachers than those who emphasize their roles as disciplinarians (Brophy, 1998) "Research findings have shown that the key to successful management is the teacher's ability to maximize the time that students spend actively engaged in worthwhile academic activities and minimize the time that they spend waiting for activities to get started, making transitions between activities, sitting with nothing to do, or engaging in misconduct (Brophy, 1998).

In 2003, Marzano and Marzano wrote: "we know more about teaching than we ever have before" (p. 1). Changes in education need to be based upon a knowledge base derived from research (Wang, Haertel & Walberg, 1993). The next section reviews research findings from the early 1900's to present time.

History of Classroom Management Research

Evertson and Weinstein (2013) identified three authors from the early 1900's that incorporate classroom management advice into teacher education. The first was William Bagley, (1907) who incorporated language that is different from that which we might use today such as "slowly transforming the child from a little savage into a creature of law and order, fit for the life of civilized society" (p. 35). Evertson and Weinstein (2013) identified the assumptions of building habits and establishing routines, starting the first day with meaningful instruction, having everything prepared when students arrive, greeting the students pleasantly, and implementing a prearranged plan. "Much of this is very similar to advice given in today's textbooks" (Evertson & Weinstein, 2013, p. 20).

The second writing identified by Evertson and Weinstein (2013) was by Breed in 1933. Breed's book was titled *Classroom Organization and Management*. Most of the book addressed school wide topics with two chapters dedicated to classroom management, "one on organizing routines and one on reconstructing the behavior of pupils" (Evertson & Weinstein, 2013, p. 21).

The third author Evertson and Weinstein (2013) identified was Wickman (1928), who was referenced in Breed's 1933 study. Wickman's 1928 study included 511 Cleveland teachers with regard to child behavior problems. "Wickman concluded that teachers were under attentive to anxiety, depression, and other symptoms indicating a need for character education or mental treatment" (p. 21).

Evertson and Weinstein (2013) pointed out that research in the middle decades of the 20th century proceeded much like it had previously with little reference to actual studies and most writing cited work from texts. This notion is exemplified by Brown in 1952 with the text, *Managing the Classroom: The Teacher's Part in School Administration* (Evertson & Weinstein, 2013). Brown's writing seemed to match that of more contemporary work (Evertson & Weinstein, 2013). Evertson and Weinstein (2013) illustrated that once specific advice was provided, Brown reverted back to the works of Breed and Bagley. Mid-twentieth century researchers identified behavioral modifications with rewards and punishments and determined that positive reinforcement was more beneficial than negative consequences (Evertson & Weinstein, 2013). "Empirical studies perceived to be relevant to classroom management began to accumulate during the middle decades of the 20th century" (Evertson & Weinstein, 2013, p. 23).

According to Marzano and Marzano (2003), the first high-profile, large-scale, systematic study of classroom management was conducted by Kounin in 1970 (Marzano & Marzano, 2003).

Kounin wrote and published the results of a study that observed 49 first and second grade classrooms and reported research in a now-famous book titled, Discipline and Group Management in Classrooms (Cotton & Wikelund, 2001). Wong et al. (2014) stated that Kounin's 1970 study found, "that good classroom management is based on the behavior of the teachers-what the teachers do-not the behavior of the students" (p. 5). Kounin identified specific behaviors effective classroom managers use to keep students focused and to minimize classroom disruptions (Cotton & Wikelund, 2001). These included:

- "Withitness" – the teacher communicating to the children by his/her behavior that he/she knows what the students are doing and what is going on in the classroom.
- Overlapping – attending to different events simultaneously, without being totally diverted by a disruption or other activity.
- Smoothness and momentum in lessons – conducting smooth and brisk pacing and providing continuous activity signals or cues (such as standing near inattentive students or directing questions to potentially disruptive students).
- Group alerting – attempting to involve non-reciting children in recitation tasks and keeping all students "alerted" to the task at hand.
- Stimulating seatwork – providing students seatwork activities that have variety and offer challenge. (Cotton & Wikelund, 2001, p. 6)

Cotton and Wikelund (2001) identified that research over the last 20 years emphasized Kounin's 1970 findings and further developed these findings into a set of classroom management behaviors (Cotton & Wikelund, 2001). "Research conducted during the past twenty years has

underscored Kounin's findings and elaborated them into a more detailed list of behaviors comprising effective classroom management" (Cotton & Wikelund, 2001, p. 6).

One of the major studies supporting Kounin's 1970 findings was conducted in 1976 by Brophy and Evertson (Marzano & Marzano, 2003). This study included 30 elementary teachers who had positive student academic outcomes compared to 38 teachers with more typical outcomes (Brophy & Evertson, 1976). Brophy and Evertson stressed the importance of classroom management by reporting "that almost all surveys of teacher effectiveness report that classroom management skills are of primary importance in the determining teaching success, whether it is measured by student learning or by ratings" (p. 27).

Marzano and Marzano (2003) identified four studies that further support Kounin's 1970 earlier findings. The first study included 27 elementary school teachers and results were reported in 1980 by Emmer, Evertson and Anderson (cited in Marzano & Marzano, 2003). A second study involved 51 junior high school teachers and results were reported in Evertson and Emmer (1982) and Sanford and Evertson (1981) (cited in Marzano & Marzano, 2003). "One of the more significant conclusions from these studies was that early attention to classroom management at the beginning of the school year is a critical ingredient of a well-run classroom" (Marzano & Marzano, 2003, p. 6). The third and fourth studies were conducted in elementary and high schools and the results were reported in Emmer, Sanford, Clements, and Martin (1982); Emmer, Sanford, Evertson, Clements, and Martin (1981); and Evertson, Emmer, Sanford, and Clements (1983) (cited in Marzano & Marzano, 2003). The results of this research indicated that behavior interventions at the beginning of the school year resulted in improved teacher practices and in more positive student classroom behavior (Emmer, 1984). These studies resulted in the

writing of both elementary and secondary books on classroom management and "to date these books have been considered the primary resources for the application of the research on classroom management to K-12 education" (Marzano & Marzano, 2003, p. 6).

The next major study addressing classroom management was conducted by Brophy in 1996 (cited in Marzano & Marzano, 2003). Evertson and Weinstein (2013) described Brophy's study as hypothetical vignettes presented to teachers, some effective classroom managers and non-effective classroom managers. The teachers were asked how they would respond to the situations. Marzano and Marzano (2003) found that the major finding in this study was that "effective classroom managers tended to employ different types of strategies with different types of students, whereas ineffective managers tended to use the same strategy regardless" (pp. 6-7).

"Classroom management received its strongest endorsement in a comprehensive study by Wang et al. (1993)" (cited in Marzano & Marzano, 2003, p. 7). This study was an analysis of handbooks and reviews, research syntheses, and surveys of researchers (Wang et al., 1993). "The results were summarized using a 28-category conceptual framework" (Wang et al, 1993, p. 3). The 28 elements were categorized into "six broad types of influences: student characteristics; classroom instruction and climate; home, peer, and community context; program design; school organization; and state and district characteristics" (Wang et al, 1993, p. 3). "The result of this massive review was that classroom management was rated first in terms of impact on student achievement" (Marzano & Marzano, 2003, p. 7).

"Despite its limited quantity, classroom management research has generally been of very good quality" (Evertson & Weinstein, 2013, p. 39). Work completed by Kounin, Evertson, and Emmer helped change practice from student behavior modification to teachers developing

effective classroom management plans and routines (Evertson & Weinstein, 2013). “The research over the past 30 years indicates that classroom management is one of the critical ingredients of effective teaching” (Marzano & Marzano, 2003, p. 7).

Expectations

Brophy (1988) concluded that teaching clear expectations and teaching students how to behave is more effective than disciplining negative behavior. When students know what they need to study and how they are to behave they are more able to perform academic tasks independently (Greenwood, Horton, & Utley, 2002).

Emmer, Emmer, Sanford, and Clements (1983) discovered that students know what is expected in a well-managed classroom and their teachers set clear expectations at the beginning of the school year. Experienced and effective classroom managers spend a period of time at the beginning of the school year creating a positive classroom environment (Stronge, 2007). Establishment of rules, procedures, and routines overlap with setting clear expectations. A teacher must clearly define expectations to students in order for students to effectively meet expectations. Effective classroom managers spend the first 2-3 weeks establishing structure (McLeod, Fischer, & Hoover, 2003).

Teachers have the responsibility to provide clear direction to produce an environment which students feel valued and challenged. A teacher must also have clear learning goals along with well-defined rules and procedures established at the beginning of the school year (Marzano & Marzano, 2003). Expectations regarding rules, norms, and procedures must be clearly communicated for effective classroom management (Sayeski & Brown, 2011).

Not only do expectations for behavior need to be established at the beginning of the year, researchers have revealed that the more transparent and clear teachers are about their behavioral expectations, the more successful students are in meeting those expectations (Emmer, Evertson, & Worsham, 2007). Students who understand expectations are less likely to be off task and will be less likely to ask for clarification (Sayeski & Brown, 2011).

Clarity of the expectations is directly related to the success of the students in the classroom and the clearer and transparent teachers are about expectations, the more successful students are in meeting teacher expectations (Sayeski & Brown, 2011). "Students meeting expectations in classrooms tend to display very few negative behaviors and students in more inconsistent classrooms displayed more off-task and negative behavior" (Pas, Cash, O'Brennan, Debnam, & Bradshaw, 2015, p. 144).

Setting expectations allows the teacher to effectively manage other elements of the classroom according to Evertson, Emmer, Sanford, and Clements (1983) and that clarity of expectations is a key element during instruction. Likewise, Kuh (2003) stated "Teacher expectations coupled with effective practice and prompt feedback lead to increased academic learning" (p. 29). Clarity of expectations and instructional strategies provide a link between student understanding and behavior. Clarity is an important factor in student understanding and communication of teacher expectations. Students who understand "what is expected are less likely to be off task or to ask for clarification from the teacher or their peers" (Sayeski & Brown, 2011, p. 122). Effective explanations and lectures must be short and clear (Ediger, 2013).

Teachers must review expectations and be consistent with the reinforcement and consequences. "Research regarding classroom management demonstrates the importance of clear

expectations, consistent responses to behavioral infractions, adequate opportunities for students to respond, checking for student understanding, use of effective praise for positive behaviors, utilizing group behavior contingency methods, and a classroom layout that allows for active movement around the room" (Pas et al., 2015, p. 138). This clarity and consistency lead to the establishment of rapport between the teacher and the student and therefore setting high expectations is a significant component of building positive rapport in the classroom (Jones, Jones, & Vermette, 2013). A critical feature of classroom management is the reinforcement of expectations (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008). Teachers that clearly establish rules and procedures in the classroom along with clear learning goals establish a presence preferred by students (Sayeski & Brown, 2011).

The literature review revealed that by clearly defining behavior expectations and establishing rules, procedures and routines, teachers are in a position to establish a well-managed classroom.

Rules, Procedures, and Routines

Researchers such as Wong and Wong, Marzano, Palumbo and Sanacore, agreed that becoming an effective classroom manager requires careful reflection and planning. Effective classroom managers have organized plans and physical spaces (Wong et al., 2014). "Well designed and clearly communicated rules and procedures set the stage for positive student behavior" (Sayeski & Brown, 2011, p. 122). Stronge (2007) found that effective classroom managers spend a period of time at the beginning of the school year planning and creating a positive classroom environment.

