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To the Graduate Council:

I am submitting herewith a dissertation written by Nicole L. Wilson entitled "The Principal's Role in Developing the Classroom Management Skills of the Novice Elementary Teacher." I have examined the final electronic copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy, with a major in Education.

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THE PRINCIPAL'S ROLE IN DEVELOPING THE CLASSROOM MANAGEMENT
SKILLS OF THE NOVICE ELEMENTARY TEACHER

A Dissertation
Presented for the
Doctor of Philosophy Degree
The University of Tennessee, Knoxville

Nicole L. Wilson
December 2012

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DEDICATION

This dissertation is dedicated to my family. Russ, you have continued to be my cheerleader and have always been supportive of the many hours I have spent reading and writing. As I end my road in obtaining a terminal degree, I am so proud of you for the journey you are taking to earn your MBA. Russ, you are the strength of our family and my best friend. To my daughters Caroline and Laura who were only a year and half when I began the PhD program, all you have ever known was mommy going to school or writing on the computer. To sweet Meghan who was born during the fall I defended my proposal, my hope is that one day I will have three daughters that follow in my footsteps and make learning, of any kind, a priority. To my parents, thank you for always believing in me and encouraging me to do my best. It was your encouragement that led me to find a career that I am passionate about and to be a life-long learner.

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Lastly, and most importantly I thank God for the blessings he has placed in my life over the last four years. What an awesome journey I have had and it is only because of God's love and grace that I am here today.

ABSTRACT

The purpose of this qualitative, multi-site case study was to investigate the principal's role in facilitating the development of classroom management skills of novice teachers. Classroom management is a leading factor affecting the quality of instruction provided to students in public schools. The role of the administrator in supporting the novice teacher's development as a classroom manager has limited research available, therefore, creating a gap. The rationale of investigating the principal's role in new teacher classroom management effectiveness was achieved by using the conceptual framework of the principal as an instructional leader. An Instructional Leadership Checklist was utilized to identify three elementary principals within one district that exhibited leadership characteristics as defined by Blase and Blase (2004). The principals and their 20 novice K-5 teachers participated in semi-structured interviews and observations. Cross-case analysis was conducted to determine what leadership behaviors the principals exhibited when supporting novice teachers in classroom management and how the perceptions of new teachers and principals were similar and different. With strong evidence of the behaviors exhibited by principals, five themes were developed: collaboration, communication, professional development, instructional support and discipline support. These five themes and two additional themes (expectations and teacher recognition and feedback) were developed when addressing the similarities and difference of new teacher and principal perceptions of principal support in classroom management. Three findings were found to have common perceptions shared by both principals and teachers: collaboration, instructional support, and professional development. Two findings, communication and expectations, were perceived by principals to be more valuable methods of support. Finally, discipline support, feedback and positive recognition were deemed more vital as supports for

teacher classroom management to teachers than principals. As elementary principals strive to support novice teacher classroom management they can benefit from recognizing the impact of their leadership behaviors. Principals can foster new teacher management by cultivating their ability to collaborate and communicate with teachers about classroom management, providing classroom management professional development, setting behavioral expectations, offering instructional and discipline support, and giving new teachers recognition for effective management and specific feedback which can be used to improve management strategies.

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CHAPTER I

INTRODUCTION

Novice teachers frequently face challenges dealing with classroom management and discipline (Martin & Baldwin, 1996). Research by Jones (2006) documented that 82% of novice teachers identified poor classroom management skills as the leading obstacle to professional success; of these, 52% stated disruptive students were their primary concern. Beginning teachers often encounter unpredictable student behaviors and classroom management problems that they do not know how to handle. Without effective classroom management skills, teachers are unable to facilitate the learning process; therefore, the development of effective management strategies is vital.

Classroom management is one of the most critical factors affecting the quality of instruction provided to students in public school settings (Marzano, Marzano, & Pickering, 2003). The same researchers noted, “Teachers play various roles in a typical classroom, but surely one of the most important is that of a classroom manager. Effective teaching and learning cannot take place in a poorly managed classroom” (2003, p. 1). Aside from a teacher’s instructional strategies, another influential predictor that affects student achievement is managing classroom instruction, behaviors, and students (Slavin, 1997; Wang, Haertel, & Walberg, 1994). With this in mind, all teachers need to be competent in managing classroom instruction, behaviors, and students.

In their research, Wang et al. (1994) conducted a meta-analysis of 11,000 studies from educational handbook chapters, research syntheses, and educational journals to establish 28 elements that significantly influenced student learning. A

primary factor affecting student learning was classroom management, including such strategies as “group alerting, learning accountability, smooth transitions and teacher withitness” (Wang et al., p. 76). “Effective classroom management increases student engagement, decreases disruptive behaviors, and makes good use of instructional time” (Wang et al., p. 76). Martin and Baldwin (1996) further discovered that novice teachers, especially, were frustrated with not being able to manage classroom behaviors. Researchers indicated that a teacher’s ability to effectively manage the classroom has a direct correlation to student achievement (Darling-Hammond, 2000; Haycock, 1998); therefore, it is pertinent that novice teachers become competent as classroom managers.

Administrative support of the beginning teacher with regards to classroom management strategies can help ensure that students taught by new teachers achieve success. A study by Blase and Kirby (2008) revealed that teachers considered "principal support in matters of discipline result[ed] in feelings of 'confidence,' 'security,' and 'control'" (p. 71). Support, as defined by Blase and Kirby’s research, was identified as the actions, consistency, timeliness, and listening skills provided by principals to the teachers. In fact, further research indicated that since quality classroom management was fundamental in “general effectiveness as a teacher,” the principal had an opportunity to foster or hinder a teacher’s success by supporting the development of effective classroom management skills in the classroom (Brophy, 1986, p. 182). The theoretical framework of this study further develops the significance of the principal utilizing strategies such as modeling effective instruction and supporting collaboration by illustrating the importance of the principal’s role as an instructional leader.

From a principal's perspective, one of the primary concerns when hiring new teachers is effective classroom management or discipline styles (Ralph, Kesten, Lang, & Smith, 1998). Once teachers are hired, whether or not principals decide to develop teachers' classroom management skills can create a dilemma when considering the principals' responsibility of providing sufficient support to individual teachers. The lack of research on principals developing the management skills of teacher is puzzling because classroom management or discipline is identified as a primary concern of principals when hiring and/or working with novice teachers (Ralph et al., 1998). In a quantitative study, Ralph et al. surveyed 95 Canadian principals to discover the key areas of concern when employing a new teacher. Findings indicated that 83% of the principals considered teaching classroom management to be important (Ralph et al.). Furthermore, Hopkins (2002) utilized Ralph et al.'s research to emphasize that a principal can empower novice teachers to be effective classroom managers. In addition, Torff and Sessions (2005) conducted a quantitative study of 242 principals which identified principal-perceived causes of teacher ineffectiveness. The most common cause identified was the pedagogical skills of the teacher, with classroom management being identified as a fundamental component (Torff & Sessions). Given these challenges, principals need to be aware of the strategies that enhance the classroom management skills of new teachers.

Statement of the Problem

Despite the critical nature of possessing effective classroom management skills, many teachers are placed in classrooms without the skills and knowledge to effectively manage student behaviors. Stewart-Wells (2000) found that in instructional preparation,

university courses rarely address teacher classroom management strategies. However, as previously stated, the most prevalent skills principals seek in novice teachers are the abilities to establish a positive classroom climate, build rapport with students, and establish and maintain classroom management (Ralph et al., 1998). When hiring new teachers, principals often seek these skills, identified as effective, and when possessed by the teachers establish an increased focus on student achievement (Darling-Hammond, 2000). In addition to increasing student learning, competent classroom managers do not have to develop coping strategies to “merely survive in the classroom” (Youngs, 2007, p. 102) but instead have acquired the management skills that Ralph et al. identified as desired by principals. While researchers document that classroom management is essential for classroom success (Marzano et al., 2003), teachers often lack the skills to be quality classroom managers. Therefore, if possessing classroom management skills is a desired attribute of a classroom teacher, the principal must be equipped to support and develop the management skills of their novice teachers.

There is often a discrepancy between the desirable level of knowledge and skills that principals consider necessary for an effective teacher and the reality of what novice teachers possess as classroom managers (Siebert, 2005). Beginning teachers receive little instruction in classroom management; what is provided is often theoretical while authentic opportunities for transferring the theory into practice in the classroom are limited (Siebert, 2005; Stewart-Wells, 2000). When new teachers begin their journey as educators, the school principal can impact the development of effective classroom management strategies. Though research on the frustrations felt by principals with the limited classroom management skills of novice teachers (Siebert) and the impact

classroom management has on students has been identified, a focused examination on the role of the principal in providing support to the novice teacher was lacking in the literature achievement (Darling-Hammond, 2000; Marzano & Marzano, 2003; National Comprehension Center for Teacher Quality, 2007). Specifically, there is a need for greater insight into how principals develop novice teacher competency in classroom management.

Purpose of the Study

The purpose of this multi-site, qualitative case study was to investigate the principal's role in facilitating the development of classroom management skills of novice teachers and to determine the similarities and differences between that of principals and novice teachers with regard to the perception of what is needed for the development of effective classroom management. To achieve this goal, the researcher examined the behaviors and perceptions of principals and their support of novice teachers in managing the classroom. Principals were studied with the intention of gaining an understanding of their role in fostering novice teacher development of effective classroom management skills. In addition, novice teachers were investigated to gain knowledge of their perception of the support methods offered by the principal to new teachers in the area of classroom management. Three elementary schools, with principals recognized as instructional leaders, were selected for the study. In each elementary school, the principals and their novice teachers were interviewed and observed to explore the support provided to these teachers in the area of classroom management which resulted in a thick, rich description of each site.

Research Questions

Research questions developed from the statement of the problem include:

- (1) What methods of support do elementary school principals provide when facilitating the development of novice teachers' classroom management?
- (2) How are the perceptions of elementary school principals similar to and different from those of novice teachers regarding the methods of development offered in the area of classroom management?

Operational Definitions

Definitions are provided to assist the reader in obtaining clarity of the terminology utilized in this study. To guide the reader, the following terms are defined:

- Classroom management—Strategies and routines used by teachers to maintain appropriate student behavior promoting learning in a safe environment; incorporates the managing of the instruction, the individuals, and their behaviors (Evertson, 2007).
- Discipline support—Actions exhibited by school principals to support teachers in the area of classroom management.
- Instructional leadership—Behaviors exhibited by school principals to support teacher growth and student achievement including making suggestions, providing feedback, modeling effective instruction, soliciting opinions, supporting collaboration, providing professional development, and bestowing praise for effective teaching (Blase & Blase, 2004).
- Instructional management—Strategies that enable the teacher to create “well-planned lessons with developmentally appropriate activities in a

positive learning environment that...careful management decisions have...created” (Evertson, Emmer, & Worsham 2000, p. 85).

- No Child Left Behind Act —A standards-based educational reform law that requires public schools to reduce the achievement gap among students of varying subgroups, improve teacher quality, increase accountability, provide parents with more choices, and utilize scientifically based research for instruction with the purpose of providing a fair and equal education to all students (2001).
- Novice teacher—A teacher who has recently entered the teaching profession with 0-5 years experience in the classroom and who is not tenured; this term is often used synonymously with the terms *beginning teacher* or *new teacher*.
- Personal Accountability Class (PAC)—provide a time and place for disruptive students to settle themselves and regain focus under the supervision of an adult. This teacher works closely with classroom teachers on management strategies and on behavior plans for individual students. Additionally, while in PAC, students learn character education, social skills and conflict resolution (Wampler School District Website, 2012).
- Principal—The person responsible for the overall operation of the school. This individual plays multiple roles as the school manager and instructional leader.
- Professional development—Activities such as courses, workshops, institutes, reading research, and conferences that provide educators with a

“comprehensive, sustained, and intensive approach to improving teachers’ and principals’ effectiveness in raising student achievement” (National Staff Development Council, n.d., para. 3).

- Professional Learning Community (PLC)—An ongoing process in which teams of educators (i.e., teachers and administrators) collaborate to enhance their effectiveness as professionals in order to increase student learning (Hord, 1997).

Delimitations and Limitations of the Study

The delimitations and limitations of the study are acknowledged in order to understand the constraints of the research. Creswell (2003) explained that delimitations confine the study, whereas limitations are viewed as possible weaknesses of the study.

Delimitations

Delimitations were used to narrow the scope of the study (Creswell, 2003). The participants in this study, both principals and teachers, were from public elementary schools. Middle, high, private, and charter schools were not studied. Due to the nature of this study, participants investigated were teachers with 0-5 years of teaching experience in general education, core content, kindergarten through fifth grade classes as well as these novice teachers’ principals. The decision to purposefully target elementary educators was based on both personal research interests as well as a perceived gap in the research revealed in the subsequent literature review.

Limitations

According to Merriam (2009), qualitative studies may be limited beyond the researcher's control due to the fact that the researcher is the primary research

instrument. The findings of the study may or may not be affected by these conditions. According to Yin (2009), interview data, though insightful, may reflect bias. This bias may occur on the part of the researcher (e.g., question structure) or in other incidences (e.g., participants may have supplied answers based upon their perception of what the interviewer was hoping to learn). In addition, Peshkin (1991) described that a researcher's personal bias can emerge when researching a topic of interest and that the researcher must be responsible for monitoring one's subjectivity as to ensure "that [he or she] may avoid the trap of perceiving just what [his/her] own untamed sentiments have sought out and served up as data" (p. 294). Being mindful of my past work in classroom management, I understood that being objective is necessary when conducting research and is essential to ensure that my subjectivity is not reflected in my understanding of the data. Given that I worked in only three schools, protecting the identity of the participants was important. To achieve the goal of participant anonymity, within-case analysis was not conducted. Instead, the data collected from the three school sites were combined and cross-case analysis occurred. Lastly, as with all qualitative case studies, the results will not be generalizable beyond the specific population from which the sample was drawn (Herriott & Firestone, 1983).

Significance of the Study

It is important to understand the classroom management support principals provide to novice teachers and the management strategies utilized by these teachers. Factors contributing to poor classroom management were documented in research literature, as were some principals' frustrations with novice teachers' inability to manage classrooms. As previously stated, poor classroom management and disruptive

students were the leading factors in novice teacher perception of professional success (Jones, 2006). While research supports that management was difficult for beginning teachers and was a frustration to the principals, there was little evidence that principals play an active role in the development of effective management skills of novice teachers. The significance of this study will be to address the gap in the classroom management literature, providing a deeper examination and understanding of the principal's role in fostering the development of effective classroom management skills and, by extension, professional development of novice teachers.

Organization of the Study

This first chapter introduced the frustrations felt by novice teachers in the area of classroom management and the role the principal plays in developing new teacher competency levels in discipline. The problem under investigation was identified as the methods of classroom management support provided to novice teachers by principals and the role of principals in building new teacher competency of management strategies. This chapter also discussed the purpose of the study, the research questions to be answered, and definitions integral to the study. The chapter concluded with the delimitations, limitations, and significance of the research.

Chapter II provides an examination of the pertinent literature focusing on classroom management as well as principal support and novice teachers. Within the literature presented, the gaps in the research are described in order to explain how this study will be significant to the practice of classroom management and novice teacher development in elementary education. Lastly, the concept of the principal as the instructional leader, the theoretical framework used as a lens for this study, is explored.

The third chapter introduces the reader to the methodology of qualitative case study and the procedures for selecting participants, including details of the site and sample for the study. More specifically, chapter three outlines the type, rationale, and procedures of data collection for this multi-site, qualitative case study. The chapter concludes with a description of the data analysis procedures for qualitative methods.

Chapter IV introduces the findings with a thick, rich description of the case study in order to assist the reader in gaining a clear understanding of the individual sites (Merriam, 2009; Stake, 1995; Yin, 2009). The chapter includes descriptions of the school district and the three participating schools.

Chapter V contains an in-depth analysis of the data, presenting across-site analyses. Specifically, a description of the data collected from interviews and observational checklists is presented. The findings from this multi-site, qualitative case study are also set forth. The chapter concludes with the presentation of the findings including an interpretation and summarization of all data collected.

Chapter VI concludes the study with a discussion of conclusions and how the findings relate to the literature. The chapter closes with implications for further research.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter provides readers a comprehensive review of the literature on the principal's role of facilitating the development of classroom management skills of novice teachers. To establish the need for more classroom management research, themes and trends will be identified in the area of the principal's frustration with the classroom management skills of novice teachers.

The review of literature begins with a record of how classroom management strategies evolved in education through history. It is imperative to gain knowledge of the history of classroom management in order to achieve a complete understanding of how management has a direct influence on student achievement and is, therefore, a responsibility of not only the classroom teacher but also the school principal. An explanation of the search process revealed the steps and actions I took during the process of searching for the literature. After presenting the historical context and the exploration process for this chapter, a review of literature related to classroom management follows. Included in this review is an in-depth examination of the history of classroom management and how classroom management impacts students and teachers. Next, a review of literature on the principal is presented, highlighting the history of the principalship, challenges faced by principals, and the role the principal plays in teachers' classroom management. Subsequently, novice teacher classroom management literature is provided illustrating how the lack of real-life experiences and specific coursework in instructional strategies, including classroom management, affects teacher competency, resulting in an increased need for principal support to

novice teachers in classroom management. Collectively, the review of the various literatures provides the reader research on classroom management, principals, and novice teachers (see Appendix A for an overview). A description of gaps in research demonstrates how the principal's behaviors and support methods are necessary to develop the expertise of novice teachers in classroom management when teaching begins without specific college preparation in this area. From the discussion of findings from the literature, the theoretical framework of the principal as an instructional leader is presented.

Exploration Process for Literature Review

Boolean searches of terms such as classroom management, management strategies, teaching strategies, new teacher management, teacher classroom management, principal support for teachers, and principals and classroom management produced the primary areas of research. After these initial searches were conducted, the focus was more narrowly defined to the limited connection between classroom management and the principal, for which 955 articles were identified. Outcomes of the search were restricted due to the limited amount of research connecting classroom management to school principals. Next, the search was expanded to include the novice teacher. The search for the combination of terminology relevant to this study (i.e., elementary, principal, classroom management, and novice teachers) produced less than 10 articles, regardless of the sequence of the words. The literature available connecting the principal to the novice teachers' classroom management is limited in K-12 education and, in particular, elementary education. Little research has been conducted

to support the significance of the principal to a novice teacher's success in classroom management.

When making inquiries for the review of literature, I explored the Internet through scholarly search engines such as ERIC, Wilson Web, and Education Full Text, all available from The University of Tennessee library. Empirical and non-empirical literature were also found in research textbooks and journals. Finally, seminal articles and books by authors such as Blase and Blase (2001, 2004), Doyle (1986, 2006), Evertson (2007), Good and Brophy (1986, 2003), Kounin (1970), and Marzano and Marzano (2003) helped to identify additional research to utilize in my study. The choice to utilize work by these authors was based upon my background knowledge of classroom management and instructional leadership research. Thus, a closer inspection of the principal's role in facilitating the development of classroom management skills of novice teachers was warranted.

Classroom Management

Instructional strategies and routines used by teachers to maintain student attention, appropriate behavior, and a safe learning environment are the guiding identified descriptors of classroom management (Evertson, 2007). Marzano and Marzano (2003) revealed that the role the teacher plays as a classroom manager is quite noteworthy, if not one of the most important roles of a teacher. For that reason, facets of classroom management, including its history, its role in schools, and its impact on teachers and students will be discussed in this section.