"Effective teachers plan procedures and routines and set clear expectations at the beginning of the school year" (Evertson et al., 1983, p. 56). Similarly, in 2003 Marzano and Marzano stated that it is essential that a teacher have clear learning goals along with a well-defined rules and procedures at the beginning of the school year. More effective classroom managers spend as much time at they can at the beginning of the school year teaching rules, providing reinforcement, monitoring behavior, anticipating problems and establishing procedures (Emmer et al., 1980). The manner in which the teacher organizes the classroom is a major determinate in establishing the classroom environment for the students. The arrangement of the physical space should include plans of furniture arrangements, use of space, mobility through the classroom, individual and group work spaces, storage, and visual appearance (McLeod et al., 2003).

McLeod et al. (2003) noted that effective classroom managers teach standards, rules, and procedures and establish structure in the first two to three weeks of the school year. They also stated that this structure must be identified, and that the teacher must establish tasks for classroom management and should teach these components of classroom structure in the same manner as a content lesson. Stronge (2007) and Ediger (2013) both indicated that effective classroom managers plan, organize, and teach rules, procedures, and routines with the same care as a high-quality lesson.

"Standards, rules, and procedures vary in different classrooms, but we don't find effectively managed classes operating without them" (Evertson & Weinstein, 2006 p. 18). "Structure is needed in all gatherings of people and classrooms are no exception Standards, rules, and procedures are the foundation of that structure" (McLeod et al., 2003, p. 62).

> Standards tell the students what they need to know academically and behaviorally. Behavior standards are the norms for all students. Where by rules are absolute with no negotiation. Procedures differ in that they are a way of getting things done in the classroom. Procedures need to change and be altered based upon the need of the activity. In a classroom there are many procedures and only a very few rules. (McLeod et al., 2003, p.63)

Researchers such as Wong and Wong (2006), Sayeski and Brown (2011), and Doyle (2009) identified common procedures and routines which include: how to arrive/depart the classroom, taking attendance, submitting student work, classroom transitions, student absences, bathroom breaks, classroom discussion participation, and cooperative learning groups. "Teachers that develop and frequently use these types of procedures clearly define expectations and reinforce classroom management procedures" (Sayeski & Brown, 2011). Similarly, Wong et al. (2014) stated "Classroom management consists of the practices and procedure a teacher uses to maintain the environment in which instruction and learning can take place" (p. 5).

"To be an effective classroom manager, a teacher must organize classroom life and recruit, persuade, or convince the students to join forces with her or him in participating in events for specific periods of time" (Doyle, 2009, p. 158). Classroom routines such as how to submit classwork, use of the restroom and emergency drills need to be explained, reviewed, practiced, and posted. (McLeod et al., 2003). The planning and the establishment of the rules, procedures, and routines are further emphasized by Sayeski and Brown in 2011, "Clearly designed and communicated rules and procedures set the stage for effective classroom management. Practicing daily procedures is the backbone of classroom management" (p. 122).

"Effective classroom managers clearly, calmly, and consistently reinforce rules or expectations" (Sayeski & Brown, 2011 p. 122). Jones et al. (2013), Beaty-O'Ferrall, Green, and Hanna (2010), and Evertson et al. (1983) similarly include teacher consistency with the set of skills required for effective classroom managers. Better managers are consistent with the application of the rules and with timely response to misbehavior (Evertson et al., 1983).

Transitions are routines that are established for change in classroom activity or physical movement of students which decrease frequency of student misbehavior as well as to increase student engagement (McIntosh, Herman, Sanford, McGraw, & Florence, 2004). Teachers need smooth transitions to move between tasks more quickly and to keep students engaged in those tasks (Lee, 2006).

> Research findings have shown that the key to successful management is the teacher's ability to maximize the time that students spend actively engaged in worthwhile academic activities and minimize the time that they spend waiting for activities to get started, making transitions between activities, sitting with nothing to do, or engaging in misconduct. (Brophy, 1998, p. 1)

Teacher-Student Relationship

Teachers that have positive relationships with students have fewer discipline problems. It has been demonstrated that students prefer strong teacher guidance as opposed to a permissive environment. Teachers who clearly establish rules and procedures in the classroom along with clear learning goals establish a presence preferred by students. Further, teachers who calmly and consistently reinforce rules and expectations present a stronger teacher presence. Anger, frustration, teacher tone, and inconsistency lessen the teacher-student relationship. Use of

proximity, eye contact, calm redirection of misbehavior, use of student names, and reinforcement of rules provide to an overall positive classroom climate (Sayeski & Brown, 2011).

Teachers must enter classroom management design by focusing on building relationships (Beaty-O'Ferrall et al., 2010). Teachers should engage in strategies that reinforce positive relationships between teachers and students (Roache & Lewis, 2011). Teachers have the responsibility to provide clear direction to produce an environment in which students feel valued and challenged (Marzano & Marzano, 2003). Beaty-O'Ferrall et al. (2010) identified positive student-teacher relationships as a key element in effective classroom management.

Seligman (1999) identified four key strategies that can be adopted from counseling and psychology fields in order to aid in building a positive student-teacher relationship. The first strategy, empathy, is defined as understanding the student and that the student "feels" understood. The second strategy is admiring negative attitudes and behaviors, which is based upon research called "positive psychology." To use the second strategy, a teacher must acknowledge the negative behavior or attitude and redirect the behavior or attitude in a positive direction. The third strategy is to leave the ego at the door. To leave the ego at the door, teachers must suspend their reactions to behaviors in order to avoid giving reinforcement to the student for a negative behavior. The fourth strategy is to build multicultural connections (Beaty-O'Ferrall et al., 2010).

An atmosphere for learning is dependent upon the teacher engaging in activities that make the students feel valued and challenged (Marzano & Marzano, 2003). "To be an effective classroom manager, a teacher must "organize classroom life and recruit, persuade, or convince

the students to join forces with her or him in participating in events for specific periods of time" (Doyle, 2009, p. 158).

Roache and Lewis (2011) identified contrasting teaching styles focused on the style of the teacher entitled, Coercive Style and Relationship Style. Teachers need to avoid coercive styles of management and teachers should engage in strategies that reinforce positive relationships between teachers and students (Roache & Lewis, 2011). Coercive is a more aggressive style based upon punishment and a more hostile behavior. Relationship Style is used by teacher who build relationships with students (Roache & Lewis, 2011). "Most people prefer to work in a positive social setting, students are the same. Kids prefer teachers who are friendly and caring. Positive relationships are the absolute bedrock of classroom management" (McLeod et al., 2003, p. 62).

Likewise, Jones et al. (2013) pointed out that the student-teacher relationship is the most important element relating to classroom management. Teachers must work diligently on cultivating positive relationships with students (McLeod et al., 2003). Teachers must model the behavior they want such as modeling behavior to demonstrate timeliness, use of manners, thinking-aloud processes, and conflict resolution. To establish positive relationships the teacher must be open and caring towards students. Educators should take the first step to connect with students and maintain a positive attitude. Enthusiastic statements coupled with clear communication of high expectations are components of establishing a positive student-teacher relationship. Beyond the individual relationship, the classroom community must be created to encourage a social setting based on rules and norms for appropriate behavior. Classroom activities need to be planed for students to feel a sense of belonging. These groups allow

teachers to teach social skill along with academic skills where students learn to cooperate. (McLeod et al., 2003).

Effective classroom managers clearly, calmly, and consistently reinforce rules or expectations (Sayeski & Brown, 2011). The effective teacher remains calm during an escalating disciplinary incident in the classroom. The teacher presents a confident and calm demeanor and gives "the look" to the student. The teacher remains calm as a student in the classroom is being insubordinate (Jones et al., 2013). The consistency and the integrity of the teacher is a part of the effective classroom management (Beaty-O'Ferrall et al., 2010).

Hattie (2009) suggested that teacher/student relationships have a strong impact on student learning. Students need to know that teachers care and respect them. The greater the trust between the teacher and the student, the greater the student achievement (Gregory & Kaufeldt, 2015). Trust and positive connections are built through understanding and empathy for cultural differences and embrace these differences by creating positive classroom experiences for students (Beaty-O'Ferrall et al., 2010). The teacher must create an environment that is safe at a personal level and cultivates peer and teacher relationships (Gregory & Kaufeldt, 2015).

Student Engagement

Marks (2000) defined student engagement as "a psychological process, specifically, the attention, interest, investment, and effort students expend in the work of learning" (pp.154-155). Similarly, Kuh (2003) defined student engagement as "the time and energy students devote to educationally sound activities inside and outside of the classroom (p. 25). "What students do while being taught in the classroom has long been the interest to educators and educational researchers" (Greenwood et al., 2002, p. 328).

Several researchers have studied the need for engaged students in an effectively managed classroom. Kounin (1970) concluded that the teacher creates an environment that "produces high student engagement, reduces student misbehavior, and maximizes instructional time." Brophy (1998) found several classroom management strategies, one of which is student engagement (Brophy, 1998).

"Researchers have found student engagement a robust predictor of student achievement and behavior in school" (Klem & Connell, 2004, p. 262). An atmosphere for learning is also dependent upon the teacher engaging in activities that make the students feel valued and challenged (Marzano & Marzano, 2003). Teachers establish and communicate expectations in the beginning of the year in order to establish a positive classroom environment. Students meeting expectations in classrooms tend to display very few negative behaviors and students in more inconsistent classrooms displayed more off-task and negative behavior (Pas et al., p. 144). Stronge (2007) pointed out that positive behavior and student engagement are directly linked. "When teachers make the classroom experience engaging there is little time or inclination for students to misbehave" (p 26).

Gregory and Kaufeldt (2015) identified another component of an engaging environment is safety and teachers need to create a safe a secure environment to motivate and engage students. The safe environment allows students the freedom to engage in academic activity without the worry of safety (Gregory & Kaufeldt, 2015). Klem and Connell (2004) continued this concept finding that students are more engaged in a caring and supportive environment.

Student engagement and motivation are sometimes used synonymously, however, motivation and engagement are not synonymous. The terms often get used interchangeably.

"Motivation is the force of energy that results in engagement" (Gregory & Kaufeldt, 2015, p. 9). "Decades of studies show that students learn more when they direct their efforts to a variety of educationally purposeful activities" (Kuh, 2003, p. 25). In 1984, Greenwood, Delquadri, and Hall referred to academic engagement as a composite of specific classroom behaviors; writing, participating in tasks, reading aloud, reading silently, talking about academics, and asking and answering questions.

How teachers prepare and strategies they use will vary. However, to engage students the entire class period, they must be engaged as they enter the room (Wong & Wong, 1998). Wong and Wong (1998) identified that one of the first engagement strategies is a meaningful task in which to engage students as they enter the classroom. By engaging students as they enter the classroom, time is more efficiently used for instruction, learning, prior knowledge is accessed, and students are engaged in learning for longer periods of time (Palumbo & Sanacore, 2007). Entering the classroom is a transition and should be planned as any other activity during class. "There are several research-based strategies designed to decrease the transition time an increase task engagement. Strategies include: changing task requirements for delivering rewards and consequences for appropriate and inappropriate behavior" (Lee, 2006, p. 312).

Greenwood et al. (2002) indicated "the best academic tasks for promoting academic engagement were worksheets, paper/pencil, other media (computer), workbooks, and readers" (p. 343). The researchers also identified teacher strategies that focused on individual students. These include teacher location, paying attention to individual student needs, and talking about academic subjects (Greenwood et al. 2002). Paying attention to student needs is part of the equation for student engagement.

Researchers such as Kuh (2003) and Greenwood et al. (2002) stated that the more on-task or engaged a student is during class, the more the student will achieve academically while meeting behavioral expectations. When students are well behaved, know what they need to study, and are able to access the needed materials independently to read, compute, and perform other academic tasks, progress in learning a subject matter will be accelerated (Greenwood et al., 2002). Kuh (2003) stated that to improve the quality of education information about the activities that are used for to keep students engaged must be planned. The more students are engaged in a subject the more they learn. Therefore, it is imperative to find which students are not engaged and find ways to integrate them in purposeful academic activity (Kuh, 2003).

"Teachers that focused on student understanding related the understanding to student engagement" (Sandholtz, 2011, p. 27). Understanding student needs and relating to the student interest is a necessary component to effective classroom managers. The teacher's use of a variety of teaching strategies and the incorporation of as many senses as possible can increase student engagement. Use of visuals, music or technology can help create interest related to a topic (Gregory & Kaufeldt, 2015). "Novelty through a variety of options will get the brain's attention" (Gregory & Kaufeldt, 2015, p. 53).

"Teachers can create highly engaging instruction by providing opportunities for students to respond (OTRs) (Sayeski & Brown, 2011 p. 122). Sutherland, Alder, and Gunter (2003) "demonstrated increased student engagement while providing increased OTR's" (p. 243). Eliciting frequent responses from students allows the teacher to adjust the lesson based on student feedback, increase the quality of the lesson, and increase the attentiveness of the students (Council for Exceptional Children [CEC], 1987). The OTR, "the feedback, and the quality of

instructional practice provide a more engaging environment" (Sayeski & Brown, 2011, p. 122). The cycle of student engagement completes itself as students who are occupied in instruction are less likely to have behavior problems (Greenwood et al., 2002).

"Teacher instructional practice must include frequent opportunities for students to respond in order to engage students" (Sayeski & Brown, 2011, p. 122). Following training, teachers will be able to more effectively implement the use of OTRs and teacher can increase student engagement (Haydon, Mancil, & Van Loan, 2009). OTR's are one method of providing engaging instruction but more effective classroom managers must plan engaging lessons and use multiple strategies to keep students engaged (Gregory & Kaufeldt, 2015). Engagement is not about a single strategy or practice. "Engagement happens as the senses explore the environment until something grabs one's attention" (Gregory & Kaufeldt, 2015, p. 50).

The importance of student engagement is not only significant for behavior but for achievement as well. Efficient classroom managers are able to engage their students in learning about thirty minutes a day longer than that of an average teacher. This amount of engaged time over the period of a school year is significant, 90 hours (Palumbo & Sanacore, 2007). Effective classroom managers "organize classroom life and recruit, persuade, or convince the students to join forces with her or him in participating in events for specific periods of time" (Doyle 2009, p. 158).

Learning Strategies

Many recent learning strategies are approaches that have been developed to more deeply engage students (Froyd, Borrego, Cutler, Henderson, & Prince, 2013). "Decades of studies show that students learn more when they direct their efforts to a variety of educationally purposeful

activities" (Kuh, 2003, p. 25). "Increased effective teaching practices lead to more appropriate classroom behavior" (Sutherland et al., 2003, p. 243). Increased student engagement increases academic instruction time and reduces student behavior problems (Lee, 2006). Students who are occupied in instruction are less likely to have behavior problems (Greenwood et al., 2002).

Ediger (2013) identified, that the activities that teachers plan and use are an important element of classroom management. "Effective teachers and classroom managers strike a balance between variety and challenge in student activities" (Stronge, 2007, pg. 26). Palumbo and Sanacore (2007) further illustrated that lesson planning must include an outline of a class period which, if posted, provides the students an opportunity to view the goals of the lesson and immediately provides direction for students even before the bell rings.

Wong and Wong (2001) stated effective teachers must plan relevant lessons, evaluate work, provide timely feedback, and maintain consistent standards. Effective teachers' use of organized planning gives the teacher opportunity to post the lesson outline which reflects the goals of the lesson and provides immediate direction for students even before the bell rings (Wong & Wong, 2001). The outline also stimulates student thinking and activates prior knowledge (Palumbo & Sanacore, 2007).

Brophy (1988) concluded that a well-established instructional system is more effective than using consequences for misbehavior. Planning should identify leaning goals and student roles which students will begin to display on their own when supported with structure and scaffolding (Brophy,1988). Students who understand expectations are less likely to be off task and will be less likely to ask for clarification (Sayeski & Brown, 2011). Teachers can communicate expectations through use of standards. Standards tell the students what they need to

know academically and behaviorally. Behavior standards are the norms for all students (Evertson et al., 2007).

Brophy and McCaslin (1992) showed that effective managers used different sets of strategies for different types of students and ineffective classroom managers used the same strategies regardless of the student or situation. Engaging students immediately upon entering the classroom extends the on-task behavior and more off-task behavior will occur less frequently (Palumbo & Sanacore, 2007).

Kuh (2003) found that the more engaged students are in academic tasks, the more they learn. This also leads to more opportunity for teachers to provide feedback. Kuh also indicated that as students respond more positively to frequent feedback to work that they have completed. Strategies such as peer evaluation, instructor graded work, and instructor observations should be used to provide opportunities for feedback. Instructor feedback must be focused on academic tasks as opposed to casual contact with students (Kuh, 2003). This is to say that both the nature and the frequency of contact matter" (Kuh, 2003, p. 29).

"Using a variety of teaching strategies and utilizing as many senses as possible increases student engagement. Use of visuals, music or technology can help create interest related to a topic" (Gregory & Kaufeldt, 2015, p. 53). Strategies such as: response cards (Randolph, 2007), choral responding (Haydon et al., 2009), and peer tutoring (Kamps et al., 2008) increase student engagement. Visual supports can also encourage student engagement (Sayeski & Brown, 2011). Graphic organizers, flow charts, and temporal sequence charts provide such visual supports. Games can lead to a 20% increase in student achievement (Marzano & Marzano, 2003). "Teachers can use game-show type formats such as *Jeopardy!* and *Wheel of Fortune* to infuse

content question with a fun way to rehearse and remember ideas" (Gregory & Kaufeldt, 2015, p. 53).

"Formative assessments allow teachers to track student performance. Teachers who monitor performance are able to adjust instruction to meet the needs of the students, academically and behaviorally (Sayeski & Brown, 2011, p. 122). Each student's rate of learning is influenced by each teacher's ability to establish and motivate academic responding through instruction (Brophy & Good, 1986).

"If rates of effective instruction are increased, then rates of problem behavior may decrease" (Sutherland et al., 2003, p. 240). An effective strategy to improve student behavior is to provide students frequent opportunities to respond (Sutherland et al., 2003). "During instruction of new material, teachers should elicit four to six responses per minute from students, who should in turn, respond with 80% accuracy (Sutherland et al., 2003, p. 240). Eliciting frequent responses from students allows the teacher to adjust the lesson based on student feedback, increase the quality of the lesson, and increase the attentiveness of the students (CEC, 1987). "A recent review of literature suggested that increased rates of OTR had positive effects on both the academic outcomes and the classroom behavior of students" (Sutherland & Wehby, 2001, p. 115). "Teacher expectations coupled with effective practice and prompt feedback lead to increased academic learning" (Kuh, 2003, p. 29).

"An important component of effective instruction is giving students numerous opportunities to respond, (OTR), during lessons" (Haydon et al., 2009, p. 267). "An OTR can be defined as the interaction between a teacher's academic prompt and a student's response" (Haydon et al., 2009, p. 268). Effective use of OTR involves incorporating materials, prompting

students, questioning, and cueing to elicit desired student response (Haydon, 2009, p. 268). Teacher instructional practice must include frequent OTRs in order to engage students. OTRs such as the use of response cards, choral response, and peer tutoring provide teachers opportunity to provided immediate feedback (Sayeski & Brown, 2011). Froyd (2005) identified a number of research based instructional strategies including; active learning, cooperative learning, problem-based learning, peer instruction, and cooperative learning used to actively engage students in learning.

Greenwood et al. (2002) identified academic tasks for promoting academic engagement which included worksheets, paper/pencil, other media (computer), workbooks, and readers. Emmer et al. (2006) identified learning strategies related to the types of grouping that are important for teachers to consider when planning instruction:

> Large group strategies include lecture, demonstration, discussion, and debate.
>
> Lecture – use of visuals, support note taking, allow time for questions, and provide assessment.
>
> Discussions and Debate – students need prior knowledge, guidelines for discussion, and appropriate topics.
>
> Small group strategies include cooperative learning, collaborative learning, project groupings, working as partners, mentoring, and random pairing.
>
> Individual Work includes seatwork, computer-assisted instruction, learning centers, and manipulatives. (Emmer et al., 2006)

This section of the literature review provided the importance of engaging students using a variety of instructional strategies. The teacher is responsible for planning class to use multiple strategies that meet the needs of the students both academically and behaviorally.

Non-Licensed Community Experts

The Minnesota Board of Teaching is a group of 11 individuals with a mission to assure, "Minnesota students are served by licensed teachers who are equipped to deliver effective instruction and meet the instructional needs of all learners" (Workday Minnesota, 2017). One of the Minnesota Board of Teaching (MN BOT) tasks, as required by law, is granting special permissions which "allow individuals to teach in a public school without meeting all licensure requirements" (Minnesota OLA, 2016, p. 19).

> Minnesota State Statute 122A.25 NON-LICENSED COMMUNITY EXPERTS; VARIANCE.
> Subdivision 1. Authorization.
> Notwithstanding any law or commissioner of education rule to the contrary, the Board of Teaching may allow school districts or charter schools to hire non-licensed community experts to teach in the public schools or charter schools on a limited basis according to this section.
> § 122A.25
> Subd. 2.Applications; criteria.
> The school district or charter school shall apply to the Board of Teaching for approval to hire non-licensed teaching personnel from the community. In approving or disapproving the application for each community expert, the board shall consider:
> (1) the qualifications of the community person whom the district or charter school proposes to employ;
> (2) the reasons for the need for a variance from the teacher licensure requirements;
> (3) the district's efforts to obtain licensed teachers, who are acceptable to the school board, for the particular course or subject area or the charter school's efforts to obtain licensed teachers for the particular course or subject area;
> (4) the amount of teaching time for which the community expert would be hired;

> (5) the extent to which the district or charter school is utilizing other under this section;
>
> (6) the nature of the community expert's proposed teaching responsibility; and
>
> (7) the proposed level of compensation to the community expert.
>
> Laws of Minnesota, 2015

"The non-licensed community expert permission is the primary mechanism for a completely unlicensed individual to legally teach in Minnesota public schools" (Minnesota OLA, 2016, p. 57). The 2015 Minnesota Department of Education Supply and Demand report defined the Non-licensed community expert as "a special permission granted to a school district to hire an individual who is not a licensed teacher but has a specific expertise that is related to the teaching assignment" (p. 21). "Non-licensed community experts offer a remedy to school districts that are experiencing teacher shortages" (Minnesota OLA, 2016, p. 57).