The History of Classroom Management

The first documented research on classroom management occurred as early as 1907 when William Bagley began evaluating management techniques. Bagley utilized textbooks, personal experiences, and observations to identify teachers who were considered effective. The ability to establish routines, prepare children to be socially appropriate, and practice procedures were distinguished as elements of a successful teacher (Bagley). One hundred academic teachers who had a reputation for being successful were interviewed (Bagley). From the interviews, he produced 15 methods of effectively punishing children and defined principles about how and when punishment should take place. Bagley's book *Classroom management: Its Principles and Techniques*, is known as one of the first pieces of literature in education focused on behavior management.

Research of the 1920s and 1930s indicated that behavioral issues were consistently causing teacher anxiety. Wickman's (1928) study, entitled *Children's Behavior and Teachers' Attitudes*, explored data gathered by interviewing 511 Cleveland teachers about their concerns regarding student behavioral issues. These teachers were most apprehensive with issues related to student defiance, disobedience, theft, and other behaviors that disrupted the flow of instruction. Research by Breed (1933) also revealed that student behavioral issues were cause for teacher anxiety and his findings were recorded in a book titled *Classroom Organization and Management*. Though the title of the book focused on management, the book itself only contained two chapters that addressed classroom routines and student behaviors. In all, early

publications in management research focused on student behaviors identified as inappropriate and the teacher's desire to control those inappropriate student behaviors.

Brown's (1952) *Managing the Classroom: The Teacher's Part in School Administration* provides another early example of research on classroom management. This research concentrated on management, miscellaneous teaching strategies, and on the principal's role in the school. Brown's writings were the first to view students as individuals; however, the management chapters focused on strategies resembling that of past research (e.g., teachers controlling student behavior, evaluating rules and procedures, and maintaining positive relationships). Studies during this era focused on teacher desires to control student behaviors and methods of how to develop good behavior.

While the first studies began to surface in the beginning of the twentieth century, it was not until the 1960s that individual studies and systematic research on classroom management began. From the 1940s until the 1960s, the most common type of research was focused on rewards versus punishment, and, as was the trend, utilized animals in place of humans (Estes, 1944; Kennedy & Willcutt, 1964; Solomon, 1964; Thompson & Hunnicutt, 1944). In 1961, Kounin and Gump used data about the effects of rewards and punishments on animals and applied it to the approaches teachers used with students in classrooms. By studying three schools, Kounin and Gump found that rewards were more effective than punishment for improving student behavior. Kounin (1970) continued to study student behavior until developing a management theory that defined variables applicable to the behaviors of teachers in the classroom and their interactions with the students and instruction.

Management research in the 1970s and 1980s evolved from studying individual teacher effectiveness to general classroom behavior. Studies investigating teacher effectiveness were first explored in the early 1970s. As teacher effectiveness was explored, Kounin's Management Theory established its role of significance in classroom management research, and his work influenced multiple studies on such management issues as accountability (Good & Grouws, 1977), how to be an effective classroom manager (Evertson, Anderson, Anderson, & Brophy, 1980), transitions (Arlin, 1979; Smith, 1985), and how to set up the physical design of the classroom (Doyle, 1986). Investigations into the specifics of classroom management became an area of interest as researchers connected positive student behavior with fewer disruptions and more engaged learning to the techniques used by the classroom teacher (Evertson, 1985; Evertson, Emmer, Sanford, & Clement, 1983). The seminal research in the 1980s (Emmer, 1984; Emmer, Sanford, Evertson, Clements, & Martin, 1981; Evertson & Emmer, 1982a) explored the role of rules and procedures on classroom management.

In the 1990s, classroom management began to be packaged into programs that emphasized specific behavioral expectations, classroom rules, and the use of a reward and consequence system (Canter & Canter, 1992). As the use of management programs increased, so did research on the significance of a teacher aligning his or her instruction with his or her management practices (McCaslin & Good, 1992). The perception of management research evolved from simply punishment for inappropriate behaviors to one that looked beyond basic techniques and focused on maintaining student engagement and optimizing instruction by maintaining classroom management. This

research was foundational in the role management played in classroom instruction in the 2000s.

Classroom management research in the 2000s has continued to investigate the effectiveness of teachers with a more specific emphasis on the qualities of a teacher regarded as highly qualified. With the expectations of No Child Left Behind Act (2001) all aspects of instruction, including classroom management, have evolved to include accountability. In the realm of classroom management, accountability includes such aspects as well-planned instruction, differentiating instruction, and managing student work (Evertson, 2007). As the manager of the classroom, the teacher is responsible for not only managing student behaviors but also academics (Evertson). Emmer and Stough (2001) found that highly effective instruction directly impacts, but does not eliminate, classroom behavior problems. More specifically, when a teacher delivers effective instruction, the disruptive behaviors in the classroom are reduced, resulting in an increase in student engagement and academic success (National Comprehension Center for Teacher Quality, 2007). Components of management, such as beginning the school year with a positive, structured environment conducive to learning (Evertson, Emmer, & Worsham, 2003) and building strong teacher-student relationships (Marzano, Marzano, & Pickering, 2003), have been found to contribute to successful classroom management. Keeping in mind today's emphasis on accountability, it is important to recognize classroom management as a key element to producing high student achievement (Marzano & Marzano, 2003).

The Role of Classroom Management in Schools

Effective classroom management defined “as the ability to establish, maintain, and (when necessary) restore the classroom as an effective environment for teaching and learning, is basic to general effectiveness as a teacher” (Brophy, 1986, p. 182). Order in the classroom relates not only to organization of materials but also to the instructional setting (e.g., how the students are physically spaced throughout the classrooms and placement of whiteboards, active boards, and the teacher’s desk). A leading responsibility of the teacher is to act as a classroom manager, ensuring students can actively participate in the learning process and are safe at all times. Previous research in classroom management addresses “how order is established and maintained in classroom environments” (Doyle, 1986, p. 392). To increase instructional and behavioral management, the teacher must be aware of the many facets that contribute to a successful classroom. One key variable of classroom success is the creation of an effective classroom management plan. In order to excel as a classroom manager, the teacher must incorporate specific time to practice, model, and teach (Evertson, 2007).

Teachers are responsible for the day-to-day practices as well as the instruction in the classroom, which are key to establishing and sustaining a productive and safe learning environment. The educator must be an effective organizer and manager in order to reduce inappropriate behaviors and to optimize class time (Evertson, 2007). Teachers with effective management skills are able to develop routines, handle disruptions, pace instruction, and establish consistent rules and procedures. As stated by Hopkins (2002), “If classrooms are to be places where students can feel safe to concentrate on the tasks they are [given], teachers have to be skilled in organizing and

managing large groups of people within a relatively confined space” (p. 148). Research suggests that teachers must be aware of time management, use strategies to ensure student engagement, communicate rules, and implement behavior expectations at the start of the school year in order for teachers to be effective classroom managers (Evertson & Harris, 1992; Kounin, 1970). Such research supports Kounin’s strategies of withitness, overlappingness, smoothness, momentum, and group alerting as fundamental strategies established and needed for teachers to develop effective classroom management (Evertson & Harris).

Effective management has a direct correlation to student achievement (Darling-Hammond, 2000; Haycock, 1998). According to Haycock, an effective classroom manager can expect students to gain roughly 52 percentile points in one year, compared to less effective managers who gain approximately 14 percentile points. The difference is even more significant when it is noted that a six-percentile point gain comes from basic developmental maturation (Cahen & Davis, 1987; Hattie, 1992). The classroom teacher is ultimately responsible for student learning and the organization of that learning (Joyce, Calhoun, & Hopkins, 1997). The teacher achieves this by “organizing classroom groups, establishing rules and procedures, reacting to misbehavior, monitoring and pacing classroom events, and the like” (Doyle, 1986, p.395). Therefore, the delivery of instruction has a direct impact on the students’ ability to be educated (Joyce et al.).

Classroom Managements’ Impact on Teachers and Students

Kounin’s (1970) comprehensive studies of classroom management paved the road for more explicit research on how classroom management is a contributing factor

in the overall effectiveness of the teacher's instruction. For example, students are more engaged when classroom management strategies are implemented during the first week of school (Evertson, 1985). A study of 29 classrooms found that if management strategies were practiced daily during the first week of school, 93% of students were routinely on task in comparison to 83% if the strategies were not implemented (Evertson). Accordingly, a teacher must be aware that strategies implemented in the first few weeks of school contribute to the structure of how the class operates throughout the year. Therefore, instruction and management are a part of the history of the classroom, which is a controllable factor the teacher must acknowledge. As the year progresses, the class begins to create its own history. Past events form the foundation of routines and management strategies. Possessing a repertoire of successful techniques and approaches improves the teacher's ability to manage behaviors as they develop (Evertson). Keeping students actively engaged in learning allows the teacher to create an effective history in classroom management.

Management effectiveness can be measured by examining student engagement in learning, the number of off-task behaviors or disruptions, efficiency of transitions, and established procedures, rules, and consequences (Brophy, 2006). Borg and Ascione (1982) studied 34 elementary teachers who were trained in specific classroom management techniques and were found to be effective in their use of strategies. This effectiveness resulted in fewer disruptions with more students engaged in learning than teachers in the control group with no training (Borg & Ascione). The results of Borg and Ascione's research further supported other effective manager research in the 1980s. Evertson and Emmer (1982b) conducted a study focused on teacher preparation for

student learning, the modeling and teaching of rules and procedures, understanding the child's view of the classroom, and monitoring students at all times, clearly all of which were aspects found to be identifiers of an effective classroom manager. This research investigated how teachers with these effective classroom management strategies must acquire skills to build their foundation for organization and supervision within the classroom.

A critical focus for teachers is to provide order and structure to the learning environment (Moore, 1998). Murray (1986) estimated that a classroom teacher makes approximately 1,500 decisions per day. Classroom management is required in order for a teacher to be prepared to be an effective decision maker before, during, and after instruction. Lesson momentum is essential so that student learning is not hindered (Kounin, 1970). A teacher's ability to be *withit* results in less time off task for students and more time engaged in learning (Kounin). Therefore, by incorporating classroom management strategies into daily instruction, teachers are better equipped to deal with behavior issues and maintain structure.

Classroom Management Conclusion

Effective classroom management strategies increase the opportunity for achievement gains in mathematics, reading, and language arts (Evertson & Weade, 1989; Weade & Evertson, 1988). The teacher who acts as a manager, establishing classroom structure and a safe learning environment, is able to handle not only behaviors but also instruction and people. Marzano and Marzano (2003) referenced that "one of the classroom teacher's most important jobs is managing the classroom effectively" (p. 6). Classroom management directly influences the success of both the

teacher and the student, ultimately affecting both the academic and behavioral successes of the school.

The School Principal

“Instructional leadership has long been advocated as a primary responsibility of principals” (Reitzug & West, 2008, p. 694), yet the role principals play as facilitators as well as supervisors is ever-evolving. As a principal’s role continues to develop, it is important to understand not only the history of school principals but also the challenges faced by principals over time. Darling-Hammond, Meyerson, LaPointe, and Orr (2009) described an instructional leader as one who “places a premium on instructional qualifications” (p. 15). The administrator’s role is to act as a facilitator through improving classroom teaching and learning (Darling-Hammond et al.). The actions of administrators have the potential to have a direct impact on teacher learning and an indirect effect on student learning (Darling-Hammond, 2000; Ingersoll, 2001).

History of the School Leader

The role of the school leader was first studied in the early 1900s with specific emphasis on the role of the leader emerging in the late 1940s. In 1948, Stodgill synthesized data from 124 trait studies conducted between 1904 and 1947 on effective leadership. From these data, Stodgill (1948) identified five traits of an effective leader: capacity, achievement, responsibility, participation, and status. After Stodgill’s work in the late 1940s, focused research on the school leader remained stagnant until the 1970s when educational research emphasized aspects of instructional leadership specific to effective school research (Brookover & Lezotte, 1979; Edmonds, 1979a, 1979b; 1982; Purkey & Smith, 1983; Weber, 1971). Ongoing interest in school leadership led

Stodgill (1974) to analyze 163 new trait studies of effective leaders. The research noted specific skills which school leaders must acquire to be effective, including an appreciation for task completion and responsibility, a persistent pursuit of goals, originality in problem solving, the ability to guide initiatives in social situations, a strong sense of confidence in oneself, the power to tolerate frustrations and delays, ability to influence the behaviors of others, and the capacity to structure interaction systems to the objectives at hand (Stodgill, 1974). Stodgill's (1974) research identified specific skills that an effective leader should possess, consequently transforming the focus of school principal research from that of not only a supervisor but also that of a school leader.

Though Stodgill's (1974) research recognized attributes or skills a principal with an instructional focus should possess, it was not until the 1980s that school administrators were regularly identified as more than managers of schools. At that time, educational researchers began to explore the depth of the role of the principal and discovered administrators were held responsible for more than managerial tasks alone. Connecting the behavior of the school leader with changes in schools, Bossert, Dwyer, Rowan, and Lee (1982) linked the behavior of the administrator to school climate, teacher behavior, and ultimately student learning, which encouraged other researchers to question the principal's role as the instructional leader and instead emphasized the concept of facilitative leadership and school-based management (Brookover & Lezotte, 1982). As a result, the term instructional leader emerged and became an integral part of the language of educational research.

Research studying the characteristics of effective principals continued throughout the early 1990s and into the 2000s. However, in 2001, No Child Left Behind Act (NCLB) legislation was initiated by the federal government. The expectations of NCLB held schools, both principals and teachers, to higher academic standards and intensified student accountability. As accountability and student achievement became the topmost priority for schools, the demand of high-stakes testing compelled principals to become more actively involved in the teaching and learning of the school, therefore acting in the role of an instructional leader (Acheson & Gall, 1997; Blase & Blase, 2001; Cotton, 2003).

Administrative Challenges

To build expertise in management skills, novice teachers could benefit from the support of the principal. Dealing with behavior challenges is one of the most demanding tasks placed on educators. Kerr and Nelson (1998) found students who were defiant, disruptive, noncompliant, or engaged in inappropriate behaviors were challenging to both the classroom teacher and the school principal. Marzano and Marzano (2003) identified good classroom management as one of three characteristics of an effective teacher and distinguished classroom management as significant to student learning; therefore, classroom management should be an area of focus when supervising novice teachers.

Research documents that 15% of novice teachers leave the educational field in two years, 23% leave after three years, and nearly 40% leave after five years (Halford, 1998; Ingersoll & Smith, 2003; Olson, 2000; Sherman, 2003; Spring, 2003). More specifically, with a greater number of new teachers leaving the profession than veteran

teachers, schools are losing teachers before they are able to learn the skills needed to be effective (Ingersoll & Smith). Smithers and Robinson (2003) examined the staggering rates of teacher attrition and discovered that 13% of primary teachers and 34% of secondary teachers cited student behavior as the leading factor for changing careers. Another study by Santavirta, Aittola, Niskanen, Pasanen, Tuominen, and Solovieva (2001) identified that difficulty disciplining students often caused stress to the teacher. In fact, in the United States, student discipline issues are a leading factor in teacher turnover (Ingersoll, 2001; Ingersoll & Smith, 2003). Teacher attrition is a challenge for principals. Principals providing support to novice teachers in all areas of instruction, particularly classroom management, can undoubtedly make the induction of new teachers more successful.

According to Evans (2002), a fundamental step to ensuring that teachers are competent in classroom management is to prepare the individuals in the use of intervention strategies [i.e., "the strategies teachers can use when students do not follow the rules and procedures that have been established" (Marzano, Marzano, & Pickering, 2003, p. 27)]. By allowing teachers to gain competency in executing specific instructional methods of management, professional development could broaden the range of skills a teacher possesses. Through their work, Howey and Vaughn (1983) showed that professional development is more successful when it is ongoing and specifically focused on improving instruction, including classroom management strategies. Selecting one element of management for teacher training, as recommended by Brophy (1998), allows teachers to understand and apply strategies before being held responsible for implementing other new concepts.

Principals' Responsibility to Teacher Classroom Management

School leadership is a multifaceted role where effectiveness is vital to the learning of both teachers and students. Administrators have long been recognized as a key factor in student achievement (Davis, Darling-Hammond, LaPointe, & Meyerson, 2005). However, the relationship between the student and the principal is indirect; the administrator guides the instruction and professional development of classroom teachers, which in turn affect student learning. As the instructional leader of a school, the principal is expected to understand the many aspects of quality instruction. The principal must possess knowledge of the curriculum and appropriate types of instruction. In addition, principals need to develop an understanding of how to support teachers (Blase & Blase, 2004). When an administrator supports the development of both teachers and students, the principal indirectly affects the academic gains of the students (Alig-Mielcarek, 2003). Therefore, when principals facilitate the learning of teachers, they are responsible for engaging in behaviors that will develop teachers in all areas of instruction, including classroom management.

The principal is largely accountable for the amount of support novice teachers are provided. The teachers' need for resources and mentoring should be recognized in the first few years of teaching and perhaps even considered an extension of their teaching preparation. Working in collaboration with novice teachers allows principals to provide specific support in classroom management. As stated by Crone and Horner (2003), "The principal must spend significant amounts of time responding to the teacher, parent, and student needs that accompany problem behavior" (p. 3). By engaging in authentic relationships with school stakeholders (i.e., students and parents),

both the principal and the teachers are able to build genuine lines of communication with the individuals who could partake in both appropriate and inappropriate behaviors (i.e., the students). Functioning as a team, principals and teachers are better equipped to deal with individual student behaviors (Todd, Horner, Sugai, & Colvin, 1999). The teacher's classroom management should be individualized to the personality and style of the teacher and at the same time consistent with the school-wide management philosophy (Lewis, Newcomer, Trussell, & Richter, 2006). Further, effective management modeled by the facilitator (i.e., the principal) can work as a guide to how successful management should operate.

Implementing a school-wide management plan allows students to be aware of the expectations and consequences in all areas of the school. Putting school-wide management into practice creates a reliable and predictable environment for both students and teachers. The consistency of specific beliefs or system allows the principal to be an active contributor when establishing guidelines and expectations for student behavior. In order for such systems to be effective, they must have clearly stated courses of action with consequences for when guidelines are not followed (Brophy, 1998). In addition, "To function effectively, these persons [teachers] need an adequate support system, a consistent behavior management system, and a positive approach to behavior management throughout the educational process" (Macciomei, 1999, p. 100). Doing so ensures teachers are able to provide students a positive classroom experience with quality management (Brock & Grady, 1997; Charnock & Kiley, 1995; Lytle, 2000).

Maintaining a school culture conducive to ongoing learning and open for communication is also a responsibility of the principal. School-wide behavior management and individual classroom management must blend together since “the school establishes the overall environment in which individual classrooms operate” (Marzano & Marzano, 2003, p. 103). The Goals 2000: Educate America Act stated all schools “will offer a disciplined environment conducive to learning” (National Education Goals Panel, 1994, p. 13). This national expectation transfers the responsibility of management from the classroom level to the school level, which is to some extent the reason principals are accountable for teachers’ classroom management.

As the instructional leader of the school, providing supervision and training in the area of classroom management is the responsibility of the principal (Blase & Kirby, 2009). Ralph et al. (1998) found principals in the process of hiring new teachers listed the top three skills to take into account as “(a) establishing positive classroom climate, (b) building/maintaining rapport with students, and (c) classroom management/discipline” (p. 52). According to Jones (2006), “Studies suggest that in the areas of classroom management many beginning teachers have limited practical skills” (p. 889). Addressing this concern, school principals state they must provide extensive supervision and retraining of beginning teachers (Brock & Grady, 1997; Charnock & Kiley, 1995; Lytle, 2000).

The School Principal Conclusion

The principal’s support of classroom management has an indirect effect on the student behavior and therefore also contributes to teacher turnover. The loss of teachers due to difficulties with discipline is a problem (Ingersoll, 2001); however, the principal

can help alleviate this problem by developing the instructional and behavioral strategies of classroom teachers. To ensure students are provided with the opportunity to be actively engaged in learning in an environment that is free from unwarranted distractions, the principal can develop the teachers' ability as that of an effective classroom manager. Ongoing professional development, a positive school culture, and working as an active facilitator can contribute to the principal's role in supporting new teachers in classroom management.

Novice Teacher Classroom Management

There is a plethora of research on the difficulties novice teachers experience with classroom management and the problems principals face when hiring an inexperienced teacher (Ralph et al., 1998). Researchers identified that new teachers are not always equipped to effectively manage a classroom when hired for their first job. The ability to manage a classroom influences student achievement and is therefore essential to teacher effectiveness (Doyle, 2006). This research on novice teachers also highlights that novice teachers often struggle in the classroom because of poor management skills. This often results in teachers leaving the profession.

Novice Teacher Frustrations

Novice teachers are frequently frustrated with classroom management (Martin & Baldwin, 1996). Although experience and expertise do not always correlate, beginning teachers enter the profession with different educational backgrounds and knowledge. Teachers with the same amount of experience may have a range of skill levels that affect their management strategies. Researchers found teachers to be competent in their ability as an educator after four to seven years of teaching

experience (Carter & Doyle, 1995; Gonzalez & Carter, 1996; Varrella, 2000); furthermore, Carter and Doyle emphasized that it takes years of practice in the field and specific training to become skilled as a classroom manager. However, nearly half of all new teachers leave the profession within their first five years (Alliance for Excellent Education, 2005; Ingersoll, 2003,) with classroom management difficulties being the primary reason for their career change (Weiner, 2003). It is vital, therefore, that teachers are provided support specific to classroom management during their time as novice educators.

Teachers often experience challenges during their first few years as educators, which can be affected by the leadership practices of the school principal; therefore, principals must be aware of the frustrations felt by their novice teachers. Gordon (1991) analyzed research studies from 1980 to 1998 to determine the needs of novice teachers and the problems encountered. Based on Gordon's (1991) findings, it was suggested that principals address the specific management needs of novice teachers in order to aid the development of quality classroom instruction. According to research by Diaz-Maggioli (2004), collaboration between the novice teacher and the principal should be embedded into the delivery of professional development; it is critical to the development of the teacher. Federman Stein and Hurd (2000) further explained that the demands placed on teachers make it nearly impossible for them to complete professional tasks without help. Often new teachers are uncertain of their role in the classroom and rely on mentoring from the principal. Such mentoring has the power to build a teacher's self-esteem, confidence, and readiness (Fletcher, 2000). The support

novice teachers obtain from their principals can foster and/or hinder the quality of the skills that the teacher learns and implements in the classroom.

Strategies Needed for Novice Classroom Managers

Novice teachers often come into the profession with oversimplified pedagogy and little idea of how to adapt instruction or manage the many needs of students, which “leaves the first year of teaching as the only true classroom management training ground for these novice teachers” (Monroe, Blackwell, & Pepper, 2010, para. 2). Teachers, however, are expected to have the ability to manage student learning. According to Duke and Meckel (1984), effective teaching requires the teacher to be an effective manager. To be an effective manager the teacher must be equipped with the skills to prevent disruptive student behaviors and to establish a positive classroom environment conducive to learning (Evertson, 2007). Novice teachers often need assistance establishing relationships with students, planning, and creating positive classroom management (Gordon, 1991).

Active involvement in the learning process can help the novice teacher gain an in-depth understanding of the connection between management and student achievement. Teachers are evaluated for efficacy; a contributing factor to the novice teacher’s competence in the classroom is his or her success in the area of classroom management (Bandura, 1997; Emmer & Hickman, 1991; Reilly, 2002). The instructional strategies are both academic and behavioral. Partaking in management practices defined as effective is essential for successful teachers (Brophy, 1996). These strategies may, in fact, aid novice teachers in developing the ability to manage student

learning, which ultimately results in higher student achievement (Slavin, 1997; Wang, Haertel, & Walberg, 1994).

“Teachers behave in certain ways in the classroom and their behavior has observable effects on students” (Clark & Peterson, 1986, p. 257). Clark and Peterson suggested student behavior is reciprocal of the teacher’s behavior. Kounin (1970) established that teachers must focus on maintaining student behavior as a whole, since a change in the behavior of one student ultimately affects the behavior of other students. In the same way that teachers’ behaviors impact student behavior, instructional planning influences both actions and behaviors of students. Student behaviors and teacher actions are linear (Good & Brophy, 2003). A teacher’s interactions with students, materials, and the class as a whole are linked to his/her preparation (Evertson, 2007). Properly preparing reduces anxiety related to student accountability and group focus. Subsequently, when teachers increase their withitness, there is also an increase of student engagement in the learning process. Therefore, planning for instruction and for student behaviors is a technique employed to effectively manage student learning, which illustrates that how the teacher behaves affects the behavior of the students (Evertson).

Novice teachers must develop an understanding of the importance of quality planning and preparation. For example, “Evidence of good practice and the lessons of research suggest that development planning needs to focus both on how to accelerate the progress and enhance the achievement of students as well as establishing effective management practices within the school” (Hopkins, 2002, p. 169). Planning for classroom management integrates both preparing for student progress and for teaching

(Hopkins & MacGilchrist, 1998). Classroom management is in place to support student learning as well as teacher instruction. A teacher's organization of materials and the structure of the day play a significant role in the ability to keep students engaged. Systematic analysis of teachers and a comparison of these findings with past data found that the stronger the emphasis on teaching and management, the more successful schools were in showing both academic and behavioral gains (MacGilchrist, Mortimore, Savage, & Beresford, 1995). The novice teacher must be responsible to focus on student success by having adequate plans for behavior and academics.

University Opportunities in the Area of Classroom Management

Bachelor and graduate level programs in education provide the foundation for understanding instructional strategies in management and academics. Teacher preparation is typically a four- or five-year program, but course requirements vary greatly by university. Although many courses are comparable such as subject methods, classroom management is not often an individual area of instruction. In contrast, when teachers do have course work in classroom management, real-life exposure to classroom experiences before or during the courses is limited (Stewart-Wells, 2000). As Angelle (2002) stated, "four year pre-service programs [are] not adequately preparing student teachers for the realities of the classrooms. Inadequate classroom management preparation [leaves] them [the teachers] struggling to survive in the real world of teaching and learning" (p. 1). With this in mind, "teacher preparation programs should provide...general education teacher candidates with coursework and guided practice with feedback on instructional approaches to classroom management" (National Comprehension Center for Teacher Quality, 2007, p. 12).

Researchers have explored university course objectives to reveal if classroom management was an area of instruction. In 1992, Wesley and Vocke conducted a thorough study of classroom management courses at the university level. Working together, they analyzed course catalogs of 111 teacher preparation departments. Only 36.9% of universities had a course that included the words discipline, control, behavior, or management in the title. Furthermore, when Stewart-Wells (2000) studied four university programs in teacher education, only one included a course on classroom management. Additionally, in 2001, Landau found that classroom management content taught to pre-service students was typically delivered within the context of methods courses. Similarly it was found that 22 of the 50 top education departments across the United States did not have a course that included content on classroom management (Stough, Williams-Diehm, & Montague, 2004). In 2005, Siebert indicated that pre-service teachers do not feel prepared to manage their own classrooms, regardless of whether classroom management content is integrated into methods courses or is a stand-alone course.

In the past two years, The University of Tennessee (UT) conducted a follow-up survey of the College of Education graduates. The survey results for both years recognized classroom management as an instructional area that students felt they needed additional support. Data Coordinator, Bill Wishart (personal communication, November 6, 2012) at UT shared that,

Training in this area has always been a part of our program curriculum.... [The College of Education] continue[s] to focus on ways to provide additional training and support [to students]. In the past few years we have strengthened

existing courses and added a new elective course on classroom management, SPED - 556 Effective Strategies and Evidenced Based Interventions, that is available to all teacher education students. Our elementary programs are employing book studies in which candidates read selected books on the subject and then, as a group, discuss the implications for their classrooms. Other programs are extending field experience opportunities to observe and establish management plans.

In an effort to stay abreast of the issues that new teachers face with classroom management, UT adjusted the format of its graduate follow-up survey from 2009-10 to 2010-11. In 2009-10 the survey was open-ended qualitative questions; however, the most recent survey was primarily presented in the form of a Likert-scale. The most recent survey illustrated that 80% of new teachers felt that classroom management preparation was good or very good. On the contrary, this illustrates that 20% did not feel equipped in the area of classroom management.

These cited studies examined universities in a search to discover entire courses on classroom management; however, with the exception of the research from The University of Tennessee, there is no other known research on whether universities offer courses in which management strategies were embedded into the curriculum or not. Because classroom management is not a required course in most teacher education programs, college students are often under-exposed to the instructional strategies needed for effective classroom management. Developing an understanding and management style for the classroom does not always occur until a pre-service teacher is placed in the actual environment as the classroom teacher (Monroe et al., 2010).

More recently, a collaborative partnership between The University of Mississippi (UM) and the school placements of pre-service teachers was implemented to provide opportunities for practical application of classroom management strategies (Monroe et al., 2010). The research stemmed from classroom management being recognized on UM's annual Teacher Education Program Evaluation as a key area in need of improvement for pre-service teachers (Monroe et al.). The researchers found that when pre-service teachers were provided not only theory but also the opportunity to apply management strategies within a classroom setting, they were 15% more competent in managing the learning environment. As a result of this study, UM has employed a stand-alone classroom management course. Though UM has made a change within its teacher education program, there is such a small percentage of universities focusing on management as a course requirement, therefore the responsibility for teaching and learning is often transferred to the school and its principal.

Novice Teacher Classroom Management Conclusion

Beginning teachers need real-life experiences and specific instruction to develop effective classroom management strategies; teacher frustration is often blamed on the inadequacies of their teacher education program (Halford, 1998; Ladd, 2000; Piphon, 2000). Education majors frequently participate in a student internship period prior to receiving their teaching licenses. The length of this internship may vary from a few weeks to a year. Universities offer potential teachers education in the two facets of teaching: theoretical and real-life. A teacher accreditation program must work "to strengthen its knowledge base, its connections to both practice and theory, and its

capacity to support the development of powerful teaching” (Darling-Hammond, 2000, p. 166). The integration of content knowledge and fieldwork helps pre-service teachers be appropriately prepared to embark on their quest as a successful novice teacher. Unfortunately, the lack of preparation at the college level plays a direct role in teacher efficacy and in the management of individual classrooms.

Summary of Literature Review

The review of literature revealed gaps in the research on the support the principal provides to the novice teacher in classroom management. The effectiveness of the teacher’s classroom management directly contributes to student achievement (Slavin, 1997; Wang, Haertel, & Walberg, 1994), therefore affecting the success of the school in its entirety. Research by Sherman (2003) and by Ingersoll and Smith (2003) estimated 15% of new teachers leave the profession after only two years in the classroom, with almost 40% departing within five years. With this in mind, no research was found on the topic of the role the principal plays in preparing novice teachers to be effective classroom managers. Emmer and Hickman (1991) convey the theory that classroom management is a component of teacher efficacy. Darling-Hammond (2000) and Stewart-Wells (2000) noted that college preparation courses have not prepared pre-service teachers to successfully manage classrooms, particularly in theory, practice, and comfort level. While more teachers are entering the classroom without sufficient organizational preparation which contributes to success in classroom management, research by Davis, Darling-Hammond, LaPointe, and Meyerson (2005) illustrated that it is the responsibility of the principal to develop effective teachers.

Theoretical Framework

The theoretical framework contributes to the framing of the study's research questions and can be applied as a lens to understand the phenomena being investigated (Anfara & Mertz, 2006). The framework selected for this study guided the research process in such areas as the questions to be answered, choice of sampling and sampling procedures, data collection strategies, and data analysis (Schultz, 1988). For this study, examining how the principal supports the novice teacher in the area of classroom management, the principal as an instructional leader is utilized as the theoretical framework. As noted earlier in the literature, principals must facilitate the professional development of teachers, operating not only as school managers, but also in the role of instructional leaders.

The Principal as an Instructional Leader

For the purpose of this study, Blase and Blase's (2004) research on "principals' *instructional leadership behaviors and their effects on teachers*" (p. xiii) will act as a guide to characterize the behaviors of elementary principals. Leadership, in this sense, "involves a process whereby intentional influence is exerted by one person over other people to guide, structure, and facilitate activities and relationships in a group or organization" (Yuki, 2001, p. 3). With this in mind, the theoretical framework of the principal as an instructional leader as conceptualized by Blase and Blase will focus specifically on the principal's leadership in schools, more specifically, how the principal works as the instructional leader and how his or her behaviors influence teachers.

Blase and Blase (2004) conducted a study of over 800 teachers across the United States from which they defined seven basic behaviors administrators exhibited which contributed to the success and/or failure of teachers. These behaviors included making suggestions, providing feedback, modeling effective instruction, soliciting opinions, supporting collaboration, providing professional development, and bestowing praise for effective teaching (Blase & Blase). Using these seven behaviors as a sieve for sorting, and more specifically understanding, the role the principal plays in developing the classroom management skills of novice teachers can be effectively examined.

Blase and Blase (2004) illustrated that there are specific behaviors that principals engage in that symbolize instructional leadership is taking place. The theoretical framework (i.e., the principal as an instructional leader) provided a lens for examining the principal's role in facilitating the development of classroom management skills of novice teachers. Thus, Blase and Blase identified the before-mentioned seven behaviors of an instructional leader and offered that principals use specific strategies when interacting with teachers. These strategies, or as Blase and Blase called them *behaviors*, go beyond the principal's acting in a supervisory role. Instead, how the principal behaves not only focuses on the day-to-day mechanics of the school but also on teacher empowerment, growth, and student achievement.

The instructional leader of a school must recognize that everyone in the school is a learner. In order to promote teacher growth, teachers must be encouraged by their principal to be "aware of and critically reflect on their learning and professional practice" (Blase & Blase, 2004, p. 94). The principal is responsible for not only setting

the stage for the development of teachers but also participating in such dialogue by providing feedback and suggestions. As an instructional leader, a principal is expected to be actively involved in all functions of the school, especially within the classrooms. When the principal is visible throughout the school, teachers are motivated, better informed, and have better access to support (Blase & Blase). At the same time, the principal is able to monitor the instruction occurring in classrooms, thus influencing the learning of students. For this reason, it is the responsibility of the instructional leader to recognize and praise teachers which Blase and Blase found directly influenced teacher instruction.

Theoretical Framework Conclusion

The attributes of quality school principals illustrate that successful school leaders influence student achievement through the support and development of effective teachers (Davis et al., 2005). By facilitating the learning and growth of teachers, the school's instructional leader is exhibiting behaviors that influence teacher efficacy. Blase and Blase (2004) identified seven behaviors of principals who are instructional leaders: (a) making suggestions, (b) providing feedback, (c) modeling effective instruction, (d) soliciting opinions, (e) supporting collaboration, (f) providing professional development, and (g) bestowing praise for effective teaching. In terms of the connection between the principal's instructional management and the classroom management skills of novice teachers, the theoretical framework will work as a lens for analyzing the behaviors exhibited by the principal to the novice teacher and will be used to help interpret the data collected from the participants in this study.

Conclusion

In this chapter, I familiarized the reader with the research in four areas: (a) classroom management, (b) administrative support, (c) novice teacher classroom management, and (d) the theoretical framework. The concept of classroom management was identified detailing the components needed for new teachers to build effectiveness in this area. Researchers illustrated how principal involvement plays an active role in the development of novice teachers' management skills. The need for professional support to gain classroom competency in management was also noted. Studies on why management is challenging to the new teacher were then examined. Within this are details of how research has not yet studied the influence of the principal's support on the development of the novice teachers' classroom management strategies. Lastly, the theoretical framework of the study, the principal as an instructional leader, was introduced, with particular emphasis paid to the behaviors of an effective leader as identified by Blase and Blase (2004). This study intends to provide elementary educators with research on the role the principal plays in helping develop and sustain the classroom management skills of elementary teachers.

CHAPTER III

METHODOLOGY OF STUDY

The purpose of this multi-site, qualitative case study was to investigate the principal's role in facilitating the development of classroom management skills of novice teachers and to determine the perceived similarities and differences between that of principals and novice teachers with regard to the development offered to teachers in classroom management. Three elementary schools in the southern United States served as research sites for this study. Principals, recognized by elementary supervisors for exhibiting multiple attributes of strong instructional leaders as defined by Blase and Blase (2004), and novice teachers, identified as those in their first to fifth year of teaching, were offered the opportunity to participate. A case study approach was employed to ensure the phenomenon (i.e., methods of support provided by principals to teachers) could be explored within a specific context (i.e., elementary schools). With this in mind, the following questions were explored:

- (1) What methods of support do elementary school principals provide when facilitating the development of novice teachers' classroom management?
- (2) How are the perceptions of elementary school principals similar to and different from those of novice teachers regarding the methods of development offered in the area of classroom management?

This chapter provides an overview of the methodological considerations of the study. Research on the use of observation and semi-structured interviews in qualitative research is offered. Data collection procedures, plans for data analyses, and a discussion of trustworthiness of the findings conclude the chapter.

Type of Design

A multi-site, qualitative case study was utilized to investigate the principal's role in facilitating the development of classroom management skills in novice teachers. Yin (2009) defined a case study as "an empirical inquiry that investigates a contemporary phenomenon within a real-life context, especially when the boundaries between phenomenon and context are not clearly evident" (p. 18). In order to achieve the purpose of the study, a multi-site case study approach was employed as a means to analyze individual cases in which a common condition occurred (Stake, 2006). The three cases selected for this study were "categorically bound together" (Stake, p. 5) by the role the administrators played as instructional leaders within their schools. Furthermore, I elected to use a multi-site qualitative study in order to "address the same research question[s] in a number of settings using similar data collection and analysis procedures in each setting.... consciously seek[ing] to permit cross-site comparison without necessarily sacrificing within-site understanding" (Herriott & Firestone, 1983, p. 14).

Patton (2002) stated that qualitative approaches are used to capture and communicate a person's experience of the world in his or her own words. Since this study involved individuals describing their perceptions, a qualitative approach provided the most appropriate research method for the study. The decision to conduct qualitative research was made based upon a desire to use interpretive research. According to Merriam (2009), interpretive research "assumes that reality is socially constructed, that is, there is no single, observable reality" (p. 8). More specifically, utilizing qualitative research allowed the opportunity to not only interpret a single event but rather to

construct multiple realities. Employing an interpretive school of research, emphasis was placed on what was 'inside' an individual and how that person made sense of a particular situation (Creswell & Miller, 1997). Participants were studied in their natural setting for the purpose of gathering information from interviews or the 'story' of the persons.