Data from the 2017 Minnesota Department of Education Supply and Demand report indicated that the number Minnesota Board of Teaching special permissions for non-licensed community expert has increased from 367 permissions granted during the school year 2011-12 to 861 permissions granted in 2015-16. "The non-licensed community expert permission has generated a significant amount of board discussion" (Minnesota OLA, 2016, p. 57). Stakeholders, board members have raised concerns about the use of non-licensed community experts, which is intended for short term use, as a more permanent solution to teacher shortage as well as the threshold for approving these permissions (Minnesota OLA, 2016). A 2002 study found that traditionally trained teachers believed they were much more prepared in most aspects of teaching than did those who did not have traditional teacher training (Darling-Hammond, Chung, & Frelow, 2002).

Summary

The review of literature focused on classroom management, how it was defined and on five specific classroom management skills: expectations, rules-procedures-routines, teacher-student relationship, student engagement, and learning strategies. The final section presented the definition and the role of non-licensed community experts. In Chapter III the methods and procedures are presented including research design, participants, instrumentation, data collection procedures, and the type of data analysis that was used in the study.

Chapter III: Methodology

Introduction

The study examined principal perceptions regarding the effectiveness classroom management skills of first year traditionally trained teachers compared to non-licensed community experts in the performance of specific elements of classroom management including classroom procedures and routines, student-teacher relationships, teacher expectations, learning strategies, and student engagement. Further, the study explored Minnesota secondary school principal's perceptions of the most beneficial time in the school year to offer professional development in classroom management to first year traditionally trained teachers and to non-licensed community experts.

This chapter presents the research design, participants, instrumentation, dat collection procesures and data analyssis used for the study.

A Brief Overview of the Literature Related to Classroom Management

Effective classroom management produces high student engagement, reduces student misbehavior, and maximizes instructional time (Wong et al., 2014, p. 5). "The research definition of classroom management goes back more than 40 years" (Wong et al., 2014, p. 5). Kounin (1970) first studied several elementary school classrooms in 1970 and concluded that teachers create an environment that will produce high student engagement, reduces student misbehavior, and maximizes instructional time (Kounin, 1970). Effective classroom managers are more effective teachers than those who emphasize their roles as disciplinarians (Brophy, 1998). A review of the literature revealed that the key to successful classroom management is the teacher's ability to maximize the time that students are actively engaged in worthwhile

academic activities and minimize the time they are waiting for activities to get started, making transitions between activities, sitting with nothing to do, or engaging in misconduct (Brophy, 1998).

Purpose of the Study

The purpose of the study was to identify perceptions of select Minnesota secondary school principals regarding the effectiveness of classroom management skills, the most beneficial classroom management skill, and optimal time to offer professional development in classroom management when comparing first year traditionally trained teachers and non–licensed community experts. The study focused on classroom management areas of: procedures and routines, learning strategies, student-teacher relationships, teacher expectations, and student engagement.

The study also examined Minnesota secondary school principals' perceptions as to the effectiveness of classroom management skills of first-year traditionally trained teachers compared to non-licensed community experts and the most beneficial time during the school year for offering professional development in classroom management for both first year traditionally trained teacher and non-licensed community experts.

Research Questions

Four research questions were explored in the study:

1. How did select Minnesota secondary school principals perceive the effectiveness of the classroom management skills of non-licensed community experts compared to first-year traditionally trained teachers?

2. How did select Minnesota secondary school principals perceive the effectiveness of specific professional development strategies for first year traditionally trained teachers compared to non-licensed community experts?
3. What did select Minnesota secondary school principals identify as preferred times in the year to offer professional development in classroom management to first year traditionally trained teachers compared to non-licensed community experts?
4. Which classroom management skills as perceived by select Minnesota secondary school principals were the most beneficial for effective classroom management for non-licensed community experts?

Research Design

The study proposes to employ a qualitative research design methodology. The method was selected to provide an opportunity for a large sample of principals who employ non-licensed community experts to respond. Quantitative research is scientific research, it seeks to answer questions and collect evidence. Usually the findings are not predetermined and usually the findings are applicable beyond the study, "additionally, it seeks to understand a given research problem or topic from the perspectives of the local population it involves" (Mack, Woodson, McQueen, Guest, & Namey, 2005, p.1). "Quantitative research design is an excellent way of finalizing results" (Shuttleworth, 2008, p. 1).

Human Subject Approval

Institutional Review Board (IRB) approval was applied for and granted after the research committee approved the research proposal. The proposed study was approved by the Institutional Review Board and approval was granted April 4, 2017. The researcher completed the

Collaborative Institutional Training Initiative (CITI), January 6, 2016 earning a 100% on the Belmont Report and the CITI course Introduction, a 100% on Students in Research, an 80% on Informed Consent, and an 80% on The Federal Regulations.

The research design did not pose any physical or psychological risk to the participants. Data collection from Minnesota principals utilized an anonymous on-line survey. No identifiable information was collected from the respondents. The participating principals were provided and introductory e-mail explaining the research and their participation in the research was their consent. Participants were informed the dissertation would be made public on the St. Cloud State University repository. Contact information was provided for the researcher and his advisor should the participant have any questions. The participants were assured data would be confidential and that data collected would be stored on a secure data base at St. Cloud State University.

Participants of the Study

The survey was distributed to members of the Minnesota Association of Secondary School principals. Those Minnesota secondary school principals in public schools that have hired non-licensed community experts were invited to respond. Participants were members of the Minnesota Association of Secondary School Principals (MASSP) who had employed non-licensed community experts. This survey was distributed to 554 MASSP member principals of whom 213 principals responded. Of these respondents, 107 or 19.3%, had hired at least one non-licensed community expert.

Instrumentation

The approach used was a quantitative comparative method conducted through surveys of MASSP members. A perception survey was developed by the researcher. An online survey instrument was used for the study because of the large geographic area of the state of Minnesota. Bhattacherjee (2012) revealed that "Survey research is also ideally suited for remotely collecting data about a population that is too large to observe directly" (p. 73). Bhattacherjee reported surveys are an excellent way for measuring and gathering unobservable data, such as perceptions or beliefs. Rea and Parker (2014) noted surveys allow participants to complete them in a timely manner, provides a sample of the population, and is replicable. Bhattacherjee reported surveys also allow data to be analyzed using multiple variables and allow the researcher to do this in an efficient and cost-effective manner. The principal perception survey used for the study was created by the researcher to address the specific research questions and subsequently correlated with the findings in the literature review.

A perception survey was developed by the researcher to determine respondent eligibility and to address the specific research questions. The survey was comprised of three sections.

- Section I surveyed respondents about information relevant to the principal's school and experience and to determine eligibility for the study by employing a non-licensed community expert.
- Section II surveyed respondents about their perspectives regarding the effectiveness of specific classroom management skills of first year traditionally trained teachers compared to non-licensed community experts.

- Section III surveyed respondents about professional development that was provided to first year traditionally trained teachers and non-licensed community experts.

Survey questions were developed from similar perception surveys throughout the relevant literature relating to classroom management. Questions 1-7 were related to respondent information. Questions 8-14 addressed principal perceptions related to the four research questions as described: Survey Questions 8 and 9 addressed Research Question 1, Survey Questions 10 and 11 addressed Research Question 2, Survey Questions 12 and 13 addressed Research Question 3, Survey Question 14 addressed Research Question 4. Principals were asked to respond to specifically identified skills necessary for effective classroom management.

Likert (1932) developed a method to quantify individual perceptions. The study survey was a Steven's Scale of Measurement which is Likert-like (Ary, Jacobs, & Sorenson, 2010). Each skill was measured using the Likert-like scale by assigning a value 1 – 4 respectively to the responses not beneficial, somewhat beneficial, beneficial, and highly beneficial.

The survey was piloted by principals at an educational leadership doctoral class held April 7, 2017. The purpose of the pilot was to verify if indeed the survey questions elicited the quality and quantity of responses desired in response to the questions. Members of the doctoral cohort provided feedback and recommendations to ensure content accuracy and validity. Modifications were made to the survey to provide question clarity and to ensure accurate and valid results.

The survey instrument used collected perception data and a t-test was conducted to compare the perceived effectiveness of the classroom management skill levels of traditionally trained teachers and non-licensed community experts. Cronbach's alpha analysis demonstrated

the survey is a reliable instrument and the measures are valid. The Survey Monkey was distributed through a link sent via email to MASSP members and utilized the World Wide Web.

Data Collection

Three types of correspondence were distributed through email. The first was an introductory letter explaining the nature of the survey and logistics; the second was an email sent by Minnesota Association of Secondary School Principals office staff during the last week of April 2017 which contained a link to Survey Monkey and the survey instrument; the third email sent by the researcher on May 16, 2017, was a reminder to complete the survey. The researcher monitored the response rate during the three-week survey window. A minimum response rate of 35% was expected.

The quantitative study used comparative and descriptive statistics to analyze the survey responses. Once the survey window closed, the researcher downloaded the responses from Survey Monkey to a spread sheet. The Statistical Program for the Social Sciences (SPSS), was utilized to analyze the data using t-test and descriptive statistical analysis from the Survey Monkey. These data included: mean, median, mode, standard deviation, and frequency was calculated provide concluding statements regarding the data collected. These data were used to draw conclusion regarding Minnesota secondary school principal perceptions of effectiveness of first year traditionally trained teachers compared to non-licensed community expert teachers and examined professional development methods provided to both groups. This summary information was forwarded to the participating principals and charter school directors upon completion of the study.

Summary

The study examined Minnesota secondary school principal perspectives regarding the classroom management skills of first year traditionally trained teachers compared to non-licensed community experts. The chapter presented the research methodology of the study. Research design and participant selectin were outlined. The instrumentation was described detailing how it was created and distributed. Data collection and data analysis were also presented. Chapter IV presents the findings of the research questions.

Chapter IV: Results

Introduction

Teacher preparation and certification affects student achievement (Darling-Hammond, 2015). In Minnesota, untrained non-licensed community experts are employed as classroom teachers when traditionally trained teachers are unavailable (Minnesota OLA, 2016).

> Today, we know more about teaching than we have ever before. Research has shown us that teachers' actions in their classrooms have twice the impact on student achievement as do school policies regarding curriculum, assessment, staff collegiality, and community involvement. We also know that one of the teachers' most important jobs is managing the classroom effectively. (Marzano & Marzano, 2003, p. 6)

According to the 2017 Minnesota Teacher Supply and Demand report (Minnesota Department of Education, 2017) , the number of non-licensed community experts has increased each year from 367 in 2011 to 861 in 2016.

Chapter IV presents the findings of the quantitative study in which Minnesota secondary principals' perceptions of classroom management skills of first year traditionally trained teachers are compared to non-licensed community experts.

Purpose of the Study

The purpose of the study was to identify perceptions of select Minnesota secondary school principals regarding the effectiveness of classroom management skills, the most beneficial classroom management skill, and optimal time to offer professional development in classroom management when comparing first year traditionally trained teachers and non–licensed community experts. The study focused on classroom management areas of: procedures

and routines, learning strategies, student-teacher relationships, teacher expectations, and student engagement.

The study also focused on ascertaining Minnesota secondary school principals' perceptions of the most beneficial time for conducting professional development on classroom management skills for first-year traditionally trained teachers compared to non-licensed community experts. For the purpose of this study, select time periods for the conduct of professional development programs were rated to establish a preferred date for such training including more than a month before the first day of school, one month prior to the first day of school, two to four weeks before the first day of school, one week before the first day of school, during back to school workshop, after the first day of school, and after the first 30 days of school.

Questions of the Study

Four research questions were explored in the study:

1. How did select Minnesota secondary school principals perceive the effectiveness of the classroom management skills of non-licensed community experts compared to first-year traditionally trained teachers?
2. How did select Minnesota secondary school principals perceive the effectiveness of specific professional development strategies for first year traditionally trained teachers compared to non-licensed community experts?
3. How did select Minnesota secondary school principals perceive which specifically identified time periods related to the first day of school were preferred for providing

classroom management professional development for traditionally trained teachers compared to non-licensed community experts?

4. Which classroom management skills as perceived by select Minnesota secondary school principals were the most beneficial for effective classroom management for non-licensed community experts?

Description of the Sample

The study sample group consisted of secondary school principals who were members of the Minnesota Association of Secondary School Principals (MASSP) during the 2016-17 school year. Study instruments were distributed to 554 MASSP members through email in the form of a Survey Monkey survey document.

The number of Minnesota secondary school principals who responded to the survey totaled 213 or 38.4% of the 554 potential respondents. Only completed surveys in which respondents indicated that their school district employed non-licensed community experts were deemed valid. Of the responses, 99 were deemed valid responses for a 17.9% response rate. Guidance provided by the St. Cloud State University Statistical Consulting and Research Center personnel indicated the number of valid responses exceeded the 70 responses determined to be essential for completing the comparative study.

The study sample included 149 male and 57 female Minnesota secondary school principal respondents (seven respondents did not indicate gender) who reported between 1 and 30 years of experience as a principal.

Principals reported the enrollment sizes of their Minnesota public school districts as follows; 58 principals served in districts with enrollments of 0-500 students, 47 were employed

in districts of 500-1,000 students, 30 were employed in districts of 1,000-1,500 students, and 71 were employed in districts with more than 1,501 students (seven respondents did not indicate the sizes of their district). Respondents represented every geographical region of the state of Minnesota.

Research Questions

Statistical comparisons of Minnesota secondary school principals' perceptions related to the classroom management skills of traditionally trained teachers and non-licensed community experts were analyzed employing a t-test. "The t-test assesses whether the means of two groups are statistically different from each other. This analysis is appropriate whenever you want to compare the means of two groups . . . " (Trochim, 2006). Statistical significances are reported in categories at a .05 level or less.

Research Question 1. How did select Minnesota secondary school principals perceive the effectiveness of the classroom management skills of non-licensed community experts compared to first-year traditionally trained teachers?

Table 1 provides select Minnesota secondary school principal perceptions related to the effectiveness of the five specific classroom management skills of first-year traditionally trained teachers and non-licensed community experts. Participating secondary school principals provided perceptions of the effectiveness of traditionally trained teachers and non-licensed community experts on five specific areas of classroom management skills. Establishing positive student teacher relationships was the classroom management skill on which traditionally trained teachers (TTT) received the highest mean score (2.83). Establishing positive student teacher relationships was also the classroom management skill on which non-licensed community

experts (NLCEs) received the highest mean score (2.61). Engaging students in learning was the classroom management skill on which both TTTs and NLCEs received the second highest mean scores, (2.667) and (2.414), respectively.

Table 1

Principal Perceptions of Classroom Management Skill Level of Traditionally Trained Teachers Compared to Non-Licensed Community Experts

	Teachers								
	Traditionally Trained Teachers			Non-licensed Community Experts					
	M	SD	n	M	SD	n	*t*-test	95% CI	df
Establishing Effective Rules, Procedures and Routines	2.46	0.61	99	2.27	0.71	99	< .05	.06, .321	82
Use of Effective Instructional Strategies	2.57	0.59	99	2.12	0.73	99	< .05	.30, .56	82
Student Engagement	2.67	0.59	99	2.41	0.69	99	< .05	.13, .38	82
Establishing Positive Student-Teacher Relationships	2.83	0.61	99	2.61	0.73	99	< .05	.09, .36	82
Communicating Clear Expectations	2.45	0.66	99	2.19	0.74	99	< .05	.13, .40	82

*Note. Significant at $p < 0.05$ level

The null hypothesis (H_0) was that secondary school principals would perceive specific classroom management skills of first-year traditionally trained Teachers (TTTs) to be the same as those of non-licensed community experts (NLCEs). The alternative hypothesis (H_a) was that secondary school principals would perceive differences in specific classroom management skill

levels of TTTs and NLCEs. A paired t-test was used to analyze the data. "A paired t-test is used to compare two populations means where you have two samples in which observations in one sample can be paired with observations in the other sample" (Sheir, 2004, p. 1).

The null hypothesis (H_0) regarding responding principals' perceptions for the classroom management skill, establishing rules, procedures and routines was the skill level of TTT's would be the same as NLCEs. The t-test revealed that there was a statistically significant difference between TTT's and NLCE's at the 0.05 level. Therefore, the null hypothesis was rejected, and the alternative was accepted.

The alternative hypothesis (H_a) was that responding principals perceived that TTTs and NLCEs did not have the same level of classroom management skill in establishing rules, procedures, and routines. This was validated since principals' perceptions of TTTs classroom management skill level of establishing rules, procedures, and routines (M = 2.46, SD = 0.61) was significantly different than secondary school principals' perceptions of NLCEs classroom management skill level in establishing rules, procedures and routines (M = 2.27, SD = 0.71).

The null hypothesis (H_0) regarding secondary school principals' perceptions on the classroom management skill using effective instructional strategies, was that TTTs skill level would be the same as NLCEs. That was not the case. The t-test revealed that there was a statistically significant difference between TTT's and NLCE's at the 0.05 level. Therefore, the null hypothesis was rejected, and the alternative was accepted. The alternative hypothesis (H_a) was that secondary school principals perceived that TTTs and NLCEs would not have the same level of classroom management skill in using effective instructional strategies. Secondary school principals' perceptions of TTTs classroom management skill level in using effective instructional

strategies (*M* = 2.57, *SD* = 0.59) was significantly different from secondary school principals' perceptions of NLCEs classroom management skill in using effective instructional strategies (*M* = 2.12, *SD* = 0.73).

The null hypothesis (H_0) regarding secondary school principals' perceptions of the classroom management skill, student engagement, was that the skill level of TTTs would be the same as NLCEs. That was not the case. Indeed, the t-test revealed that there was a statistically significant difference on student engagement between TTT's and NLCE's at the 0.05 level. Therefore, the null hypothesis was rejected, and the alternative was accepted. The alternative hypothesis (H_a) was that secondary school principals would perceive that TTTs and NLCEs did not have the same level of classroom management skill with student engagement. Secondary school principals' perceptions of TTTs classroom management skill level, student engagement (*M* = 2.67, *SD* = 0.59), was significantly different from the secondary school principals' perceptions of NLCEs classroom management skill level with student engagement (*M* = 2.41, *SD* = 0.59).

The null hypothesis (H_0) regarding secondary school principals' perceptions of the classroom management skill, fostering positive student-teacher relationships, was that the skill level of TTTs would be the same as those of NLCEs. This was not the case. The t-test revealed that there was a statistically significant difference between TTT's and on fostering positive student-teacher relationships at the 0.05 level. Therefore, the null hypothesis was rejected, and the alternative was accepted. The alternative hypothesis (H_a) proposed that secondary school principals would perceive that TTTs and NLCEs did not have the same level of fostering positive student-teacher relationships. Secondary school principals' perceptions of TTTs classroom

management skill level in fostering positive student-teacher relationships (M = 2.83, SD = 0.61) was significantly different from secondary school principals' perceptions of NLCEs (M = 2.61, SD = 0.73).

The null hypothesis (H_0) regarding principals' perceptions for the classroom management skill, communicating clear expectations, assumed the skill level of TTTs would be the same as NLCEs. This was not the case. The t-test revealed that there was a statistically significant difference at the 0.05 level between TTT's and NLCE's communicating clear expectations. Therefore, the null hypothesis was rejected, and the alternative was accepted. The alternative hypothesis (H_a) presumed that secondary school principals would perceive that TTTs and NLCEs would not have the same level of classroom management skill on communicating clear expectations. Secondary school principals' perceptions of TTTs classroom management skill level of communicating clear expectations (M = 2.83, SD = 0.61) was significantly different than principals' perceptions of NLCEs (M = 2.19, SD = 0.74).

Research Question 2. How did select Minnesota secondary school principals perceive the effectiveness of specific professional development strategies for first-year traditionally trained teachers compared to non-licensed community experts?

Table 2 reports the means and the rankings of principals' perceptions regarding the benefits of the specific professional development methods. The means of principals' perceptions of professional development most beneficial for traditionally trained Teachers (TTTs) and non-licensed community experts (NLCEs) were highly correlated at ($r = .991$, $p < .05$). The ranked secondary school principals' perceptions of the benefits each of the specific professional development methods for TTTs and NLCEs were also highly correlated at ($r = .991$, $p < .05$).

Principals perceived that mentorship and instructional coaching were the most beneficial methods of providing professional development to both TTTs and NLCEs. Mean scores for mentorship and instructional coaching ranged from 3.47 and 3.53 for TTTs and NLCEs. The ranking scale ranged from 1-4. Scores of 1 and 2 represent not beneficial and somewhat beneficial, respectively. Scores of 3 and 4 represent beneficial and highly beneficial, respectively. Secondary school principals perceived online learning to be the least beneficial method of professional development for both TTT's and NLCE's. The mean score for online learning was 1.98 for TTTs and 1.97 for NLCEs.

Table 2

Means and Ranks of Professional Development Methods Perceived Effectiveness

Professional Development Method	Mean TTT PD	Mean NLCE PD	Rank TTT PD	Rank NLCE PD
On Site Workshop	2.89	2.86	5	5
Off-Site Workshop	2.48	2.44	6	6
Cohort or Small group Professional Development	3.29	3.13	3	3
Online Learning	1.98	1.97	7	7
Mentorship	3.53	3.47	1.5	1
Instructional Coaching	3.53	3.46	1.5	2
Professional Learning Community	3.11	3.09	4	4

Mean TTT PD — Mean score of principals' perceptions of the effectiveness of each professional development method for traditionally trained teachers.

Mean NLCE PD — Mean score of principals' perceptions of the effectiveness of each professional development method for non-licensed community experts.

Rank TTT PD- — Rank of effectiveness of each professional development method as perceived by principals for traditionally trained teachers.

Rank NLCE PD- — Rank of effectiveness of each professional development method as perceived by principals for non-licensed community experts.