The behaviors of administrators and their support of novice teachers in managing classrooms were examined. Working as the primary instrument in the qualitative data collection and analysis, I supported the goal of obtaining absolute understanding of the research, which contributed to my choice to conduct a qualitative study (Gay, Mills, & Ariasian, 2009). The design of the study encouraged the researcher to possess flexibility realizing that "the purpose of the case study [was] not to represent the world, but to represent the case" (Stake, 2000, p. 460). A visual representation of the research design is presented in Figure 1.

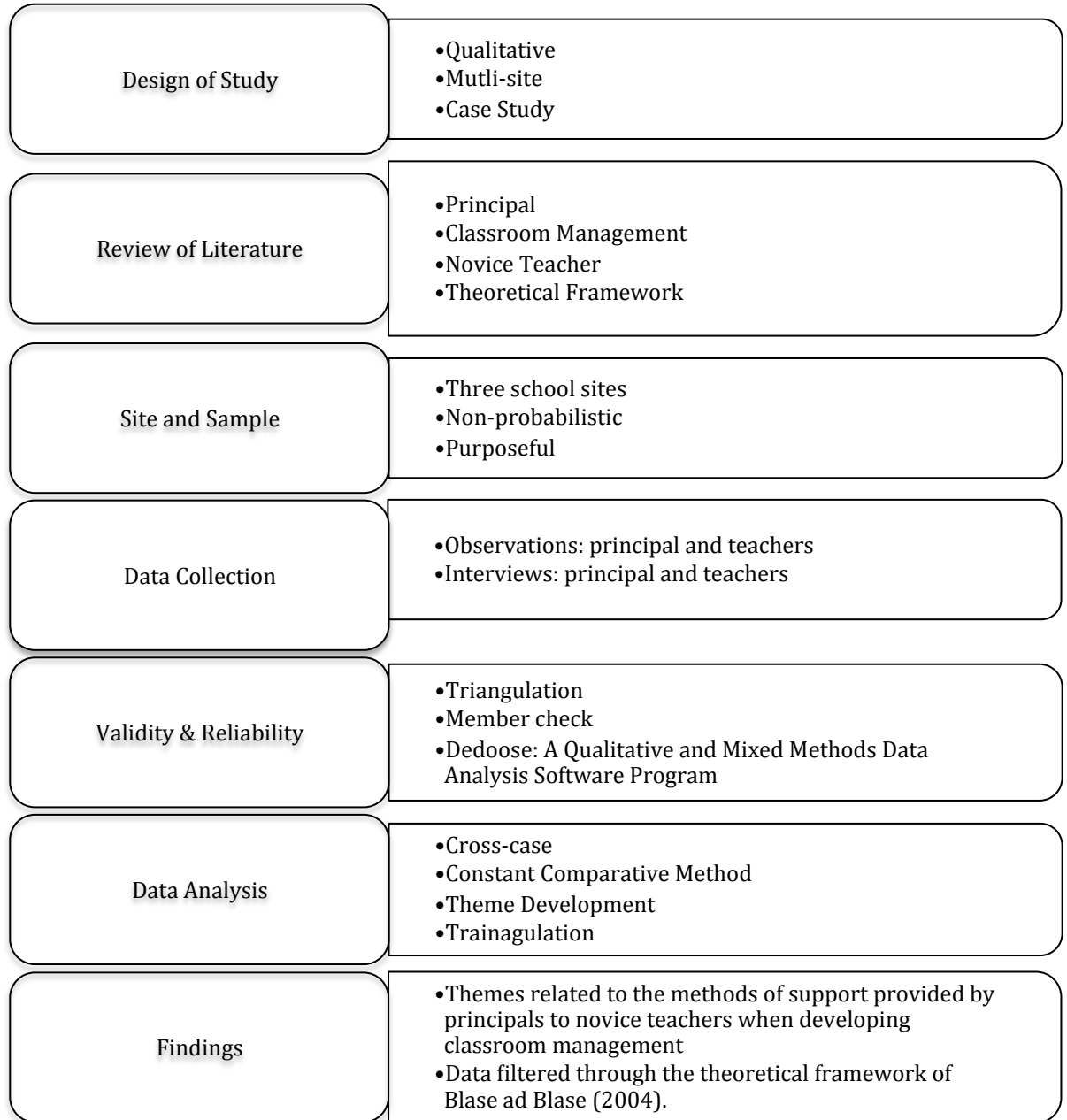


Figure 1. A flowchart of the design of the study.

Rationale for the Design Type

The decision to conduct a multi-site, qualitative case study was made based on my interest in “understanding the meaning a phenomenon has for those involved” (Merriam, 2009, p. 22). The methodology of this study was selected based upon the strength of the design to investigate a contemporary phenomenon within its real-life context (Yin, 2009). Furthermore, Creswell (2005) suggested that qualitative research should be used when there is little known about the problem and a detailed understanding of the phenomenon is required. Considering both Merriam and Creswell’s research on understanding a phenomenon within a real-life environment provided insight into why qualitative research was the best fit for my study. Similarly, conducting a study that was entirely qualitative presented me the opportunity “to study things in their natural setting attempting to make sense of, or interpret phenomena in terms of the meanings people bring to them” (Denzin & Lincoln, 2005, p. 3).

A case study, as defined by Merriam (2009), is “an in-depth description and analysis of a bounded system” (p. 40). As this is a multi-site case study, the bounded system included three elementary schools with principals who were recognized by elementary supervisors utilizing a checklist based upon Blase and Blase (2004) research for possessing behaviors of an effective instructional leader. In order to ensure the purpose of the study was achieved, multiple sources of data were collected as an avenue for me to closely examine methods of support principals provided novice teachers in the area of classroom management skills. Through the use of qualitative data sources (i.e., interviews and observations), I also examined the perceptions of the principals and

their novice teachers about the role played by their administrator, with the desire to gain a realistic understanding of the role played by principals as instructional leaders.

To ensure a multi-site case study was the best design method for this study, I examined the research questions, the methods of data collection, and the data analysis techniques to be used, as recommended by Eisenhart and Howe (1992). Upon careful inspection, it was deemed that a multi-site qualitative case study design would effectively address the purpose of this study and allow for the development of a thick rich description of the principals' roles in supporting the classroom management of the novice teachers.

Data Collection

Three elementary schools were selected to participate in this study. Electing to employ qualitative data collection allowed the provision of a thick, rich description of the behaviors exhibited by administrators in regards to supporting novice teachers with classroom management. In order to obtain an in-depth understanding of how administrators and teachers interpret such support, interviews and observations were conducted with both the principals and the novice teachers at each school. As recommended by Bogdan and Biklin (2007), data were collected from one site at a time in order to ensure the data were effectively managed.

Site and Sample

Purposeful sampling was employed to generate a list of potential participants. The sample included three elementary school administrators and all of their novice teachers. Utilizing purposeful sampling, the researcher selected participants based upon the "assumption that the investigator want[ed] to discover, understand, and gain

insight” (Merriam, 2009, p. 77) into the perceived role of the administrator in supporting the novice teacher in classroom management.

The school district selected for this study was the Wampler County School System (pseudonym). The system is located in East Tennessee and serves approximately 58,000 students in a large Pre-K through twelve school system with rural, suburban, and urban schools. Within Wampler County School System, I selected three settings to address the research questions using the same data collection techniques (Herriott & Firestone, 1983). The schools in this study were intentionally chosen based upon the principals’ work as instructional leaders and with hopes that these behaviors would be illustrated specifically in the area of supporting novice teachers with classroom management.

The researcher first approached Wampler County School System to obtain permission to conduct the study. Once permission was granted, the system’s two elementary supervisors were contacted and asked to complete a checklist (see Appendix B) recognizing up to five principals who exhibit behaviors of an instructional leader based upon the seven characteristics defined by Blase and Blase (2004). Consequently, by providing the elementary supervisors with a checklist correlated to the characteristics of an effective instructional leader as described in the theoretical framework of this study, these supervisors were able to recognize principals identified as instructional leaders in the school system. The decision to utilize the characteristics defined by Blase and Blase was based upon their conclusions that an instructional leader must be open and effective to “support teachers in the area of student discipline” (Blase & Kirby, 2008, p. 176). Blase and Kirby’s research indicated teachers frequently

leave teaching due to student discipline and that the strategies and behaviors principals exhibit to support teachers must be utilized regularly and often simultaneously. The initial identification of principals who possessed characteristics of an instructional leader allowed me the opportunity to only approach principals who were perceived to be individuals that exhibited behaviors of an instructional leader.

After receiving principal recommendations from elementary supervisors, names were compiled. Names were rank ordered from those who possessed the highest number of behaviors to those who possessed the least number of behaviors based upon who was identified as best embodying the behaviors of an instructional leader as defined by Blase and Blase (2004). From this list, principals were contacted regarding their potential participation. Principals were approached one at a time. Once principals from three schools agreed to participate, each administrator provided me a list of their novice teachers. I next approached all of the novice teachers within each school to gain interest and permission for participation. My goal with regard to the number of novice teachers involved in my study was not predetermined because schools were selected based upon the characteristics of the principal and not that of the novice teachers. With this in mind, I was unable to predict a total number of teachers who would be available to take part in the study. All participating teachers signed consent paperwork recognizing their involvement in the study and assuring the confidentiality of each individual. After permission was granted from all participants, the data collection began.

The Role of the Researcher

During this research, I served as a non-participant observer and interviewer. Working as the “primary instrument for data collection and analysis” (Merriam, 2009, p. 15) led to an increased understanding of the principal’s role as the instructional leader of the school in regards to novice teacher classroom management. As the “instrument of choice” (Lincoln & Guba, 1985, p. 236) for naturalistic inquiry, I documented and explored atypical responses that were both verbal and nonverbal, conducted interview protocols, collected observation information simultaneously, and responded to environmental cues. Understanding that I was an integral part of the research process, I made an effort to be sensitive to the context and variables within the organization (Merriam), as well as gain a comprehensive understanding of the behaviors exhibited by the principal when supporting novice teachers with classroom management.

Interviews

In order to obtain an in-depth understanding of how administrators and teachers interpret the classroom management support provided to teachers, interviews were conducted. Two semi-structured interview protocols were created (see Appendix C and Appendix D) to “allow the researcher to respond to the situation at hand” (Merriam, 2009, p. 90). Ten open-ended questions were written for each interview, each working as a guide to structure the conversation toward the issues I desired to investigate.

Interviews enhanced an understanding of *things* that could not be observed (e.g., descriptions of past experiences, suggestions, and beliefs) by supplying “conversations with a purpose” (Dexter, 1970, p. 136). Furthermore, Merriam (2009) offered that

interviewing is the most effective technique to use when exploring case study research on a small number of participants. With this in mind, personal interviews with the principals and all of the novice teachers in each school were conducted simultaneously, with anticipation of gaining insight into the behaviors of the principals with their regard to the support offered to new teachers in the area of classroom management.

The goal of the interviews was to collect qualitative data that addressed the two research questions of this study. First, I sought to identify the behaviors principals demonstrated when facilitating the development of the novice teacher classroom management strategies. Second, I aimed to discover the perceptions of novice teachers and their principals with regard to the methods of development the principal offered in the area of classroom management. To ensure that the questions in the interview protocols would provide answers that could be used to address the research questions of this study, I conducted a pilot study.

All interviews were one-on-one and semi-structured around the pre-determined questions developed by the researcher. In order to encourage interviewees to respond thoroughly, interview questions were targeted to gain both knowledge and opinions. Questions were written by combining the types of interview questions outlined by Patton (2002) and the types of questions suggested by Strauss, Schatzman, Bucher, and Sabshin (1981). The goal of the interview protocols was to ensure that not only were quality questions asked but that the data would clearly answer the study's research questions. To accomplish this goal, the researcher strived to create questions that were "open-ended, and yield[ed] descriptive data, even stories about the phenomenon

(Merriam, 2009, p. 99). Table 1 details the variety of interview questions used within this study.

Table 1

Types of Interview Questions of Principal and Teacher Protocols

| Types of Interview Questions | Principal Questions | Teacher Questions |
|-------------------------------------|----------------------------|--------------------------|
| Experience and Behavior | 2, 3, 4a, 4b, 6a, 7a, 8 | 1, 2, 3b, 3d, 4, 5, 5a |
| Opinions and Values | 9 | 2, 4a, 4b, 10 |
| Feeling | N/A | 5a |
| Knowledge | 1, 4a | 3a, 3c, 3d |
| Hypothetical | 9 | 5b, 7, 8 |
| Ideal Position | N/A | 9, 11 |
| Interpretive | 2 | 1, 3b, 5a |

Interview Pilot Study

Both of the interview protocols were piloted with principals and teachers within the same geographical area. Participants provided feedback, which encouraged me to change the questions I was asking of the participants. Instead of shaping questions around the classroom management research as I had done originally, I rewrote the questions to address the components of my theoretical framework. Once questions were re-written, I was able to pilot the principal protocol one more time in order to gain feedback on the new questions.

For the pilot study, I utilized convenience sampling in selecting the participants to interview due to the time constraints of a comprehensive exam process and the lack of Institutional Review Board approval. Utilizing convenience sampling, I contacted colleagues and professional associates by e-mail to ask for their participation in the pilot study. I did acknowledge, though, that convenience sampling is less than credible and that when conducting an entire research study its use should be limited. Merriam (2009) offered that convenience sample “is likely to produce ‘information-poor’ rather than ‘information-rich’” (p. 79) data. With the sole purpose of the pilot study being to analyze question meaning and the participants’ translation of the questions, I felt comfortable utilizing a convenience sampling technique.

Piloting my teacher interview protocol was unique with each participant. Though I had read my new teacher protocol aloud to myself many times, it was not until I read it to others that I realized multiple questions were too wordy. One question requested participants to share a management success story; however, it actually asked participant to address three separate questions.

The result of asking interview questions that were written based on my research was that the written questions utilized the same terminology and phrases I had used in my dissertation. Holding reflective conversations with the pilot teachers allowed me to realize the language used by researchers is different than that utilized by practitioners. Receiving specific feedback on the words that were unfamiliar to classroom teachers allowed me to alter interview questions to avoid misunderstandings between the data I desired to collect and that which I received.

Another aspect I learned from the pilot study was the opportunity to hear what participants answered to each question. It was while I was piloting the principal protocol that I discovered I was not extracting the right information from my participants. The questions that I had asked were not focused on the principals' behaviors, but rather the classroom management activities or programs within their school.

The pilot study allowed me to understand what I needed to change in order for my dissertation study to collect the 'right' kind of data. In order to employ my two interview protocols, I had to change the questions I was asking of the participants. Instead of shaping questions around the classroom management research as I had done originally, I rewrote the questions to address the components of my theoretical framework. Once questions were re-written, I was able to pilot the principal and the teacher protocol one more time in order to gain feedback on the new questions.

Observations

The second type of data collected for this study occurred by means of observations. Maxwell (2005) noted observations were beneficial for the researcher to

gain a comprehensive understanding of the participants' theory in use, as well as knowledge of information an individual may not be comfortable stating in an interview. Principal and novice teacher observations were conducted to strengthen the data collected through interviews.

By utilizing observations, participants who were uncomfortable during their interview were also examined in their natural settings with information being documented as it occurred (Creswell, 2005). Over the course of a typical day, principals were observed in order to study their instructional behaviors when interacting with novice teachers or classroom management concerns. Novice teacher classroom observations were conducted to identify what novice educators actually do in the classroom. In an attempt to observe instruction that was representative of a typical instructional day and, therefore, not rehearsed or prepared, the classroom observations were scheduled at various times in the day and in different subject areas. With this in mind, principals were observed for one entire day, whereas novice teachers' classrooms were visited one time for an hour to an hour and forty-five minutes (see Appendix E). Observations took place during reading/Language Arts or mathematics. These content areas were selected based upon the school district's time requirements for mathematics (45 minutes) and reading/Language Arts (one and a half hours) rather than other areas of instruction that have less time allotted. The goal of conducting an all-day observation of the principal and multiple observations of the teachers was to reach a point of data saturation. As the researcher, my decision to spend additional time observing a participant did occur until I ceased to hear or see new information.

Data Collection Conclusion

Participants were purposefully selected from three East Tennessee school sites. Interviews and observations occurred at the three school sites until data saturation was achieved (Onwuegbuzie & Collins, 2007). Saturation was demonstrated when the data collected from the observations began to be redundant, which was when I ceased to hold additional classroom observations. Teacher and principal interviews within one site were conducted simultaneously, with observations occurring at the completion of the interview process. Structuring the data collection in this manner allowed the starting of the data analysis process while concurrently continuing to collect data (Merriam, 2009).

Data Analysis

The purpose of the data analysis process was to create meaning which would therefore be used “to present the reader with the stories identified throughout the analytical process, the salient themes, recurring language, and patterns of belief linking people and settings together“ (Anfara, Brown, & Mangione, 2002, p. 31). To accomplish this purpose, the data analysis performed in this study followed specific steps. Interviews were audio recorded and transcribed in order to become familiar with the information supplied by the participants. Utilizing Merriam’s (2009) constant comparative method, categorical codes and eventually themes were developed through an iterative process (see Figure 2). The categories were created to align with the purpose of the research, therefore permitting the interviewees’ answers to also correspond with the research questions of the study (Merriam).

Code Mapping

The Principal's Role in Developing the Classroom Management Skills of the Novice
Elementary Teacher

**Question: What methods of support do elementary school principals provide when
facilitating the development of novice teachers' classroom management?**

Second Iteration (Themes)

| | | |
|--------------------|--------------------------|-----------------------|
| Collaboration | Communication | Instructional Support |
| Discipline Support | Professional Development | |

First Iteration (Initial Codes)

| | |
|-------------------------------------------|---------------------------------|
| Communication | Verbal Communication |
| Written Communication | Active Participation |
| Open Door Policy | Quick Response |
| Collaboration | Teaming/Committees |
| Grade Level Meetings | Leadership Team |
| Teacher Spontaneous Collaboration | Discipline |
| Administrator Participation PLC | Personal Accountability Class |
| Collaboration with Administrator | Expectations |
| Teacher Support of Each Other | Supportive |
| Teacher Teach Students to Collaborate | Responds Immediately |
| Redirects Student Behavior | Feedback |
| Comes and Gets Students When Needed | Administrative Structure |
| Partner with Teacher for Discipline | Principal Office Referrals |
| Teacher Deals with Behavior on Own | Principal Expectations |
| Teacher Expectations | Professional Learning Community |
| Instructional Support | In-school Observations |
| Knowledge of Curriculum and Instruction | Availability |
| Faculty Meetings | Models Lessons |
| Observations in Other Schools | Suggestions |
| Supplies Support Persons | Coaching |
| Does Tasks to Support Teachers | Mentor |
| Principal Observations | Supplies Strategies |
| Teacher Support/Offer Help to One Another | Motivating |
| New Teachers | Teacher Respect |

Figure 2 (continued)

| | |
|-------------------------------------------|--------------------------------|
| Principal Respect | Oral Support |
| Cares About Teachers as Individuals | Knows Individual Students |
| Positive Reinforcement | Evaluation Feedback |
| Recognition to Faculty | Student Incentives |
| Praise to Students | Recognition through Actions |
| Specific Feedback | Research |
| Professional Development by School System | Mentor |
| Suggested PD by Principal | Quality Work |
| Recognition | Celebrations |
| Peer-to-Peer Recognition | Principal Praise |
| Actions Illustrated Recognition | Teacher Praise to Students |
| Verbal Praise/Support to Teachers | Teacher Positive Tangible |
| Soliciting Opinions | Teacher Development |
| Teacher's Thoughts | Teachers Wants from Principals |
| Visible | Visiting Rooms |
| Not Prepared in College | PD Teachers Would Benefit From |

Question: How are the perceptions of elementary school principals similar to and different from those of novice teachers regarding the methods of development offered in the area of classroom management?

| Second Iteration (Themes) | | |
|----------------------------------------|-------------------------------|-----------------------|
| Collaboration | Communication | Instructional Support |
| Discipline Support | Professional Development | Expectations |
| Feedback and Positive Recognition | | |
| First Iteration (Initial Codes) | | |
| Communication | Verbal Communication | |
| Written Communication | Active Participation | |
| Open Door Policy | Quick Response | |
| Collaboration | Teaming/Committees | |
| Grade Level Meetings | Leadership Team | |
| Teacher Spontaneous Collaboration | Discipline | |
| Administrator Participation PLC | Personal Accountability Class | |
| Collaboration With Administrator | Expectations | |
| Teacher Support of Each Other | Supportive | |
| Teacher Teach Students to Collaborate | Responds Immediately | |

Figure 2 (continued)

| | |
|-------------------------------------------|---------------------------------|
| Redirects Student Behavior | Feedback |
| Comes and Gets Students When Needed | Administrative Structure |
| Partner with Teacher for Discipline | Principal Office Referrals |
| Teacher Deals with Behavior on Own | Principal Expectations |
| Teacher Expectations | Professional Learning Community |
| Instructional Support | In-school Observations |
| Knowledge of Curriculum and Instruction | Availability |
| Faculty Meetings | Models Lessons |
| Observations in Other Schools | Suggestions |
| Supplies Support Persons | Coaching |
| Does Tasks to Support Teachers | Mentor |
| Principal Observations | Supplies Strategies |
| Teacher Support/Offer Help To One Another | Motivating |
| New Teachers | Teacher Respect |
| Principal Respect | Oral Support |
| Cares About Teachers as Individuals | Knows Individual Students |
| Positive Reinforcement | Evaluation Feedback |
| Recognition to Faculty | Student Incentives |
| Praise to Students | Recognition through Actions |
| Specific Feedback | Research |
| Professional Development by School System | Mentor |
| Suggested PD By Principal | Quality Work |
| Recognition | Celebrations |
| Peer-to-Peer Recognition | Principal Praise |
| Acton Illustrate Recognition | Teacher Praise to Students |
| Verbal Praise/Support to Teachers | Teacher Positive Tangible |
| Soliciting Opinions | Teacher Development |
| Teachers Thoughts | Teachers Wants from Principals |
| Visible | Visiting Rooms |
| Not Prepared in College | PD Teachers Would Benefit From |

Figure 2. Code Mapping: Three Iterations of Data Analysis

Note: Adapted from “Qualitative Analysis on Stage: Making the Research Process More Public” by V. A. Anfara, Jr., K. M. Brown, & T. L. Mangione, *Educational Researcher* 31(7), p. 32. Copyright 2002 by American Educational Research Association. Used by permission.

Analysis began with the coding of relevant information from the individual interviews, observations, and field notes. First, I identified segments in the data which were potentially meaningful to the study by familiarizing myself with recurring words or phrases that were consistent between multiple data sources. These codes were then used to construct broad themes in an attempt to “capture some reoccurring pattern that cut across [the] data” (Merriam, 2009, p.181). When selecting meaningful units of data, I sought to uncover information that was relevant yet inspired me to think beyond the actual information provided (Lincoln & Guba, 1985). When deciding what would be defined as meaningful, the research questions were re-examined to make certain the categories created from the data truly associated with what desired to be answered. With time, the themes were fleshed out which resulted in more relevant information being found. Once patterns were recognized, cross-checked, and found to be relevant in multiple areas, I combined clusters of information to create higher order categories. Data were assembled based upon similarities and differences and tentatively given a categorical name (Merriam, 2009). Henceforth, the term *category* was employed when referencing “a theme, pattern, a finding, or an answer to a question” (Merriam, p. 178). I elected to use both the participants’ words and the literature as a source when naming categories to help ensure each was “responsive to the purpose of the study” (Merriam, p. 185).

Cross-Case Analyses

Yin (2009) posited that “single-case designs are vulnerable [and] the analytic benefits from having two (or more) cases can be substantial” (p. 61). By employing a multi-site qualitative case study, in which cross-site data analysis occurred, data were

thoroughly examined, all the while preserved the anonymity of each participant which strengthened the study's findings. The data collected at each school site was analyzed collectively. Utilizing cross-case analysis facilitated the comparison of commonalities and difference processes and activities that were units of analyses in this case study (Denzin, 1989). In addition, the use of cross-case analysis allowed the construction of generalizations across cases (Merriam, 2009).

Validity and Reliability Strategies

Several strategies were utilized to enhance the trustworthiness of this study. The use of triangulation, member-checking, and a qualitative analysis software package was chosen to address the threats that exist in dealing with validity of conducting qualitative research (see Figure 3).

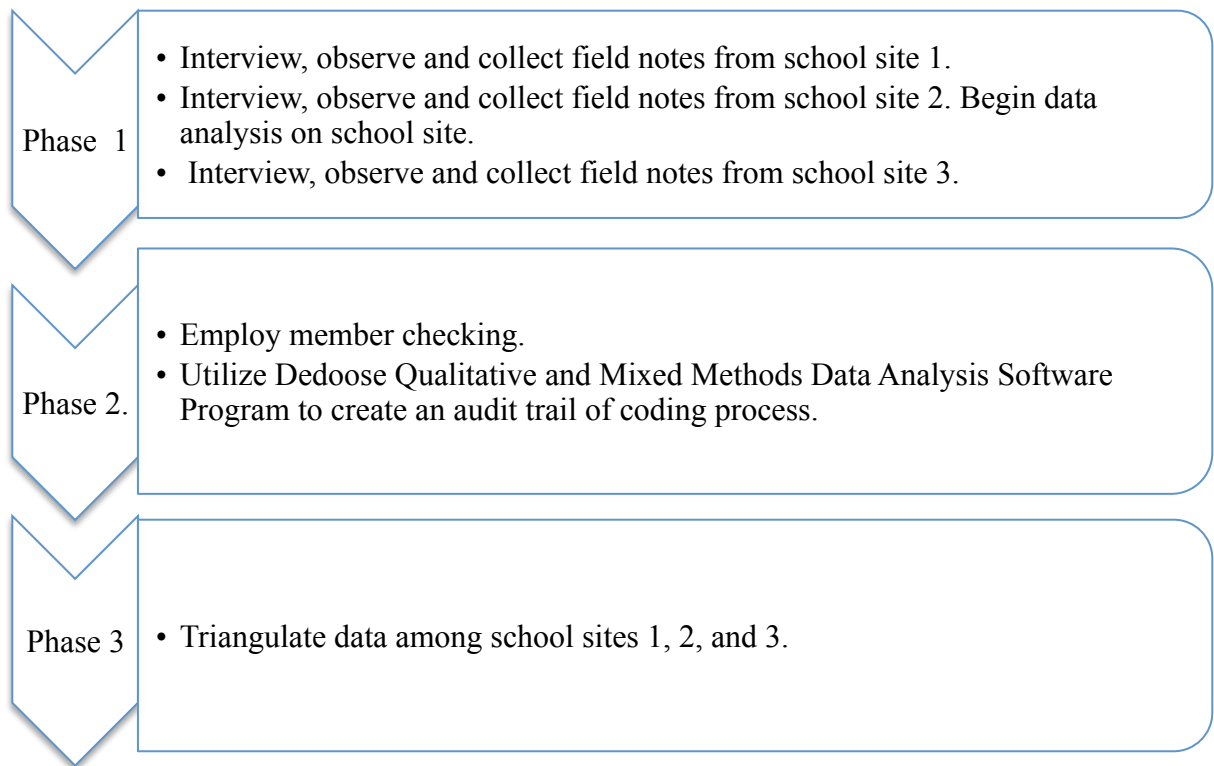


Figure 3. Flowchart of the validity and reliability strategies utilized in this study.

Triangulation

“Triangulation is the process of corroborating evidence from different individuals, types of data, or methods of data collection in descriptions of themes in qualitative research” (Creswell, 2005, p. 252). The decision to triangulate the case study data was based on research offered by Denzin and Lincoln (2005), which offered that “meanings do not transfer intact, but take on some of the conceptual uniqueness of the reader, but there is expectation that the meanings of situation, observation, reporting, and reading will have a certain correspondence” (p. 241). As shown in Figure 4, multiple data sources were collected and triangulated from the two school sites. By employing multiple types of data including interviews, observations, and field notes, I was able to corroborate data collected from the participants, therefore verifying the trustworthiness and validity of the study.

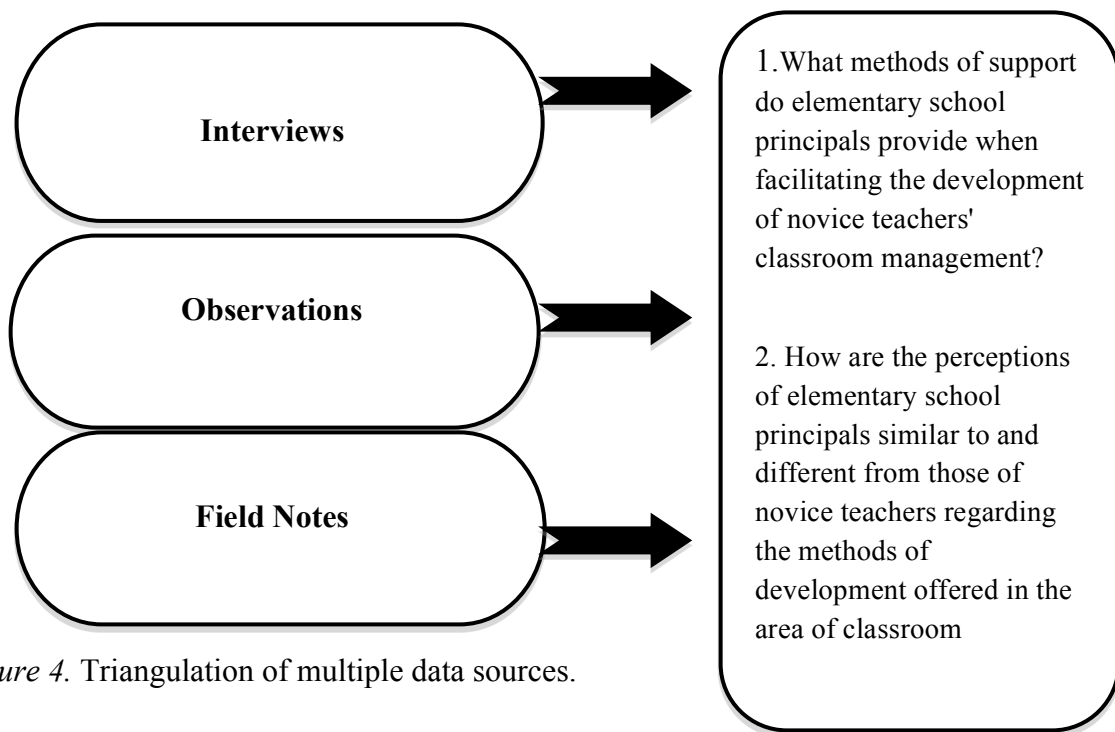


Figure 4. Triangulation of multiple data sources.

Triangulation was employed in order to merge the multiple sets of data collected in the study. Creswell (2002) offered that triangulation “ensures that the study will be accurate because the information is not drawn from a single source, individual, or process of data collection...it encourages the researcher to develop a report that is both accurate and credible” (p. 280). At the same time, the triangulation of data worked to reduce the risk of introducing personal biases into the study (Maxwell, 1992).

Member Checking

Another strategy employed to improve the accuracy, credibility, and validity of the research findings was member checking. In order to make certain the findings of the study were accurate, participants were provided the opportunity to review, assess, challenge, and provide additional information to the study’s findings. This process included allowing participants to comment on descriptions, interview contents, the accuracy of inferences, and themes (Creswell, 2005). For this reason, this information was sent back to each participant via e-mail in order to gain their feedback and comments on the content of the findings. As a result, misinterpretation of words and actions of participants were reduced, which assisted in verifying the completeness and accuracy of the findings.

Dedoose Qualitative and Mixed Methods Data Analysis Software

Verbatim transcripts were downloaded into Dedoose, a qualitative and mixed methods data analysis software package. The program allowed the researcher to comprehensively analyze the data by establishing codes and to then identify words or phrases that were associated with the pre-determined codes. To enhance the

credibility of the study, the researcher used Dedoose to create a detailed audit trail of the coding process.

Conclusion

This research employed a multi-site, qualitative case study design in order to fully answer the guiding research questions. By creating interview protocols and observation checklists focused on the study's problem, its research questions, and the theoretical framework, the data collected were directly associated with the purpose of the study. More specifically, the behaviors a principal exhibits when supporting novice teachers in classroom management were identified by the collected data. The theoretical framework of the principal as an instructional leader funneled information gained from the method procedures and analyses for a deeper understanding of what effective leaders do to facilitate the development of the classroom management skills of the novice teacher.

To enrich the data collected from the principal and novice teacher interviews, I also employed two observation checklists with field notes taken as needed. These multiple sources of qualitative data collection provided a thick, rich description of the supportive behaviors exhibited by administrators in regards to the classroom management of novice teachers. The data from the interviews, observations, and field notes were used to analyze the support provided by principals to novice teachers in the area of classroom management. Utilizing the data results, themes were developed in regard to individual principals, teachers, and schools while examining the phenomenon across sites to address the research questions. The case study uncovered the perceptions of both the principals and the novice teachers relative to classroom

management effectiveness and the role the administrator played in developing these skills.

CHAPTER IV

MULTI-SITE CASE STUDY

To achieve the purpose of examining the principal's role in facilitating the development of classroom management skills of novice teachers and the perceptions of principals and novice teachers with regard to the development of effective classroom management, a multi-site, qualitative case study was employed. Qualitative data were collected from three elementary schools located in one school district in East Tennessee. The study was designed to address the following two research questions:

1. What methods of support do elementary school principals provide when facilitating the development of novice teachers' classroom management?
2. How are the perceptions of elementary school principals similar to and different from those of novice teachers regarding the methods of development offered in the area of classroom management?

In this chapter, the reader will be introduced to the school system, contextual comparison data, and a description of each of the three elementary school sites. The case studies are initially described separately in order to illustrate the similarities and differences of the instructional leaders and the schools. Once the descriptions of the schools have painted a picture for the reader, the data analysis, themes, and findings from across all cases will be presented in Chapter 5.

Wampler County Schools

The three elementary schools in this study are located in a large Pre-K through twelve-school system with rural, suburban, and urban schools in southeastern Tennessee. As cited on the school district website, Wampler County School System has

88 schools that include 49 elementary schools, 14 middle schools, 14 high schools, and 11 special schools. Employing 8,339 teachers, the schools vary in demographic make-up and setting. Wampler County serves more than 58,000 students in Pre-K through twelfth grade.

Contextual Comparison

The three elementary schools selected for this study have varying contextual information, although they are located within one large Pre-Kindergarten through twelfth grade school system. The schools were not selected based upon specific contextual factors but rather on the leadership of the principal in each school. Sugar Loaf and Joseph, located just 14 miles from one another, are found to be similar in school setting, student population, and demographics, and the number of core classroom teachers. In contrast, Nauda, an affluent school located on the opposite side of the school system, is considered one of the largest elementary schools in the system with more than 1,000 students. See Table 2 for a school comparison.

Table 2

Cross-Site Comparison

| <i>School</i> | <i>Sugar Loaf</i> | <i>Nauda</i> | <i>Joseph</i> |
|-----------------------------------------|-------------------|------------------|----------------|
| <i>School Type</i> | <i>Rural</i> | <i>Suburban</i> | <i>Rural</i> |
| <i>Student Enrollment</i> | <i><500</i> | <i><1,000</i> | <i><500</i> |
| <i>% of Students with Disabilities</i> | <i>>15%</i> | <i>>15%</i> | <i>>15%</i> |
| <i>Free/Reduced Priced Lunch</i> | <i><50%</i> | <i>>25%</i> | <i>>50%</i> |
| <i>Number of Certified K-5 Teachers</i> | <i>>50</i> | <i><50</i> | <i>>50</i> |

Three Elementary School Sites

With the help of the elementary supervisors in Wampler County Schools three school principals were identified as strong instructional leaders based upon research by Blase and Blase (2004). Elementary supervisors recommended up to 10 instructional leaders that possessed behaviors that Blase and Blase identified as effective. The three principals with the highest ranked scores were approached about participating in this research study. All three principals accepted the opportunity to participate and generated novice teacher involvement in the study.

Two of the principals that participated in this study came from similar schools based upon general demographics such as student enrollment and setting; however, the third school was vastly different. Across the three schools there were 23 eligible teachers, and 20 agreed to participate in this study. Table 3 depicts the demographics of the participants.

Table 3

Participant Demographic Information

| Name | Grade Level | Experience |
|-------------|--------------------|-------------------|
| Principal 1 | K-5 | Ninth Year |
| Principal 2 | K-5 | Twelfth Year |
| Principal 3 | K-5 | Sixth Year |
| Teacher 1 | First Grade | Fifth Year |
| Teacher 2 | Fourth Grade | First Year |
| Teacher 3 | Kindergarten | Third Year |
| Teacher 4 | Kindergarten | Third Year |
| Teacher 5 | Fifth Grade | Second Year |
| Teacher 6 | Kindergarten | Second Year |
| Teacher 7 | Third Grade | Third Year |
| Teacher 8 | Third Grade | Fifth Year |
| Teacher 9 | Third Grade | Third Year |
| Teacher 10 | Third Grade | Second Year |
| Teacher 11 | Kindergarten | Second Year |

Table 3 (continued)

| Name | Grade Level | Experience |
|-------------|--------------------|-------------------|
| Teacher 12 | Kindergarten | Fifth Year |
| Teacher 13 | First Grade | Third Year |
| Teacher 14 | First Grade | Fifth Year |
| Teacher 15 | Second Grade | First Year |
| Teacher 16 | Second Grade | Second Year |
| Teacher 17 | Third Grade | Fourth Year |
| Teacher 18 | Fourth Grade | Fourth Year |
| Teacher 19 | Fifth Grade | Fifth Year |
| Teacher 20 | Fifth Grade | First Year |

Sugar Loaf Elementary School

Sugar Loaf Elementary School (SLES) is located in a rural section of the county. SLES is a feeder school to the middle school and high school—which are located directly beside and across the street from the school facility. The building, originally constructed in 1938, is a two-story white building with a small gravel parking lot located directly in front of the building. Upon entering the school building, a visitor must buzz the front office and share why he or she is entering in order for the door to be unlocked. However, once inside the building, the formality of the entrance is quickly forgotten.

The interior school walls are constructed of brown brick and are adorned with student work. There are vocabulary posters hung on string at the top of the hallways with the school's daily words from the beginning of the year until now. Each teacher's name is hand-painted on a red apple outside of his or her classroom. Bulletin boards celebrate student work and recognize school accomplishments.