Research Question 3. What did select Minnesota secondary school principals identify as preferred times in the year to offer professional development on classroom management to first-year traditionally trained teachers compared to non-licensed community experts?

Table 3 reports the means and the rankings of Minnesota secondary principals' perceptions of those times of the school year that were believed to be most beneficial for providing classroom management professional development. Principals perceived that the most beneficial times for providing classroom management professional development for TTTs and NLCEs were after the first 30 days of school and two to four weeks prior to the first day of school. The third most preferred time was one month prior to the first day of school.

Minnesota secondary school principals were provided with the opportunity to rate their preferences for conducting professional development for TTTs and NLCEs. The rating scale was comprised of four response choices: (1) not beneficial, (2) somewhat beneficial, (3) beneficial, and (4) highly beneficial. The highest mean score (M = 3.024) indicated that principals perceived that the most beneficial professional development time period for NLCE's was after the first 30 days of school and the second highest mean score (M = 2.977) indicated that principals perceived the most beneficial professional develop time for TTTs was two to four weeks before the start of school. Principals perceived the back to school workshop to be the least beneficial classroom management professional development time for both TTTs (M = 2.295) and NLCEs (M = 2.345).

The means of principal perceptions of times of the year most beneficial for providing classroom management professional development for first year traditionally trained teachers (TTTs) and non-licensed community experts (NLCEs) were highly correlated at (r = .908, p

<.05). The secondary school principals' rankings of the specific time periods believed to be most beneficial for classroom management professional development for TTTs and NLCEs were also highly correlated at ($r = .991$, $p < .05$).

Table 3

Means and Ranks of Time of Year for Classroom Management Professional Development

Timing of Classroom Management Training.	Mean TTT	Rank TTT	Mean NLCE	NLCE RANK
More than a month prior to 1st day of school	2.482759	6	2.714286	5
One month prior to first day of school	2.829545	3	2.845238	3
two to four weeks prior to the first day of school	2.977273	1	2.892857	2
1 week prior to first day of school	2.704545	4	2.738095	4
During back to school workshop	2.295455	7	2.345238	7
After first day of school	2.517241	5	2.583333	6
After the first 30 days of school	2.863636	2	3.02381	1

Mean TTT	Mean score of principals' perceptions of the best time to offer classroom management professional development to traditionally trained teachers.
Rank TTT	Ranking of principals' perceptions of the best time of year to offer classroom management to traditionally trained teachers.
Mean NLCE	Mean score of principals' perceptions of the best time to offer classroom management professional development to non-licensed community experts.
Rank NLCE	Ranking of principals' perceptions of the best time of year to offer classroom management to non-licensed community experts.

Research Question 4. Which classroom management skills as perceived by select Minnesota secondary principals were the most beneficial for effective classroom management for non-licensed community experts?

Minnesota principals were asked to rank order the five specific classroom management skills they perceived to be most beneficial for non-licensed community experts (Survey Question 14, Appendix B). Secondary school principals perceived that engaging students in learning was

the classroom management skill most important for non-licensed community experts to demonstrate. The second highest ranked classroom management skill was establishing effective rules, procedures, and routines, followed by establishing positive student-teacher relationships and communicating clear expectations. Principals ranked use of effective instructional strategies in learning fifth among the five specifically identified classroom management skills. Mean and rank data are reported for each classroom management skill in Table 4.

Table 4

Rank of Principals' Perceptions of Most Important Classroom Management Skills for NLCE's

Classroom Management Skill	Mean	Rank
Establishing effective rules procedures and routines	2.9036	2
Use of effective instructional strategies	3.3133	5
Engaging students in learning	2.8193	1
Establishing positive student-teacher relationships	2.9518	3
Communicating clear expectations.	3.0120	4

Summary

The study examined Minnesota secondary school principals' perceptions of the classroom management skills of traditionally trained teachers compared to those of non-licensed community experts.

A survey instrument was used to collect perception data from respondents, and a t-test was conducted to compare the perceived effectiveness of the classroom management skill levels of traditionally trained teachers and non-licensed community experts. Cronbach's alpha analysis demonstrated the survey was a reliable instrument and the measures were valid.

The survey instrument was distributed, on-line, to 554 potential respondents. Valid responses were secured from 99 Minnesota secondary school principals or 17.9%

Data indicated that principals perceived classroom management skills of traditionally trained teachers to be more effective than those of non-licensed community experts. The classroom management skill, establishing positive student teacher relationships, achieved the highest mean scores for both traditionally trained teachers and non-licensed community experts. Likewise, secondary school principals ranked, engaging students in learning, the second highest classroom management skill for both traditionally trained teachers and non-licensed community experts.

Minnesota secondary school principals ranked the classroom management skill, engaging students in learning, as the most important classroom management skill and communicating clear expectations as the second highest ranked skill for non-licensed community experts.

Principals perceived that the best dates to provide professional development for traditionally trained teachers and non-licensed community experts were either two to four weeks before the start of the school year or 30 days after the first day of school.

The methods of professional development perceived to be the most effective by Minnesota secondary school principals were mentorship and instructional coaching. Chapter V presents the conclusions from these findings.

Chapter V: Summary

The study compared Minnesota secondary principals' perceptions of the classroom management skills of first year traditionally trained teachers (TTT's) to those of non-licensed community experts (NLCEs).

The results of the study established findings about how secondary school principals perceived the effectiveness TTT's classroom management skills compared to NLCEs, methods of professional development that would be most beneficial to TTTs and NLCEs and the preferred time to provide professional development training to TTTs and NLCEs. The study findings provide secondary school principals with insights on specific professional development needs of non-licensed community experts and how and when to provide classroom managmenent professional development.

The study data revealed a statistically significant difference in Minnesota secondary school principals' perceptions of the effectiveness of classroom management skills of TTTs compared to NLCEs. Those secondary school principals perceived that TTTs and NLCEs did not have the same level of classroom management skills in establishing effective rules, procedures, and routines, using effective instructional strategies, student engagement, establishing positive student-teacher relationships, and communicating clear expectations. Respondants ranked effective instructional strategies as the most important classroom management skill for NLCEs. Data also indicated that the respondents perceived mentorship and instructional coaching to be the most effective methods for providing professional development to NCLEs. Further, they perceived that the preferred time of the school year to provide staff development training was 30 days after the beginning of the school year.

Chapter V provides conclusions of the study, a discussion of findings, existing limitations, recommendations for practice, and future research.

The following research questions were the focus of the study:

1. How did select Minnesota principals perceive the effectiveness of the classroom management skills of non-licensed community experts compared to first-year traditionally trained teachers?
2. How did select Minnesota principals perceive the effectiveness of specific professional development strategies for first year traditionally trained teachers compared to non-licensed community experts?
3. What did select Minnesota secondary school principals identify as preferred times in the year to offer professional development in classroom management to first year traditionally trained teachers compared to non-licensed community experts?
4. Which classroom management skills as perceived by select Minnesota secondary principals were the most beneficial for effective classroom management for non-licensed community experts?

Research Question 1

Research Question 1 compared Minnesota secondary school principals' perceptions of the effectiveness of the classroom management skills of first year traditionally trained teachers and non-licensed community experts. Principals were asked to provide their perceptions regarding five specific classroom management skills: establishing effective rules, procedures and routines, use of effective instructional strategies, student engagement, establishing positive student-teacher relationships, and communicating clear expectations. It was hypothesized that

principal perceptions regarding the effectiveness of classroom management skill levels would not be different between first year traditionally trained teachers and non-licensed community experts. The data revealed a statistically significant difference in Minnesota secondary school principals' perceptions of TTTs and NLCEs effective use of each of the five classroom management skills.

Poiner (2015) indicated in her writing that a teacher with a license does not guarantee that he or she will be an effective classroom manager. Further, she identified that preparation for teaching is important although the preparation may be traditional in nature or may be provided in an alternative nature. The data indicated that respondents perceived that traditionally trained teachers had a stronger skill level in the five specific areas of classroom management when compared to non-licensed community experts who had not completed a teacher preparation program.

The respondents' perceptions did not indicate the teachers' actual levels of classroom management skills. Their perceptions supported the notion that traditionally trained teachers were more prepared for managing a classroom than non-licensed community experts. As Poiner (2015) stated, teacher preparation may also be traditional or alternative, but the skill level of NLCE's was perceived by Minnesota secondary principals to be less effective than the skill level of teachers with traditional preparation.

Research Question 2

Research Question 2 compared Minnesota secondary school principals' perceptions of the effectiveness of specific professional development strategies for first year traditionally trained teachers and non-licensed community experts. Results from question one implied that

traditionally trained teachers would have more effective classroom management skills than non-licensed teachers. Using Poiner's 2015 premise that trained teachers were more effective classroom managers, it would seem feasible to reason that principals would be advised to ascertain these methods which were most effective for providing professional development to untrained non-licensed community experts.

The study revealed that Minnesota secondary school principals' perceptions of professional development methods for both first year traditionally trained teachers and non-licensed community experts were highly correlated. According to Knight and van Nieuwerburgh (2012), instructional coaching and mentoring, including ongoing observation, discussion and feedback, provided a significant advantage to new teachers. Mentorship and instructional coaching were perceived by Minnesota secondary school principals to be the two most effective professional development strategies for providing classroom management training to teachers, both traditionally trained and non-licensed community experts. In reviewing the data, 72.8%, (n= 92) of Minnesota secondary school principals identified mentorship to be highly beneficial or beneficial and 93.4%, (n = 92) identified instructional coaching to be highly beneficial or beneficial for first year traditionally trained teachers. Similarly, 92.3%, (n = 91) of Minnesota secondary school principals identified instructional coaching to be highly effective or effective for non-licensed community experts, and 93.4%, (n = 91) identified instructional coaching to be highly effective or effective for training classroom management skills. Far fewer principals, less than 7.7%, perceived the methods to be somewhat effective for training classroom management skills for either first year traditionally trained teachers or non-licensed community experts.

Cohort or small group professional development and professional learning communities were perceived by Minnesota secondary school principals as the third and fourth most effective professional development strategies for developing both traditionally trained teachers and non-licensed community experts' classroom management skills. Desimone, Porter, Garet, Yoon, and Birman (2002) supported high quality and focused professional development directed to fewer teachers with similar needs. These researchers also indicated that schools have limited resources and must often choose to provide more focused professional development to fewer teachers.

Instructional coaching, mentoring, small group cohorts and professional learning communities all provide opportunities for ongoing, focused professional development for smaller more focused groups of teachers. High quality professional development must be strategic, planned, and target necessary skills such as classroom management. Data from the study illustrated that principals valued targeted professional development for specific groups of teachers.

Principals perceived on-site workshops, off-site workshops, and online learning to be the least effective of the specifically identified models of professional development. On-site and off-site methods lack the ongoing targeted focus. Similarly, online learning often lacks the ongoing focused discussion which exists with small group face-to-face models.

Study results indicated that Minnesota secondary school principals perceived online learning to be less effective in providing professional development on classroom management to first year traditionally trained teachers and non-licensed community experts. Of the respondents, 78.2% (n = 92) perceived online learning to be not beneficial or somewhat beneficial for first year traditionally trained teacher and 79.1% (n = 91) identified online learning to be not

beneficial or somewhat beneficial for non-licensed community experts. While evidence from the study suggested the value of using instructional coaching and mentoring to train both first year traditionally trained teachers and non-licensed experts, caution must be taken in generalizing the results of this study, given the limited number of study respondents.