Over the course of the last 74 years, SLES has had three extensive additions. Due to the age and additions onto the school building, the physical building itself is in poor condition. The school facility consists of indoor classrooms, six portable classrooms, and two playgrounds. The main office is located at the far end of the hallway from the school entrance and is uniquely connected to a fifth grade classroom. Teachers and students are utilizing every space possible for instruction, which is illustrated by the Personal Accountability Class's (PAC) location within a large storage closet area. Construction on a new school was initiated on November 9, 2011. The new facility will be opened to Sugar Loaf students beginning in the fall of 2013.

School Demographics

Sugar Loaf Elementary School is a rural school that serves over 500 students in kindergarten through fifth grade and is considered a Title I school with 55.1% of student qualifying for free or reduced lunch. The population is 91.6% white, 2.5% African American, 4.6% Hispanic, and 1.4% other ethnicities. With over 15% of the student population qualifies for special education services, which includes speech and language services as well as learning disabled and other health impairments.

According to the SLES Tennessee School Improvement Plan Program, the school's faculty consists of 1 principal, 1 assistant principal, 2 part-time instructional coaches, and less than 50 regular education classroom teachers, four encore teachers (i.e., special area teachers), one English Language Learner teacher, two special education teachers, and three part-time instructional coaches. There is also a full-time PAC teacher whose role is to assist teachers by providing a highly supportive, comprehensive, pullout program for students that exhibit behavior issues. One hundred percent of the certified staff and paraprofessionals in the school are highly qualified. Certified classroom teachers are entirely white and female. The principal at the school identified six novice teachers that were eligible to participate in this study; one of the six individuals declined to take part.

The Principal

This principal makes it a priority to be visible in the school. The open door policy is quite literally that—teachers may come and go as they would like, though they may or may not find her in the office. The principal can often be found in hallways speaking to students by name or popping into classrooms. Her quiet respectful

demeanor is evident in her communication with teachers as she listens, reflects, and relates to her teachers. The formality of the relationships between this principal and her teachers is easy but unique. It is evident that the principal has personal relationships with the teachers, but at the same time, there is unspoken respect displayed by teachers of her in the role as the school administrator.

This is the principal's ninth year at SLES, and she is truly a part of the school community. Her involvement in school activities encompasses everything—from being the judge of students trying out for the talent show to meeting with teachers about specific student data on the last Curriculum Based Measurement (CBM) test. During an informal conversation, she readily shared that she had spent hours the past weekend analyzing CBM test data and was excited to show the results to the teachers. The principal was genuinely pleased with individual student growth and took pride in the achievement gains. As a person recognized nationally for “ensur[ing] America's children acquire a sound foundation for lifelong learning and achievement” (School District Website, 2012), this principal was recently honored with a national leadership award.

Novice Teachers

The novice teacher population at Sugar Loaf Elementary makes up approximately 20% of the faculty as a whole. New teacher experience ranges from two to five years. Three of the five novice educators teach primary grades, with the remaining two in fourth and fifth grade respectively. As a school that traditionally has little turnover, four of the five novice teachers began their teaching career at SLES. The school does not utilize a formal mentoring program, but each grade-level team

does pair a novice teacher with a veteran teacher in same grade level. In addition, SLES novice teachers do participate in the Wampler County new teacher development, which provides monthly to bi-monthly meetings. While all five of these teachers are considered to be a novice by the Tennessee Department of Education (2012), in an informal conversation with the SLES principal, one of these teachers was referred to as a leader among the faculty and staff.

Classroom Management

Classroom management at SLES varies depending on the teacher. Each grade level shares a common management plan, but the expectations and procedures in each classroom varies greatly from that of another room. Teacher rooms display a visual discipline plan, class goals, and clearly labeled learning areas. However, the consistency from one classroom to the next stops with the predetermined management plans. Four of the five teachers were very deliberate in providing students with step-by-step directions and had many procedures in place, whereas another teacher interacted in a more joking manner such as a friend or mentor. The principal at the school is aware of how effective each teacher is in the area of classroom management and is able to share specific examples of how the teachers have been successful or challenged. Her role does not appear to be one that necessarily coaches or helps with such challenges but instead someone that finds the resources that the teacher needs when he/she needs it.

Collaboration

Collaboration is interwoven into the culture of SLES in a variety of ways. The proximity of grade-level classrooms allows teachers to have easy access to one another,

which in itself fosters teacher collaboration. Each time that I visited the school, I observed teachers walking to and from one another's rooms during their planning periods. Opportunities to collaborate are also provided with school-level committees such as Leadership, Data, and Curriculum. These committees meet monthly and are composed of teachers from all grade-levels. A New Teacher Mentoring Team is utilized to support novice teachers with such matters as the evaluation process, classroom management, and classroom materials (SLES Tennessee School Improvement Plan Addendum, 2011).

Sugar Loaf's daily schedule provides all grade-level teachers with a daily common planning time. Two days a week the planning time is designated for grade-level meetings and Professional Learning Community (PLC) meetings. The PLC meetings provide teachers a forum for reviewing student achievement and developing instructional plans to address individual student needs. In addition, during an informal conversation, the principal stated that she felt it her responsibility to provide teachers as many opportunities to collaborate as possible. She continued to explain that administrator participation in weekly PLC meetings is a priority; when possible, both principals attend each grade-level meeting. Though the administrators are a part of the weekly PLC meetings, they are not the facilitators; rather, the grade-level chair facilitates the meetings and the principal is viewed as an equal participant.

Naueda Elementary School

Naueda Elementary School (NES) is a suburban school located in Wampler County. Originally built in 1993, the school was constructed to accommodate 900 students; however, its teachers now educate over 1,000 students. Within a few years'

time span, the student population outgrew the facility and the school began to utilize temporary classrooms. Though the school does have a large student population, there is the sense of a close-knit community in that the secretaries refer to visitors by name and teachers intimately interact with students and parents.

The entrance to the school is airy and open, unless it is dismissal time—at this time of the day, the hallway is crowded with students lined up to go home. The hallway walls are extensively decorated to coordinate with the 2011-2012 Parent Teacher Association theme. The use of a school theme establishes a common connection between the many different classrooms, to some extent creating a community of learners with walls and teacher bulletin boards around the premise of cooking. The creativity and personality of each teacher is easily displayed, which in turn has made the hallways come alive with student work, photographs, and art projects.

School Demographics

Naueda Elementary educates more than 1,000 students in grades kindergarten through fifth grade. The percentage of students with disabilities is less than 15%, which includes not only students that participate in inclusion but also student enrolled in a Comprehensive Development Classroom. The school has a small population of economically disadvantaged students with less than 25% qualifying for free or reduced-price lunch. The school's student population is primarily Caucasian (82.6%), with Asian/Pacific Islander (10.1%), African American (3.6%), Hispanic (3.3), and Native American/ Alaskan (.4%).

Educating a more affluent student population, NES faculty is made-up of many types of positions, both certified and classified. In addition to the certified teachers, NES has instructional coaches and encore teachers (i.e., special area teachers). Of the more than 50 teachers at NES, eight qualified (i.e., taught in K-5 core classrooms and had less than 5 years experience) to participate in my study. The principal personally approached each person to ask if he or she would like to be a participant. Of the eight teachers approached, seven said yes, but six were actually interviewed and observed.

The Principal

Naueda's principal is a person respected both within the school and Wampler County School System. Although relatively new to NES's faculty this is the principal's 12th year as an administrator in Wampler County Schools. Prior to coming to Naueda, he was the principal at two other Wampler County elementary schools. As a novice principal at the school, I observed a man that was making every effort to know the people and details of his school. The principal is well-informed of classroom management best practices and well read on recent research. Furthermore, after only a short period of time at the school, he is already knowledgeable of what behavioral and instructional strategies are working and are not working in his school. His understanding of the school and its make-up is evident in the conversations he holds with his stakeholders and the words he articulates when describing his school community. When moving around the office area, the principal has made it a priority to listen to teachers and to try his best to meet their needs. He goes beyond basic small talk and instead takes the time to hold in-depth conversations with parents and teachers.

When a teacher is speaking to the principal, he or she knows that what is being said is important to their leader.

Supporting teacher growth is an utmost priority for this administrator. His decision-making is centered on contributions from teachers, which was exemplified when he spoke about the importance of gaining input from members of the Leadership Team or the action teams. When referring to the curriculum team, Naueda's principal noted:

...it's a member from each grade-level. Then, we're able to take what is identified from the leadership team with areas in the school improvement plan that aren't working or maybe need tweaked, take that to the curriculum team and get their input, and then we work at it as a group to help us with deciding staff development, being able to look at clarification of resources, things of that nature, to be able to look at being able to get that teacher input.

He continued, ultimately stating:

...there comes a time when you have to make the decision as the instructional leader, but there's also times when you can pose the question and pose what we think the need is and it's amazing, though, what a group of individuals can do when committed to a task and come up with something far greater than what the one can do.

Novice Teachers

Housing a faculty of more than 50 certified teachers, with 11.3% of them being classified as apprentice teachers, Naueda is considered to be one of the largest elementary schools in Wampler School System. Each grade level consists of

approximately nine to eleven teachers. Though each grade-level is positioned in a designated area of the school, the school facility is so large that teachers in each grade are not necessarily easily accessible to one another. In an effort to foster novice teacher development, new and veteran teachers are teamed up in classrooms that are connected to one another by an office. In addition, the school implements a new teacher mentor program. This program meets monthly with both mentor teachers and their novice counterpart. A teacher may partake in the mentor program for up to three years depending on the growth of the individual teacher.

Classroom Management

In general, the classroom management plans at NES are focused more on instructional management than behavioral management. With the exception of individual students, discipline is rarely a problem in the core content classrooms. The concept of dealing with student misbehavior is not a concern for Nauda teachers, but at the same time, the teachers are aware of methods of managing classroom instruction such as student accountability, student motivation, and placement of learning materials (i.e., managing the students, instruction, behaviors, and materials in the classroom). Illustrating the significance of accountability, teachers had reading charts and utilized agendas. In addition, motivational tools for generating student interest were evident in four out of six classrooms that I visited.

Each grade-level, kindergarten through fifth, has an identified management system. The individual management system may vary in its structure (i.e., buttons to move, behavior folders, agendas, color card system), but the general ideas behind the grade-level management systems has been created to fit the needs of that instructional

team. The words of the NES school mission statement, *Our mission is to enable all students to achieve their personal best*, portrays a clear message of the goals of the principal and teachers at Naueda and identifies the priority the school places on student learning, which includes both academic learning and behavioral learning.

Collaboration

Collaboration is a part of the culture of Naueda Elementary. Although grade-levels are relatively large in size with eight to ten classroom teachers in a grade, individuals typically collaborate at least two times a week, if not more, depending on the grade-level. This task is made easier by the proximity of the classrooms to one another in a grade-level (i.e., all classrooms in one grade are located in the same general area of the school). In addition, each room is connected to another room by a common office. The physical set-up of the classrooms encourages teacher collaboration.

Professional Learning Community (PLC) meetings are conducted weekly. The role of the PLC is to examine student data, track student achievement, and address student needs. In addition to the grade-level teachers, the grade-level administrator and a special education teacher participate in the meeting. Though the involvement of the principal in PLC meetings is customary in Wampler County Schools, the additional special education teacher is not. This year, Naueda's principal decided to work on enriching the communication between regular education and special education teachers. One technique utilized to accomplish this was allowing the special education teacher that most often works with a designated grade to become an active member of the weekly PLC meetings. By doing this, the grade-level and special education teachers

were able to open the communication gates for regular dialogue about individual students.

Grade-level meetings are another form of collaboration regularly occurring at Nauda Elementary. Although there is not a directive from the administrative staff for teachers to meet weekly, two of the three grade-levels represented by the teachers interviewed shared that their grade-level met weekly. The third grade teachers even shared that their grade-level meets more than once a week. Grade-level meetings are typically held during planning periods or after school hours and consist of teachers planning instruction or discussing school deadlines or upcoming events. Each grade-level chair facilitates the meetings.

As a newer administrator at NES, creating an environment for collaboration is important to the principal. In order to establish regular communication, he organized not only a Leadership Team but also seven action teams. These action teams (i.e., committees) met on an as needed basis and were responsible for organizing activities such as Grandparents Day and Jump Rope for Life. At the beginning of the year, each teacher was provided an opportunity to volunteer to participate on the committee of his or her choice. By mandating action teams composed of individuals from all grade-levels, the principal created an environment for vertical collaboration, which was ultimately the goal of the teams.

Joseph Elementary School

Joseph Elementary School (JES) is a large school with a student population of more than 500 that feels entirely smaller due to cohesiveness of the teachers and students. While walking the hallways, I observed teachers greeting students by name,

praising the classroom lines of other teachers, and greeting parent visitors. As the administrator walks into the hallway, she also stops students and speaks to each by name. The physical facility is filled with celebrations: faculty names and pictures, student honor roll names, and good citizen recognitions decorate the large hallway bulletin boards. Classroom doors are decorated and the walls of the hallway display both student work and painted murals. Grade-level classrooms are grouped together on separate hallways in order to promote teacher collaboration. The layouts of the classrooms vary in size depending on the location within the building; however, each room is equally equipped with computers, active boards, and designated reading areas.

School Demographics

JES was originally built in 1905 as a rural community elementary school. Over the course of the last few years, the population has transitioned from that of a community school to a more transient population as new apartments were built and district busing has occurred. The student demographics are diverse in their socio-economic class and in ethnicity. The student population is made up of 73% Caucasian, 23% African-American, 2% Asian America, 2% Hispanic, and <1% Pacific Islander. With a free and reduced-price lunch percentage of 49%, JES qualifies as a Title I School. Gaining the Title I status provides the school with various advantages in the area of funding but also increases the number of personnel at the school. The faculty consists of a multitude of support staff including encore (i.e., special area) teachers, librarian, PAC teacher, and seven teaching assistants.

Of the less than 50 certified classroom teachers at JES, nine individuals qualified (i.e., core classroom teachers with 0-5 years experience) to participate in this

study. The principal spoke to each person individually and invited her to participate in my research study. Once everyone had agreed, the principal scheduled all of the teacher interviews in the same day and provided an empty library conference room to conduct the interviews.

The Principal

The principal at JES is known for *walking the walk and talking the talk*. An example would be that if someone wants to see the principal between 7-7:30 am, then he or she must go outside to the car rider area where the principal is always present greeting car riders and can be found there again at dismissal assisting with safety and student behavior. In addition, this administrator holds Joseph's students to high academic and behavioral expectations. She is aware of how individual students are progressing and when walking down the hallway, she often stops and praises a classroom on its appropriate noise level or respectful line. At the same time, the principal is quick to redirect a student for misbehaving in the hallway, clearly articulating to the child the expectations of Joseph Elementary.

JES has been 'home' to this principal since 2006. Prior to this time, she was an Assistant Principal at another Wampler County elementary school. In an informal conversation during the principal observation, she described that over the course of the past six years, her teachers and students at JES had become a family. The principal continued by talking about knowing and appreciating the parents of her students and how she felt like having an open-door policy contributed to her building relationships with her teachers.

Novice Teachers

Joseph Elementary School has historically had a high number of teacher turnovers. With nine novice teachers being recognized as apprentice teachers, 34.6% of the faculty has less than 5 years' experience at this time. Though there is not a formal mentor program in place, the principal shared during an informal conversation that she felt strongly that her new teachers were supported by their peers and the instructional coaches in the school. The principal continued to describe how she uses the schools mandated weekly collaboration to foster new teacher development, recognizing the collaboration as a mentoring component. New teachers also participate in the Wampler County New Teacher Academy and in ongoing school system mentor program.

The System for Teacher and Student Advancement

In 2010, JES was designated as a The System for Teacher and Student Advancement (TAP) school, which is a “comprehensive school reform that restructures and revitalizes the teaching profession by providing teachers with powerful opportunities for career advancement, ongoing professional development, a fair evaluation system and performance-based compensation” (National Institute for Excellence in Teaching, 2012, para 3). As a TAP school, teachers and administrators receive ongoing professional development workshops that focus on specific teaching strategies. The weekly workshops, termed as *cluster meetings*, target one skill and are then followed-up by individualized coaching which allows a Mentor or Lead Teacher to plan with another teacher, observe a lesson, or co-teach a lesson based on the new strategy. A unique characteristic of the TAP model is that teachers are compensated for student achievement and that development and coaching occurs weekly in each

classroom. While observing the assistant principal, she participated in the second grade weekly TAP workshop. The assistant principal did not facilitate the session but rather was an active participant. At the conclusion of the workshop, the administrator stayed and provided constructive feedback to the instructional coach based on the professional development delivered to the teachers. A visual representation of the key components of TAP is presented in Figure 5.

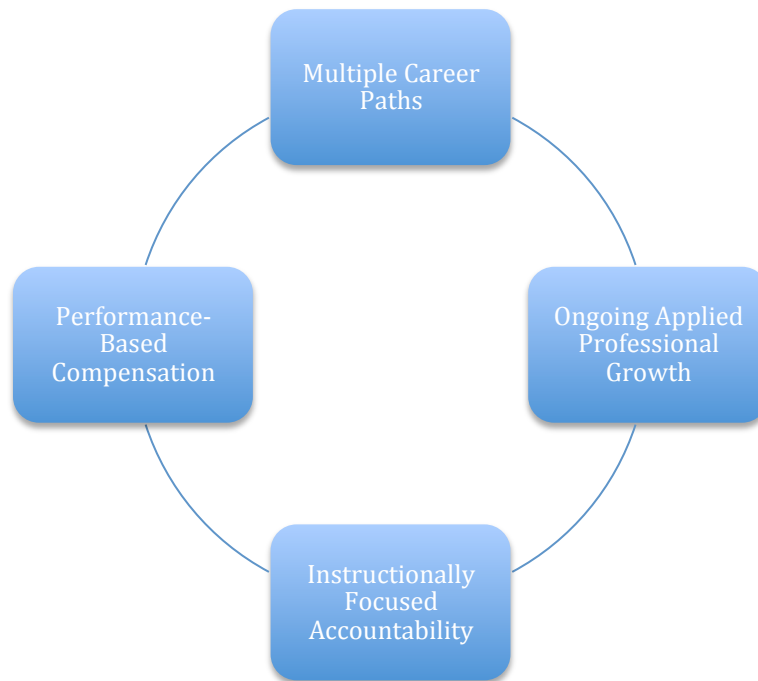


Figure 5. Interrelated Components of TAP

Note. Source: National Institute for Excellence in Teaching website (2012).

The TAP model of leadership develops not only the classroom teachers but also the members of the leadership team. The leadership team is comprised of the principal, assistant principal, master teachers, and mentor teachers and meets weekly. The purpose of these leadership team meetings is to increase proficiency in at least one of the core TAP areas (JES's Principal Leadership Observation Rubric, 2012). The meeting agenda provides opportunities for development that is focused on a specific objective, is facilitated by the principal, and has active engagement by the other team members.

Classroom Management

Classroom management at JES differs from teacher to teacher across and within grade-levels; however, all teachers share the same commitment to creating a safe learning environment. As illustrated in the school mission statement, *To provide a safe learning environment that empowers students to be academically accountable based on established performance standards and to become responsible citizens and life-long learners who are able to meet the challenges of a changing society*, Joseph's classrooms illustrate this mission with student accountability systems for behavior and reading. The expectation at JES is for students *to respect yourself, respect others, and respect our school*. Using these school rules as a guide, each teacher is responsible for ensuring that his/her classroom has a positive learning environment with a management plan that best fits the needs of the teacher and students.