Research Question 3

Research Question 3 asked when professional development should be provided to first year traditionally trained teachers and non-licensed community expert teachers. The researcher identified seven specific time periods of a school year to provide professional development to staff members. The specific time periods included more than one month prior to the first day of school, one month prior to the first day of school, two to four weeks before the first day of school, 1 week prior to the first day of school, during back-to-school workshop, after the first day of school, and after the first 30 days of school. Responding principals ranked the identified times of the year as: not beneficial, somewhat beneficial, beneficial, or highly beneficial.

Browers and Tomic (2000) indicated that the experiences teachers have affect self-efficacy and, without positive experiences managing a classroom, self-efficacy will decrease and ultimately result in diminished performance. Research from Bowers and Tonic suggested that teachers experiencing more positive experiences at the start of the school year will have more effective classroom management. Those teachers having negative experiences may tend to have more negative attitudes about teaching, ultimately leading to ineffective teaching and attrition. Wong and Wong (1998) reinforced this concept in the book *"The First Days of School"* by identifying the importance of having a well-developed classroom management plan at the beginning of the school.

Study results conflicted with the research of Bowers and Tomic (2000) and the practice of Wong and Wong (1998) which indicated that professional development in classroom management, prior to the first day of school, provides increased self-efficacy and improved classroom management. Responding Minnesota secondary school principals perceived the best time to provide professional development on classroom management to first year traditionally trained teachers was two to four weeks prior to the start of the school year. Study results indicated principals perceived 30 days after the start of the school year was the most beneficial time to provide this professional development to non-licensed community experts. This conflicts with the findings of Bowers and Tomic (2000) and Wong and Wong (1998).

While Minnesota secondary school principals' perceptions indicated different optimal times of the school year to offer professional development on classroom management to first year traditionally trained teachers and non-licensed community experts, a consistent result of the study was that three of four of the optimal times perceived by Minnesota secondary school principals to be the most beneficial for providing classroom management professional development to both first year traditionally trained teachers and non-licensed community experts was prior to the first day of school. The time perceived by to be the least beneficial to provide the training was during back to school workshop.

Research Question 4

Research Question 4 addressed what classroom management skills Minnesota secondary school principals perceived to be most important for non-licensed community experts. Principals were asked to rank order five specific classroom management skills: establishing effective rules,

procedures, and routines; use of effective instructional strategies; engaging students in learning; establishing positive student-teacher relationships; and communicating clear expectations.

Principals ranked engaging students in learning as the most important of the identified classroom management skills. This was followed by establishing effective rules, procedures, and routines, establishing positive student-teacher relationships, and communicating clear expectations. Use of instructional strategies was the fifth ranked classroom management skill for non-licensed community experts. The rank order was established by comparing the means of the results. The range of means is relatively small (2.8-3.3). This implies that there was not substantial agreement on the most important classroom management skill among responding Minnesota secondary school principals.

To examine this point further, the researcher examined the individual results for each of the specific classroom management skills. Reported below are the number of Minnesota secondary school principals who identified each specific classroom management skill as first or second most beneficial skills for non-licensed community experts

Establishing effective rules, procedures, and routines	n = 36 of 83 (43.4%)
Use of effective instructional strategies	n = 27 of 83 (32.5%)
Engaging students in learning	n = 35 of 83 (42.2%)
Establishing positive student-teacher relationships	n= 33 of 83 (39.8%)
Communicating clear expectations	n = 35 of 83 (42.2%)

The classroom management skill that Minnesota secondary school principals scored most frequently as highly beneficial or beneficial was, establishing effective rules, procedures, and routines. The order of the classroom management skill perceived to be the most beneficial as

indicated above is unique to the order perceived to be the most beneficial developed using the mean score of the responses. The only consistent result was that, use of effective instructional strategies was the strategy that was ranked fifth in both data analysis methods. There is a small delineation between perceptions of the four classroom management skills that responding principals perceived to be highly beneficial and beneficial for non-licensed community experts.

The delineation of the perceived most beneficial classroom management skill by Minnesota secondary school principals is likely a result of the realization that all the skills are necessary for effective classroom management. Engaging students in learning and establishing effective rules, procedures, and routines were the skill that is highest on each of these lists. It would be difficult for a teacher to have established effective rules, procedures and routines without communicating clear expectations. Similarly engaging students in learning would be difficult without the use of effective learning strategies.

When considering classroom management professional development for non-licensed community experts, all skills should be considered; skills should be identified but not taught in isolation. Classroom management is the entire collection of skills that are needed to effectively manage behavior in a classroom to create an environment conducive for learning. This information does help provide prioritization of skills in general, but the individual needs of teacher must be taken into consideration.

Limitations

The following were delimitations of the study:

1. Respondents chose not to complete select items on the survey instrument. Thus, the number of participants was limited to 99 of 554 respondents. Those excluded from

the study did not complete the entire survey. The limited sample size may not be representative of secondary school principals' perceptions in the state of Minnesota.

2. The survey relied on a sample of secondary school principals who were selected through their membership in the Minnesota Association of Secondary School Principals. The sampling did not extend an invitation to participate to every secondary school principal throughout the state of Minnesota and, therefore, did not represent a random sample of all Minnesota secondary school principals' perceptions.
3. Principal bias must be considered regarding conclusions of the study. Principals' knowledge of and experience with teacher preparation and classroom management are varied. Conclusions regarding the effective classroom management skill level of teachers are based on principal perceptions.

Recommendations for Further Research

1. It is recommended a qualitative study be conducted to compare classroom management skills of first year traditionally trained teachers and those of non-licensed community experts. Qualitative analysis through classroom observations of teachers would provide a more precise measurement of the effectiveness of the classroom management skills of both first year traditionally trained teachers and non-licensed community experts.
2. It is recommended a broad multi-state follow-up study be conducted to determine which types of professional development secondary school principals perceive to be most effective and which times in the school year are perceived to be optimal for providing classroom management professional development. Teacher classroom

management practices would be examined before and after a year of utilizing specific professional development methods to determine the effectiveness of each of the methods.

3. It is recommended a qualitative study be conducted to determine the length of time required for non-licensed community experts to achieve the same level of classroom management proficiency as first year traditionally trained teachers.
4. It is recommended a study should be conducted to determine which professional development method is the most effective in assessing non-licensed community experts to acquire classroom management skills rated highest by secondary school principals

Recommendations for Practice

The following recommendations are based on the conclusions of the research study. Recommendations for supporting first year traditionally trained teachers and non-licensed community experts are presented.

It is recommended that principals be encouraged to prepare a targeted professional development plan for first year traditionally trained teachers and non-licensed community experts. The plan should be initiated two to four weeks prior to the first day of the school year to assist/prepare teachers to effectively manage their classrooms. The timing of staff development is intended to ensure a positive start, academically and behaviorally, for both students and teachers.

It is recommended the professional development plan be comprehensive, containing all skills necessary for successful classroom management. While the principal respondents ranked

each of the specific classroom management skills in the study, the means of the rankings suggested that each skill was significant. That is, there was not a substantial range in the rankings from highest ranked skill, use of effective instructional strategies, to lowest ranked skill, engaging students in learning. (from 3.31 to 2.8). Results of the survey strongly suggested that a comprehensive professional development plan should include a mentor or an instructional coach to assist first year traditionally trained teachers and non-licensed community experts develop necessary classroom management skills.

Summary

Chapter V examined the findings of the study in relationship to the literature and presented the conclusions of the study. Limitations of the study were presented. Recommendations for further research and practice were also presented.

The study compared the perceptions of select Minnesota secondary school principals regarding the effectiveness of classroom management skills of first-year traditionally trained teachers and non-licensed community experts. Study results indicated that Minnesota secondary principals perceived the classroom management skill level to be higher for traditionally trained teachers than non-licensed community experts who had not completed a teacher preparation program. Further, the study results indicated that a comprehensive classroom management professional development plan, including the use of a mentor or an instructional coach, should begin for both traditionally trained teachers and non-licensed community experts prior to the start of the school year.

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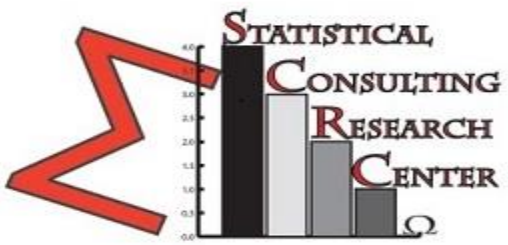
Appendix A: Invitation to Participate



Nonlicensed Community Experts

Dear Secondary School Principal or Assistant Principal

You are invited to participate in a dissertation study of Minnesota Secondary Principals' Perceptions of Nonlicensed Community Experts' Classroom Management Skills. The purpose of this study will be to identify classroom management skills of Nonlicensed Community Experts compared to traditionally trained teachers and to identify professional development needs of these Nonlicensed Community Experts. I am asking that you take time to complete this brief survey. This survey is being sponsored by the Minnesota Association of Secondary School Principals, (MASSP) and results of the survey can be obtained by contacting the researcher directly. Results of the survey will be make public through the St. Cloud State repository and this link will be provided to MASSP so it can be easily accessed by its members.

The survey will identify principal perceptions regarding the classroom management skills of NLCEs, focusing on the classroom management areas of: procedures and routines, learning strategies, student-teacher relationships, teacher expectations, learning strategies, and student engagement of Nonlicensed Community Experts and traditionally trained teachers as well as the timetable for providing professional development training to NLCE's on these classroom management skills.

The survey should take 5-10 minutes to complete. Completing this survey will be considered your consent to participate in this study. The survey is anonymous, and all information will remain anonymous and no personal identifying information is being requested. This survey is voluntary, there are no foreseeable risks to participants in completing the survey and you may withdraw at any time.

Thank you for taking the time out of your busy schedule to complete this survey. If you have any questions, you may contact me by phone, (320)-815-8319 by email, nmonstad@stcloudstate.edu. You may also contact my advisor, Dr. John Eller at jfeller@stcloudstate.edu.

Appendix B: Survey Instrument

Nonlicensed Community Experts

This survey will ask for your perceptions and no individual schools, districts, or respondents will not be identified.

Definitions:

Traditionally Trained Teacher:

A teacher who has completed a state approved teacher preparation program.

Nonlicensed Community Expert:

Permission for unlicensed individuals to teach in MN public schools when experiencing hiring hardships.

1. Are you a Secondary School Principal or Assistant Principal?

- Principal
- Assistant Principal

Nonlicensed Community Experts

2. Which MASSP Division do you belong?

- Northeast
- Northern
- Central
- Western
- Southwest
- Southeast
- Hennepin
- Capitol
- Unknown

3. What is your gender?

- Male
- Female

4. How many years have you been a principal or assistant principal?

5. How many students in your school district?

- 0 – 500 Students
- 500 – 1000 Students
- 1000 – 1500 Student
- 1501+ Students

Nonlicensed Community Experts

6. Have you employed a Nonlicensed Community Expert?

- Yes
- No

Nonlicensed Community Experts

7. What is the longest period that you have employed a Nonlicensed Community Expert?

- 1 year
- 2 years
- 3 years
- 4+ years

Nonlicensed Community Experts

8. How effective are the classroom management skills of a typical first year traditionally trained teacher?

	Not Effective	Somewhat Effective	Effective	Very Effective
Establishing effective rules, procedures, routines	Establishing effective rules, procedures, routines Not Effective	Establishing effective rules, procedures, routines Somewhat Effective	Establishing effective rules, procedures, routines Effective	Establishing effective rules, procedures, routines Very Effective
Use of effective instructional strategies	Use of effective instructional strategies Not Effective	Use of effective instructional strategies Somewhat Effective	Use of effective instructional strategies Effective	Use of effective instructional strategies Very Effective
Engaging students in learning	Engaging students in learning Not Effective	Engaging students in learning Somewhat Effective	Engaging students in learning Effective	Engaging students in learning Very Effective
Establishing positive student-teacher relationships	Establishing positive student-teacher relationships Not Effective	Establishing positive student-teacher relationships Somewhat Effective	Establishing positive student-teacher relationships Effective	Establishing positive student-teacher relationships Very Effective
Communicating clear expectations	Communicating clear expectations Not Effective	Communicating clear expectations Somewhat Effective	Communicating clear expectations Effective	Communicating clear expectations Very Effective

Nonlicensed Community Experts

9. How effective are the classroom management skills of a Nonlicensed Community Expert?

	Not Effective	Somewhat Effective	Effective	Very Effective
Establishing effective rules, procedures, routines	Establishing effective rules, procedures, routines Not Effective	Establishing effective rules, procedures, routines Somewhat Effective	Establishing effective rules, procedures, routines Effective	Establishing effective rules, procedures, routines Very Effective
Use of effective instructional strategies	Use of effective instructional strategies Not Effective	Use of effective instructional strategies Somewhat Effective	Use of effective instructional strategies Effective	Use of effective instructional strategies Very Effective
Engaging students in learning	Engaging students in learning Not Effective	Engaging students in learning Somewhat Effective	Engaging students in learning Effective	Engaging students in learning Very Effective
Establishing positive student-teacher relationships	Establishing positive student-teacher relationships Not Effective	Establishing positive student-teacher relationships Somewhat Effective	Establishing positive student-teacher relationships Effective	Establishing positive student-teacher relationships Very Effective
Communicating clear expectations	Communicating clear expectations Not Effective	Communicating clear expectations Somewhat Effective	Communicating clear expectations Effective	Communicating clear expectations Very Effective

Nonlicensed Community Experts

***10. How beneficial is each method listed below for providing classroom management professional development to a typical first year traditionally trained teacher?**

	Not Beneficial	Somewhat Beneficial	Beneficial	Highly Beneficial
On-site workshop	On-site workshop Not Beneficial	On-site workshop Somewhat Beneficial	On-site workshop Beneficial	On-site workshop Highly Beneficial
Off-site workshop	Off-site workshop Not Beneficial	Off-site workshop Somewhat Beneficial	Off-site workshop Beneficial	Off-site workshop Highly Beneficial
Cohort or small group professional development	Cohort or small group professional development Not Beneficial	Cohort or small group professional development Somewhat Beneficial	Cohort or small group professional development Beneficial	Cohort or small group professional development Highly Beneficial
Online learning	Online learning Not Beneficial	Online learning Somewhat Beneficial	Online learning Beneficial	Online learning Highly Beneficial
Mentorship	Mentorship Not Beneficial	Mentorship Somewhat Beneficial	Mentorship Beneficial	Mentorship Highly Beneficial
Instructional coaching	Instructional coaching Not Beneficial	Instructional coaching Somewhat Beneficial	Instructional coaching Beneficial	Instructional coaching Highly Beneficial
Professional learning community	Professional learning community Not Beneficial	Professional learning community Somewhat Beneficial	Professional learning community Beneficial	Professional learning community Highly Beneficial

Other (please specify)

Nonlicensed Community Experts

11. How beneficial is each method listed below for providing classroom management professional development to a Nonlicensed Community Expert?

	Not Beneficial	Somewhat Beneficial	Beneficial	Highly Beneficial
On-site workshop	On-site workshop Not Beneficial	On-site workshop Somewhat Beneficial	On-site workshop Beneficial	On-site workshop Highly Beneficial
Off-site workshop	Off-site workshop Not Beneficial	Off-site workshop Somewhat Beneficial	Off-site workshop Beneficial	Off-site workshop Highly Beneficial
Cohort or small group professional development	Cohort or small group professional development Not Beneficial	Cohort or small group professional development Somewhat Beneficial	Cohort or small group professional development Beneficial	Cohort or small group professional development Highly Beneficial
Online learning	Online learning Not Beneficial	Online learning Somewhat Beneficial	Online learning Beneficial	Online learning Highly Beneficial
Mentorship	Mentorship Not Beneficial	Mentorship Somewhat Beneficial	Mentorship Beneficial	Mentorship Highly Beneficial
Instructional coaching	Instructional coaching Not Beneficial	Instructional coaching Somewhat Beneficial	Instructional coaching Beneficial	Instructional coaching Highly Beneficial
Professional learning community	Professional learning community Not Beneficial	Professional learning community Somewhat Beneficial	Professional learning community Beneficial	Professional learning community Highly Beneficial

Other (please specify)

Nonlicensed Community Experts

12. When is it most beneficial to provide professional development for classroom management to typical first year traditionally trained teachers?

	Not Beneficial	Somewhat Beneficial	Beneficial	Highly Beneficial
More than one month prior to first day of school	More than one month prior to first day of school Not Beneficial	More than one month prior to first day of school Somewhat Beneficial	More than one month prior to first day of school Beneficial	More than one month prior to first day of school Highly Beneficial
One month prior to the first day of school	One month prior to the first day of school Not Beneficial	One month prior to the first day of school Somewhat Beneficial	One month prior to the first day of school Beneficial	One month prior to the first day of school Highly Beneficial
two to four weeks prior to the first day of school	two to four weeks prior to the first day of school Not Beneficial	two to four weeks prior to the first day of school Somewhat Beneficial	two to four weeks prior to the first day of school Beneficial	two to four weeks prior to the first day of school Highly Beneficial
1 Week prior to the first day of school	1 Week prior to the first day of school Not Beneficial	1 Week prior to the first day of school Somewhat Beneficial	1 Week prior to the first day of school Beneficial	1 Week prior to the first day of school Highly Beneficial
During back to school workshop	During back to school workshop Not Beneficial	During back to school workshop Somewhat Beneficial	During back to school workshop Beneficial	During back to school workshop Highly Beneficial
After the first day of school	After the first day of school Not Beneficial	After the first day of school Somewhat Beneficial	After the first day of school Beneficial	After the first day of school Highly Beneficial
After the first 30 days of school	After the first 30 days of school Not Beneficial	After the first 30 days of school Somewhat Beneficial	After the first 30 days of school Beneficial	After the first 30 days of school Highly Beneficial

Nonlicensed Community Experts

13. When is it most beneficial to provide professional development for classroom management to Nonlicensed Community Experts?

	Not Beneficial	Somewhat Beneficial	Beneficial	Highly Beneficial
More than one month prior to first day of school	More than one month prior to first day of school Not Beneficial	More than one month prior to first day of school Somewhat Beneficial	More than one month prior to first day of school Beneficial	More than one month prior to first day of school Highly Beneficial
One month prior to the first day of school	One month prior to the first day of school Not Beneficial	One month prior to the first day of school Somewhat Beneficial	One month prior to the first day of school Beneficial	One month prior to the first day of school Highly Beneficial
two to four weeks prior to the first day of school	two to four weeks prior to the first day of school Not Beneficial	two to four weeks prior to the first day of school Somewhat Beneficial	two to four weeks prior to the first day of school Beneficial	two to four weeks prior to the first day of school Highly Beneficial
1 Week prior to the first day of school	1 Week prior to the first day of school Not Beneficial	1 Week prior to the first day of school Somewhat Beneficial	1 Week prior to the first day of school Beneficial	1 Week prior to the first day of school Highly Beneficial
During back to school workshop	During back to school workshop Not Beneficial	During back to school workshop Somewhat Beneficial	During back to school workshop Beneficial	During back to school workshop Highly Beneficial
After the first day of school	After the first day of school Not Beneficial	After the first day of school Somewhat Beneficial	After the first day of school Beneficial	After the first day of school Highly Beneficial
After the first 30 days of school	After the first 30 days of school Not Beneficial	After the first 30 days of school Somewhat Beneficial	After the first 30 days of school Beneficial	After the first 30 days of school Highly Beneficial

Nonlicensed Community Experts

14. Rank (by numbering the following items 1-5) which Classroom Management Skills are most/least beneficial for Nonlicensed Community Experts

1 = Most beneficial classroom management skill for a Nonlicensed Community Expert

5 = Least beneficial classroom management skill for a Nonlicensed Community Expert

Establishing effective rules, procedures, routines

Use of effective instructional strategies

Engaging students in learning

Establishing positive student-teacher relationships

Communicating clear expectations

Appendix C: IRB Approval

ST. CLOUD STATE UNIVERSITY
EDUCATION FOR LIFE.

Institutional Review Board (IRB)

720 4th Avenue South AS 210, St. Cloud, MN 56301-4498

Name: Nels Onstad

Address

, USA

Email: nmonstad@stcloudstate.edu

IRB PROTOCOL DETERMINATION: Exempt Review

Project Title: Minnesota Principals' Perceptions of Non-licensed community Experts' Classroom Management skills

Advisor Dr. John Eller

The Institutional Review Board has reviewed your protocol to conduct research involving human subjects. Your project has been: **APPROVED**

Please note the following important information concerning IRB projects:

- The principal investigator assumes the responsibilities for the protection of participants in this project. Any adverse events must be reported to the IRB as soon as possible (ex. research related injuries, harmful outcomes, significant withdrawal of subject population, etc.).

- For expedited or full board review, the principal investigator must submit a Continuing Review/Final Report form in advance of the expiration date indicated on this letter to report conclusion of the research or request an extension.

-Exempt review only requires the submission of a Continuing Review/Final Report form in advance of the expiration date indicated in this letter if an extension of time is needed.

- Approved consent forms display the official IRB stamp which documents approval and expiration dates. If a renewal is requested and approved, new consent forms will be officially stamped and reflect the new approval and expiration dates.

- The principal investigator must seek approval for any changes to the study (ex. research design, consent process, survey/interview instruments, funding source, etc.). The IRB reserves the right to review the research at any time.

If we can be of further assistance, feel free to contact the IRB at 320-308-3290 or email ri@stcloudstate.edu and please reference the SCSU IRB number when corresponding.

IRB Institutional Official:

Latha Ramakrishnan

Dr. Latha Ramakrishnan
Interim Associate Provost for Research
Dean of Graduate Studies

OFFICE USE ONLY

SCSU IRB# 1707 - 2135	**Type:** Exempt Review	**Today's Date:** 4/4/2017
1st Year Approval Date: 4/4/2017	**2nd Year Approval Date:**	**3rd Year Approval Date:**
1st Year Expiration Date:	**2nd Year Expiration Date:**	**3rd Year Expiration Date:**