JES teachers use both positive and negative consequences when dealing with student behavior. Examples of positive consequences utilized in classrooms include student sticker charts, reward posters, and recognition bulletin boards displayed to

identify students that are behaving appropriately. Two observed teachers had a tangible reward system where students received a small token (a positive note on his/her desk or name going up on the behavior chart). On the other hand, teacher management plans varied greatly in sophistication and in use. Teachers had flip charts, color wheels, individual behavior notebooks, and interactive bulletin boards. The teacher handbook provides guidelines to help distinguish what types of misbehavior should be dealt with by the classroom teacher and what behaviors are typically office referrals.

Collaboration

JES teachers participate in two to three meetings a week. PLC meetings, held one Tuesday a month, focus on student data. During this time, teachers discuss current data and individual student growth. Cluster meetings, a requirement of being a TAP school, meet each Thursday and focus on effective instruction and teaching strategies. During this time, a mentor teacher (i.e., an instructional coach) facilitates the professional development on a specific strategy of effective instruction. Lastly, the administrator asks each grade-level to meet together on the three remaining Tuesdays for instructional planning. This time is dedicated to discussing upcoming plans, activities, and the State Performance Indicators to be delivered during the upcoming week. The physical location of classrooms contributes to the impromptu meetings held by grade-level since teachers in each grade-level are located in one area of the school building.

Conclusion

In Chapter 5, a rich, thick description of the context of this multi-site case study was presented. The chapter began with an overview of Wampler County School

System. Next, the reader was exposed to descriptive data on the three elementary schools serving as cases: Sugar Loaf Elementary School, Nauda Elementary School, and Joseph Elementary School.

Chapter 6 will provide a cross-case analysis and findings for the three elementary schools. First, an in-depth analysis of the data will be presented. Then, using the principal as an instructional leader (Blase & Blase, 2004) as a sieve, the support provided to novice teachers from the principal in the area of classroom management will be examined.

CHAPTER V

CROSS-CASE ANALYSIS

Thick rich descriptions of the Wampler School System, Sugar Loaf Elementary School, Nauda Elementary School, and Joseph Elementary School were presented in Chapter 4. The three elementary sites were introduced separately in order to provide the reader a contextual reference. The research questions that were addressed in this study for cross-case analysis are as follows:

1. What methods of support do elementary school principals provide when facilitating the development of novice teachers' classroom management?
2. How are the perceptions of elementary school principals similar to and different from those of novice teachers regarding the methods of development offered in the area of classroom management?

The purpose of this chapter will be to present the themes developed from the data collection across the three cases. In order to ensure confidentiality of the participants in this study, a cross analysis of the data from all schools was conducted. Therefore, in answering research questions one and two, the cross case data analysis, themes, and findings from Sugar Loaf Elementary, Nauda Elementary, and Joseph Elementary will be introduced. To ensure trustworthiness, triangulation of the data sources (i.e., the interviews, observations, and field notes) is included in the findings.

Research Question 1

In this section, the first research question is examined and the major themes that developed from the data analysis are shared. The qualitative data collection at the three Wampler County Schools included interviews, observations, and field notes. Data

collection within one site was conducted simultaneously, with observations occurring at the completion of the interview process. (See Table 3 and Appendix E for details of the participants in this study.). The research at each site was completed separately, and a cross case analysis is being presented. Themes were developed using the principal as an instructional leader (Blase & Blase, 2004) as the theoretical lens through which to view the data.

The intent of the first research question was to determine what methods of support instructional leaders were providing to novice teachers in the area of classroom management. Five themes developed that addressed the first research question regarding specific methods of support. As summarized in Table 4, each theme that was developed is represented in various ways and presented as the method of support. These methods are thoroughly discussed within this section.

Table 4

Analysis of Methods of Support Provided by Principals

| Method | Examples |
|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Collaboration | Scheduled PLCs; Active participation in PLCs by the administration; Participation in action teams; Participation in grade-level meetings |
| Communication | Provides feedback; Communicates in verbal and written form; Provides principal praise |
| Instructional Support | Supportive; Knowledgeable and understanding of the curriculum; Responsive to suggestions; Providing of support persons; Coaching; Completing tasks in support of teachers; Mentoring; Observing teachers; Supplying strategies to teachers; Being visible in the school; Regularly visiting rooms; Providing an established administrative structure |
| Discipline Support | Responds immediately; Redirects student behavior; Deals with office referrals; Allows teacher to deal with behavior on his/her own |
| Professional Development | Offers in-house professional development; Offers school system delivered professional development; Suggests specific professional development to teacher based on areas of growth |

Collaboration

Barnett and O’Mahony (2010) asserted “effective collaboration between individuals and organizations relies on human interaction, learning, and leadership” (p. 214). The schools in this study promoted collaboration by providing opportunities for teachers to build relationships with one another and to work together to gain knowledge of classroom management pedagogy and instructional strategies. The shared values of the principals and the teachers were evident in the cohesive

method in which teams collaborated to create learning communities within the grade-levels and across the school.

Collaboration was embedded into the culture of the three elementary schools. Though the school principals mandated specific meetings each week, the interview data illustrated that these collaborative activities were viewed as valuable. The commitment of working in teams was vividly described in 20 of the 23 teacher interviews. Each school held a weekly PLC or cluster meeting, which was attended by the grade-level teachers, an administrator, and various support persons. Participants shared that the focus of PLC meetings was to analyze individual student achievement data and provide support in classroom management; whereas the focus of the cluster meetings was to enhance teaching strategies. These meetings lasted for a 45 minute block of time and served two purposes: to encourage teachers to use student data to drive instruction and to ensure that instruction was able to easily occur in classrooms that were well managed. PLC's allowed new teachers to collaborate with their peers on such aspects as managing student behaviors in small group settings, keeping students actively engaged in whole group instruction (i.e., classroom management) and analyzing student data. When asked to about opportunities to collaborate, principal participation, and the focus of collaboration, responses included:

Teacher 2: We plan on Wednesdays for that 45 minutes we have, and then Thursdays we have the PLC for 40 or 45 minutes.

Teacher 7: [The principals] are just coming in and listening basically and offering support [about classroom management and discipline] if we need it or a question or something.

Principal 2: It's a good place to just start for just generalities, but then as the [student] behaviors continue to escalate, though, some of the things that we would do is we [the principal, teacher, and sometimes the PAC person] would sit, almost as if we were doing a functional behavior assessment, and we'd talk about "let's look at a few of the target behaviors." We wouldn't talk about all of these as a whole, but we would talk about what are those target behaviors. And then we would try to look at what could we do to specifically target those [behaviors].

As I observed classroom instruction and individual principals, I found evidence that collaboration regularly occurred. Teacher observations made collaboration apparent with common use of specific management systems and the pacing of the curriculum being taught to the students. The following comment seemed to sum up one principal's philosophy on teacher consistency within a grade-level from class to class.

Principal 1: We don't have a school-wide discipline plan, but I ask them to have a grade-level plan that's consistent. It doesn't matter...my big concern is that it shouldn't matter whose classroom your child is in, if they're in first grade that they have a very similar experience. Teachers nowadays can't go out and do their own thing. We have to work together because we have the standards... they have to follow the standards. But, I tell them, "Your creativity comes out in how you teach those standards," so it shouldn't matter which first grade class or second grade class I walk into, everybody should be doing about the same thing within a day or two of each other.

Though all of the teachers who participated in this study may not have the same management plan as the other teachers in their grade-level, 10 of the 20 teachers utilized a common grade-level management system.

When probed about other opportunities for collaboration, participants shared examples such as action teams, Leadership Team, grade-level meetings, and faculty meetings. These meetings occurred on regular (i.e., weekly to bi-weekly to monthly) intervals. Fifteen of the teachers indicated that their principal participated but did not facilitate the collaboration. In addition, the principal supplied support persons to teachers to facilitate additional opportunities for collaboration. Participants spoke candidly of their principals' contribution and that of support persons in classroom management:

Teacher 1: I have a student who—we've just—everyone in the building has just struggled to figure out what to do with him. The administrators couldn't really figure out; the guidance counselor couldn't [either].

Teacher 3: Then I've had some behavior issues this year that have come from a deeper place, so I've worked with the guidance counselor a lot this year to try to see what was best for that child and we have also spoken to the parent in that case as well to try to get them to come in and talk to us [the teacher, principal, and guidance counselor] to see what changes have been going on that would cause this change in behavior.

Principal 1: One of my new teachers had a specific child that was really just disrupting the classroom. So, we made a plan. She and I sat down and made a plan with the PAC teacher, and we [principal and PAC teacher] gave her a radio,

and lots of times, just putting that radio plan into place and letting the child know “When I call that ... if I have to call the radio, then you’re going to be leaving the classroom, and it’s not going to be very good for you.”

As stated above, each grade-level participated in a weekly PLC or cluster meeting. During one PLC meeting that I observed, teachers and the principal analyzed second grade Curriculum Based Measurement (i.e., ongoing math and reading assessment results) data. Prior to the meeting the principal had analyzed the data for the grade-level. During the PLC, the principal and teachers discussed individual students citing specific improvements, potential setbacks, and outlined plans of action for classroom management. These plans of action included ways to academically engage the students in learning and to ensure the students were on task and behaving appropriately during instruction.

Collaboration about classroom management methods was a form of support found to be essential by both classroom teachers and their principals at all three elementary schools. Developing a schedule that allows for regular team meetings between colleagues and maintaining open-door policies allowed the principals to actively collaborate with teachers outside of the arena of meetings. As the teachers noted various ways they collaborated with their principal, they often cited specific incidents, such as helping out at faculty meetings, being a ‘learner’ with the principal at professional development, and discussing instructional strategies used in the classroom. Two of the three principals described individual novice teachers that they worked with in the area of classroom management. In addition, all three schools provided a Personal Accountability Class (PAC) teacher who assisted the teachers and principals with

student behavior. The following statements provide insight into individual management incidents in which the principal has supported teachers:

Teacher 2: I met with my principal and I was almost in tears and I was like “I don’t know what to do. They [the students] do not do what I say.” And so, [the principal] came into my room and we re-arranged my desk, and I decided to pull cards [a common primary classroom management system] because before they [the students] were just like marking a chart.

Teacher 6: I have a certain behavior schedule [this is a behavior management contract] with one child that’s been created with one of the administrators and the PAC teacher, and it’s a work in progress that we’ve changed some and altered and implemented.

As found through the interviews and observations at these three elementary schools, when the principal provided opportunities for teachers to collaborate about classroom management, the teachers considered the meetings as the norm. The collaboration between teachers appeared to be the way of life within these schools. Teachers met both in weekly scheduled meetings and in spontaneous, informal gatherings such as during lunch, in hallway discussions, and unscheduled afterschool team time. During my observations in each school, I witnessed teachers choosing to spend their ‘free’ planning period (i.e., a planning period without a scheduled meeting) with their grade-level team.

Communication

Leithwood, Louis, Anderson, and Wahlstrom (2004) identified that “promoting effective communication” (p. 1) is a basic aspect of a successful leader. With this in

mind, four forms of communication surfaced during the data analysis: regular feedback, written communication, verbal communication, and teacher praise. The written and verbal communication referenced was both formal (i.e., evaluation paperwork) and informal (i.e., hallways conversations and emails).

Principals and teachers alike acknowledged that the Tennessee Educator Acceleration Model (TEAM) evaluation paperwork provided specific instructional feedback from the principal to the teacher. TEAM, a newly mandated observation system under Tennessee's First to the Top Act, is utilized when evaluating certified teachers. The system is based upon three factors: observation data, student growth scores, and student achievement data (National Institute for Excellence in Teaching, 2012). The evaluation feedback, which was formally presented to teachers by the principals, was positively highlighted as a method of support. This feedback was focused on planning, instruction, and the classroom environment, which concentrates on the teacher's management of the classroom. TEAM surfaced often in interviews as being an approach of written and verbal communication for principals. Nine teachers and two of the principals interviewed referred to the evaluations when describing ways that the principals provided specific feedback and strategies for reinforcement or refinement. An example would be Teacher 9's words on the feedback provided after an evaluation:

[The principals] are great about giving you positive feedback about your observations. I have really liked how the post conferences go. [The principals] definitely start with your high points and definitely make you feel good about what you are doing and how you are doing in your classroom.

To further illustrate the power of the required evaluation communication (i.e., the pre-conferences, post-conferences and paperwork), Principal 3 stated:

It's a conversation. And once you get started talking about their teaching, it sparks lots of conversation, so we're talking about that specific indicator and that skill for that lesson, but then we're asking them how they can apply that to other parts in their classroom. And so we are requiring them to think about it and so it goes and goes and goes, which is a good thing. So I think that verbal feedback too, although it's planned and written on our part, with them it's communicated verbally.

Novice teachers and principals alike recognized informal communication with one another to be a customary happening. With the exception of two teachers, all of the teachers interviewed shared a narrative of an informal interaction with an administrator. During the teacher interviews, I asked each participant to imagine that his or her principal was visiting the classroom. While the principal was visiting the room, the teacher's classroom management and instruction was either 'flawless' or disrupted by an extreme student behavior. Teachers were then asked to share what the administrator would say or do. This question was asked with the hopes of gaining insight into specific ways that principals communicated with teachers and if feedback was typically provided. Teacher responses varied greatly in the level of knowledge of what the principal would say on a visit to the classroom that was not a part of an evaluation. Positive comments included:

Teacher 1: [The principal], quite often, will give you verbal recognition in front of your class, as far as if—if they're being loud in the hallway, [the

principal will] say “Oh, I know [Teacher 1’s] class is much more behaved than this, [Teacher 1] would not allow you to act like this,” like, make sure the students are aware that [he or she] supports your expectations as well.

Teacher 5: I think also [the principal] would come back and say “Okay, this is what I witnessed. Johnny’s a little out of control today. What are some things that you’re doing?” I think [the principal] would follow up.

Teacher 8: ...just walked right in and my kids were writing, and actually was coming to me, he was stopping at the kids desk. [The principal] was complimenting their writing and what a good job they were doing, but like even in the hall, [the principal will] just say “... I love the great job your students are doing in the hall.”

During the interview process, I discovered that all but one novice teacher appeared to be comfortable communicating with their administrator and shared personal anecdotes of past management conversations held with the principal. The following statement by Teacher 14 was typical of those offered by the teachers, “When I seek it out and go to [the principal] and say, you know, “This is what I need,” or, “Do you have suggestions,” I think [the principal is]...very good about offering help.” Teacher 1 further explained her relationship with her principal by stating, “Regardless of whether it's like personal or professional, [Principal 1 is] always there, to at least lend an ear, at least for you to feel like you have some kind of support here at school, which a lot of places don't have.” Additionally, during observations at one school, two novice teachers stopped by the principal’s office to ask a quick question and gain the principal’s input on how to deal with student behavior in the hallways and inappropriate

student talking during small group reading. This communication between the principal and the teachers was friendly and child-centered. In both incidents, the principals gave suggestions, supplied a strategy, and invited the teacher to come back and talk about the classroom management topic again at a later date. In addition, when interviewing the teachers, 13 teachers described their principals as providing oral support.

Teachers at all three elementary schools referenced that their administrators had an ‘open door policy,’ which allowed them to stop in and talk to the principal at anytime. In one school, all of the novice teachers mentioned ‘popping in’ to see their principal about a specific child’s behavior or to ask other classroom management questions. Further evidence of this was expressed by Teacher 15, “That’s the one thing I love most about [Principal 3]. We have a question; you can go ask her any time. You never feel that you were being a bother, or that [the principal] couldn’t help us.” All three principals identified having an open door policy as a necessity. Principal 3 offered:

...having an open-door policy to where they know that they can come and ask me. And several of them will. It may not be anything that we have formally set up, but they’ll catch me in the hallway or it will be afterschool and they’ll drop in and say, “Hey, so and so is really giving me a fit [a problem with his or her behavior]. Tell me what you think about—this is what I’ve tried. What do you suggest?”

In an informal conversation, Principal 3 shared that it was a priority to her to communicate to students and teachers when they were meeting her behavioral expectations or when they needed to be redirected. Examples she provided included:

verbally complimenting students on behavior in hallways, recognizing student behavior in the cafeteria and dismissal, identifying to a teacher when she observed students engaged in learning and behaving appropriately during whole group instruction, redirecting student that were talking in the hallway, and redirecting students that were off-task during independent work in classrooms. She continued to share that by regularly communicating these behavioral expectations to teachers and students that individuals knew not only what she expected but also how to meet her expectations.

From both interview and observational data, I found evidence that positive words of praise were provided to novice teachers and their students, which in itself encourages appropriate behavior. A focus on the strengths of both the teachers and the students were unmistakably obvious in all three schools. When walking in the hallway, Principal 1 greeted students by name and praised appropriate behavior. During another informal discussion, Principal 3 referenced specific times in which [he or she] had supported teacher classroom management by working closely with a student to recognize ‘good behavior.’ In addition, all schools had hallway displays that illustrated student accomplishments such as good citizenship and honor roll. Posters celebrated individual student accomplishments (e.g.. students who had ‘made’ the middle school cheer team, bulletin boards with ‘quality’ student work, and display areas recognizing teachers) were visible in the school facilities. While teachers undoubtedly identified that the principals provided praise and recognition, I found it interesting that teachers did not have a preference for specific or vague feedback. Teachers appeared to be just as pleased with general statements in the last line of a newsletter about “something about such a great job we did” (Teacher 8), as they did with praise that was specific to

their instruction or classroom management. Additionally, teachers indicated that principal praise was not only communicated in written form or verbally but also in their emotions, which was illustrated by Teacher 16 when asked how her principal illustrates praise, “Just...it just shows in [his or her] face. [The principal’s] going to be smiling.”

Instructional Support

According to research, instructional leadership is composed of behaviors that principals exhibit which impact teachers, ultimately increasing student success (Blase & Blase, 2004). In this study, the phrase *instructional support* encompasses the responsibilities that the instructional leader provides to novice teachers to support delivery of effective classroom management and instruction. More specifically, instructional support was portrayed as possessing knowledge and taking actions to support classroom instruction and ultimately influence student learning and behavior.

Principal 3 described her view of an instructional leader:

I think that, as the instructional leader, you have to clear that clean path for them to consistently see that this is the target [student achievement and well-round, well-behaved, contributing citizens],...here’s who we’re focusing on. And I think that this comes down to real names of students. And it can happen in a variety of ways.

To further exemplify the focus on student learning, Principal 1 stated, “That’s when you know you’re successful is when they [the novice teachers] lead themselves into doing those things that they need to do for kids.” The principal went on to share that “doing things for the kids” included trying new instructional strategies, changing the classroom management system, or adjusting the set-up of the classroom in order to

better engage students in learning. These examples illustrate that the principals focused their leadership on the students—and went a step beyond that of the administrative structure of how teachers are ‘managed.’ Therefore the types of instructional support exhibited by the principals included such components as mentoring, being visible in classrooms, possessing knowledge and understanding of the curriculum, modeling and coaching classroom management strategies, and supplying support persons (i.e., literacy or math coaches, guidance counselors, PAC teachers, or special education teachers).

When I asked teachers about the supports provided by principals, 19 out of 20 indicated more than one way that their principal supported their development as a teacher. This support was provided by means of modeling in classrooms, coaching teachers to try different classroom management practices, offering suggestions, and listening to classroom dilemmas. New teacher development was often focused on the principals’ knowledge of student behavior occurring in the classrooms. Teacher comments included:

Teacher 10: [The principals] came in to watch guided reading groups. And that was kind of near when it was kind of chaos. So I think that saying, “This is what you should be doing in guided reading groups. You want to go watch some other teachers and see how they manage that block of time.”

Teacher 19: [The principal is] definitely one that offers strategies. [He or she is] the one that says or offers a resource [on how to better manage student behavior].

During the novice teachers' interviews, I asked what role the principal played in their development as a teacher, specifically in the area of classroom management. In response, six of the 20 novice teachers contributed their growth as a teacher to their principal. Teacher 9 responded ...[the principal's] role has been just to kind of help us grow and identify what we need to work on. A second year teacher, Teacher 15 shared in an informal conversation that she frequently spoke to her principal about her classroom management. When asked how often these management conversations occurred, Teacher 15 answered, "Anytime. I'm getting kind of like, "Well, I'm not sure if I can do this,"

Principal 1 contributed, "I see myself as the teacher with the teachers as my students. That's kind of the framework in which I work. When I have new learnings, then I share that with the teachers and we talk about it." All of the principal interviews offered further examples of how, as instructional leaders, they worked to develop novice teachers. Examples focused on continuing to educate themselves by staying current with research and best practices, working with teachers to use data to drive instruction (both achievement and behavior data), making decisions based on the goals of the school and ensuring teachers are doing the same, being knowledgeable of classroom management systems, and grade-level curriculum. Principal 3 explained that an effective instructional leader should "just [make] sure that you are talking the same talk and knowing that they [the teachers] know what is going on [with effective instruction and school behavioral expectations]."

One of the ways that principals supported novice teachers was by readily utilizing support persons to help with ensuring that classroom instruction was effective.

Novice teachers most commonly identified the PAC as their most accessible support person. This individual was available to assist students with individual student behaviors, classroom management strategies, and to assist in the classroom with behavior if needed. Interviews and observations demonstrated that novice teachers were accustomed to utilizing support systems outside of the principal. In one observation, the grade-level teacher co-taught with two other adults (i.e., a special education teacher and a teaching assistant). The regular education teacher led the whole group instruction, while the special education teacher worked with a select few students on classwork and helped these student maintain appropriate behavior.

All teachers indicated in their interviews that the principal supplied support persons to help ensure that teachers were knowledgeable and comfortable with instruction, including classroom management. These supports included the PAC teacher, mentor programs, special education teachers, instructional coaches, and Talented and Gifted coaches. When asked to share details about the role of PAC teachers, responses included:

Teacher 2: The principal will send the PAC teacher to come get the kid, and at least he's taken to PAC for the rest of the day until she can sort things out.

Teacher 3: I'm having a lot of issues with getting work done this year—staying on task. So the PAC teacher assists me with that.

Discipline Support

A sense of partnership in the area of student discipline and classroom management was notable at all three elementary schools. The phrase *discipline support* is used in this study to characterize the actions the principal takes in the area of classroom management to support teachers. Management was an area of concern at all

sites, though the nature of the management varied from school to school and classroom to classroom. Principals and teachers alike held high expectation for student behavior, and the principals consistently extended support to the teachers in the realm of classroom management. From the collective interviews, the following quotes were typical of the partnerships between principals and teachers:

Teacher 12: I feel like our principal does work as a partner. And I don't feel like I have to carry the, quote-unquote, burden of classroom management on my own shoulders, because I know [the principal] would support.

Teacher 15: Also, there were some—there was an issue with a parent who was upset about something that happened, that their child had ended up lying about. And [the principal] was right there with me to work through the problem and—I mean it was something we did together completely. Calling me up on the phone like, “Hey let's check this out. Let's see what we can do.” And we figured out. The parent was happy.

From both the teacher and principal interviews, I found that principals trusted teachers to deal with student behavior on their own; however, they were ready and willing to come to classrooms to assist with discipline at any time. Supporting teachers with student discipline consisted of such approaches as allowing the teacher to deal with discipline on his or her own, the principal dealing with student behavior and consequences at the request of the teacher, the principal supplying strategies for student behavior, utilizing PAC, and the principal handling office referrals. I witnessed the administrator removing a child from a classroom during one of my principal

observations. The principal's willingness to take the child to the office allowed the teacher to continue with instruction.

Each principal indicated that novice teachers in their schools were viewed as apprentice managers. In fact, the voices of the principals illustrated that with the exception of 2 of the 20 novice teachers, the overall classroom management of the teachers was appropriate. Principal 3 reflected on the management of new teachers by stating, "I know [the novice teachers] are still trying to make [classroom management] their own... But I think overall, I think their classroom management skills are good."

A common thread among the interview participants was that the teachers were expected to maintain 'control' of their classroom and therefore deal with student behavior themselves if possible. Multiple teachers explained that principals were a good avenue for gaining perspective or new strategies. Teacher 6 described this when she noted, "I have gone to administration on a couple different occasions for different children and for a different approach to a certain child or how to go about some of their certain behaviors." Teachers not only felt like the principal was available to assist with discipline but that principals had a useful system for dealing with student behavior by the way of the PAC. According to Teacher 3, "The principal has set up that if we have students who have difficulty with finishing work, that they go to PAC to try to nip it in the bud." When explaining when PAC was utilized, Teacher 12 remarked, "By the time that it's written up, I have a pretty good idea of what [the principal's] going to do. Warn the child probably if it's just a disruption, or something more severe, like PAC, which is our, like, in-school suspension."

The presence of the principal as a resource and support in classroom management was evident in all schools. Principals were aware of the management challenges novice teachers faced and worked to support the management plans of the individual teachers. The words of Teacher 19 were representative of typical comments, “[The principal] is there as a resource ...willing to listen and let you explain what happened with the child before [he or she] even encounters that child so that [he or she] has all [the] facts and is able to handle the student appropriately.”

Professional Development

Leithwood, Louis, Anderson, & Wahlstrom (2004) reported that individuals in leadership roles (e.g., the principal) recognize that effective professional learning is key to teacher and student learning. Furthermore, research by Elmore (2000) explained that when there was an investment into targeted professional development for educators it impacts the success of the school. In this study, the term *professional development* is being viewed as the research materials, activities, and workshop development that teachers participate in to enhance their instruction and classroom management.

In the three schools examined in this study, the significance of teacher development as a principal priority was clearly communicated in the observations and interviews. More specifically, the principals developed teachers by not only providing instructional support but also making professional development a part of the school culture. According to the National Staff Development Council ([NSDC], n.d.) effective professional learning is essential for every person who works with children in a learning environment. NSCD defines professional development as "a comprehensive, sustained, and intensive approach to improving teachers' and principals' effectiveness in

raising student achievement" (NSCD, n.d., para. 3).

Interview data illustrated that the types of professional development offered were explicitly described by 20 of the 23 of the participants. Additionally, I observed a PLC in which teachers participated in classroom management professional development and a principal meeting, which reviewed various professional development sessions offered to teachers during the 2011-2012 school year. When describing a professional development session on classroom management held the previous summer, Principal 1 stated:

Principal 1: And in our staff development days, we do a lot with...like we may have a question of the day, this is what is going to guide us today, and we'll work in small groups and then we'll share out or we'll...we might work in one small group to begin with and then switch it up and move to another small group so they are getting to work with a different group of people. Then I put that work up in our little teacher lounge...the work that we do together, if we create a poster or something, you can see those, those are up so that people that didn't get to see everybody's, it's there to read...

The structure of the PLCs and clusters and the implementation of The System for Teacher and Student Advancement (TAP) impacted the fidelity in which professional development was provided to the school faculties. Novice teachers at all three schools identified receiving professional development specific to student behavior or classroom management. Seventeen novice teacher participants mentioned participating in purposeful observations of peers in order to improve their own classroom management. These classroom management peer observations took place

both on-site and in other elementary schools. Other development offered to novice teachers included mentor teams, research, and principal suggested development. The types of professional development were subject to change based upon how many years the novice teaches had actually taught in a classroom.

Developing teacher knowledge and efficacy was addressed in the interviews by all three principals and was also verbally supported by the words of the teachers. Principals shared that not only was specific professional development opportunities offered to novice teachers relevant to the individual teachers' need but that novice teachers also had opportunities to participate in development specific to classroom management both in the school and at the school system level. Principal 3 voiced that it was important to her to stay abreast of recent classroom management research when she stated,

Knowing [classroom management] best practices, knowing the research base strategies, knowing what is effective and what's not effective. So that when you're in a classroom you can point that out to teachers for positive and constructive criticism. I mean, you need to be able to identify those things when you see it and have the knowledge to back up why it is one way or the other.

While numerous teachers voiced that their principal suggested professional development to them, Teacher 8 specifically remarked that her principal had recently said, "Here's a [behavior management] professional development coming up that I think would be beneficial [to you]."

The most common type of development mentioned was the opportunity for novice teachers to observe the instruction of other teachers. Principal 3 described how

this was a strategy utilized for helping teachers improve classroom management skills. In order to build teacher competency, teachers were to observe other teachers both in their own school and in other schools who were effective classroom managers. After such observation, the novice teacher would meet with a mentor or an instructional coach to hold reflective conversations. All of the teacher participants shared that observing other educators had occurred within their grade-level, vertically, and in other school sites.

The elementary schools in this study not only designated professional development days and system-wide workshops to increase teacher knowledge and competency in classroom management but also had teacher-led professional development. In order to ensure classroom management strategies were regularly exposed and reviewed with teachers, schools utilized such development opportunities as 10-minute strategy sharing at the beginning of faculty meetings, grade-level strategy sharing, and Wacky Wednesdays. Professional development termed as ‘Wacky Wednesday’ was held approximately 15 times over the course of the 2011-2012 year. These professional development sessions were conducted by teachers and attended by teachers and principals.

Summary of Research Question 1 Findings

In response to the first research question, data presented provides evidence of the methods of support facilitated by the principal to novice teachers in the area of classroom management. All five findings—communication, collaboration, instructional support, discipline support, and professional development—were abundantly clear in the data collection. Principals made a conscious decision to vary

the types of communication utilized and to communicate regularly with novice teachers. This communication occurred frequently and was specific to the management needs of the individual novice teachers. As leaders, the principals were actively involved in weekly collaboration and in the professional development of individual teachers. The methods of instructional support provided to novice teachers were plentiful and available not only from the administrator alone but also from additional instructional leaders in the school. Teachers recognized the ways in which principals supported them instructionally and how they were assisted in the area of classroom management. These data revealed five methods of support that were provided by elementary principals to novice teachers in the area of classroom management.

Research Question 2

The second research question, examined the perceptions of principals and teachers, was addressed once the methods of support provided to novice teachers from principals were identified for Research Question 1. The interview and observation data utilized to answer the first research question were reorganized when considering the second research question. While the first research question included all compiled data, the second research question was analyzed by separating the data set into two groups: principals and teachers. By doing this, I was able to isolate the perceptions of each group of individuals.

The three participating schools were representative of 23 participants: three principals and 20 teachers (see Table 4). Separating into two data sets, one for principals and one for teachers, I examined the data in a variety of methods in order to provide a global understanding of the findings across the three cases. The first

technique utilized was to consider specific questions asked to the participants and to compare the answers of the two data sets. Next, I explored the depth of specific answers to find continuity or dissimilarity between the perceptions of one group of participants in comparison to the other group. Using observation transcriptions, field notes, and the interview transcriptions, I triangulated the data sources. Lastly, I calculated the codes present in each method of support that evolved from the data.

As presented in response to research question one, the most prominent methods of support provided by principals to novice teachers in the area of classroom management were identified as collaboration, communication, instructional support, discipline support, and professional development. Though these five methods are discussed in research question two, there are two other areas of focus that will be examined: (1) feedback and positive recognition, and (2) expectations. Within this section, the findings for research question two which examined the similarities and differences of principals and teachers regarding the methods of development offered in the area of classroom management by the principal will be presented.

Collaboration

The perceptions of both principals and teachers revealed that collaboration was viewed as a method of support for the development of novice teacher classroom management. The collaboration between teachers happened formally in meetings and also informally as Teacher 11 described by “talk[ing] about [student discipline] all the time on the playground or at lunch.” I found collaboration to be ingrained into the culture of the schools and that team activities, with or without the participation of the administrator, occurred on a daily basis. Therefore, the evidence surrounding

collaboration as a method of support identified the perceptions of the principals and teachers were most often similar. Teachers and principals alike referred to a multitude of outlets for daily collaboration. The following perceptions provided support for this finding:

Teacher 6: We meet once a week for PLC. Our grade-level and administration are typically in there, and occasionally I have met with other administrators...more times than not on some of the different cases [i.e., specific students with behaviors] in this class.

Teacher 19: ...this year being a TAP school, it's collaboration galore, you know? Every Thursday we have cluster meetings. You are constantly working with your [instructional coach or PAC coach], who is a support person who is providing that extra support.

Principal 1: I purposely try to put people outside of their grade-levels [during professional development and faculty meetings discussions of classroom management] because we do a lot PLC work, that's all grade-level work, and so I see great things happening in each PLC at each grade-level, and so when we have an opportunity to work together as a whole staff, I try to mix it up in a variety of ways.

Across all three sites, principals regularly participated in collaboration with teachers on individual student behaviors, management strategies, and ways to reinforce positive behaviors. In addition to the weekly PLC and cluster meetings, novice teachers participated in one to two other collaborative activities each week. Teachers at each of the three schools indicated that they were involved in grade-level planning but that the

principals did not attend these meetings. At grade-level meetings, teachers typically discussed instructional planning, student data, and management techniques utilized in each classroom. While teachers did not label these meetings as *mandatory*, the principals stated that all teachers participated in grade-level meetings. In support of this, the majority of the teachers spoke of participating in either regularly scheduled meetings or in daily team activities within grade-levels.

The level of collaboration varied from teacher to teacher with participants referring to having regularly scheduled grade-level meetings to Teacher 5 stating, “my team, we pretty much meet every day.” Teacher 5 continued to explain that it was this daily 10 to 20 minutes during her first year of teaching that helped to educate her on how to handle disruptive students.

Communication

One of the primary ways that principals supported the development of novice teachers in classroom management was by actively communicating with them. This element of support was considered more valuable to principals than it was to teachers. Interview data and field notes indicated that principals perceived they conducted regular, high-quality methods of communication about classroom management with teachers.

Simply assuming that teachers would ‘do their job’ and manage student behavior within the walls of their classroom was not an approach utilized at any of the school sites. Instead administrators made a conscious effort to not only know what types of management occurred in classrooms but also to communicate directives, praise, and feedback directly to individual teachers and the school faculty as a whole.

During an informal conversation, Principal 3 shared that by staying abreast of what was occurring in classrooms, she was ready to help teachers whenever needed. Furthermore, Principal 3 noted:

[The teachers] are really good about—I would rather read that email than get stuck in the middle of a situation [with a parent about a student discipline issue] and have no idea what is going on. So they are really good about giving me heads up about things like that.

Throughout the interview data, I found an assortment of communication modes utilized by the school principals such as email, newsletters, conversations in the hallways or during afterschool hours, and feedback. Though principals did more strongly perceive communication to contribute to the development of new teacher classroom management, teachers also acknowledged the methods of communications utilized by principals. One teacher even identified her principal as the first person she would talk to when she had a management issue.

As I spent time in the schools, I was able to observe communication between the teachers and principals. While spending a day with a principal, I observed a PLC that illustrated the explicitness of the feedback provided by the administrator. The words of the principal included specific student names and suggested instructional and management strategies to use with particular students. During a classroom observation, I viewed a bulletin board in which the teacher had hung student work and personal items. Hanging on the bulletin board was a note of praise about the teachers' positive rapport with her students and her 'excellent' classroom management from her principal. This note demonstrates that hand-written notes were at times used to communicate with

teachers. The general sentiment expressed in teacher interviews was that the principals supported classroom management by effectively communicating with individual teachers and the entire faculty. Typical teacher comments that reflected their perception of principal communication skills were as follows:

Teacher 9: [The principal]... definitely gives you good feedback [when your students are on task and working]. [He or she] does a great job communicating to you.

Teacher 10: I've always gotten great areas of refinement [on how to keep a positive classroom environment] and things that I really can use to go back and do, [from the principal] you know, because sometimes you get what you're supposed to be working on, but nobody ever tells you what you're supposed to be doing.

Affirmative statements from principals and novice teachers demonstrated that the perception of all participants were similar. High-quality communication focused on student behavior and classroom management was delivered both informally in a conversation or formally in a meeting occurred in the schools. Comments supporting this data included:

Teacher 2: [The principal] always leaves a note on your desk [noting both behavioral and instructional feedback]. That's like, two or three things that were really, really positive that you did, and then later, maybe, if you meet with [him or her, you will] talk about some things you could have worked on. But always leaves a positive note, so whenever you see it, you're like "Yes!" You're excited, you know.

Principal 2: If [teachers have behavioral] concerns, [then I hope they will] come talk to me. And so when I see those concerns, I don't want to beat around the bush with it, I want to come and say in a constructive way, "Let's talk about what this looked like. Do you think it was probably the best, conducive environment for learning? And if so, talk to me about how, because maybe I missed what we were trying to accomplish here." And I don't think you have to be demoralizing or be punitive with it, but I think first you have to understand what was the goal or what was the perspective of what was going on in the classroom. Sometimes, we [administrators] just drop in for 5 or 10 minutes, and we can totally misconstrue what is occurring in the classroom.

While the responses of the teachers were primarily positive, it is important to recognize that some teachers were not aware of what the principal would say or do after visiting the classroom. Two teachers made comments that expressed a lack of knowledge of how the principal would communicate either positive or negative feedback to them with regard to their classroom management. Teacher 11 stated, "I can never think of an instance...". When asked the same questions, Teacher 12 declared, "I don't know...maybe that I was being effective or doing a good job." Though these statements were definitely the minority, these individuals were not vague in their response but instead implied that they were not certain of what their principal would communicate if visiting their classrooms.

Instructional Support

Instructional support was found to be highly important to both the teachers and principals with regard to the classroom management development of novice teachers;

however, it must be noted that principals contributed this aspect as the most critical aspect of support provided to teachers. All three elementary schools serving as cases for this study had numerous examples of how principals provided support to teachers. Examples of instructional support included providing strategies to deal with student behavior, observing a teacher at the teacher's request, being available for quick questions, and analyzing data with the teachers.

From the interview data, I gained insight into the perceptions of support provided by the principal instructionally. Across the 20 teacher interviews, every teacher pointed out that their principals were involved (e.g., providing instructional support) in their classroom instruction and management. More specifically, teachers felt principals were approachable and knowledgeable about what occurs in classrooms. Teacher 19 expressed the following statement:

So [the principal] knows exactly what we [the teachers] are supposed to be implementing in our classrooms. So if [the principal] is walking the hallways, if [he or she is] there, you know, they are questioning what you did [to keep students engaged in learning and not misbehaving], "How did you apply this [a specific strategy] in your room?" And so just being involved in it. [The principal] is not just sitting in the office with the door closed. [The principal] is involved in it.

From the three principal interviews, two of the three principals shared examples of working directly with teachers in classrooms to improve classroom management. The third principal spoke of using support personnel (e.g., PAC and instructional coaches) to do follow-up for individual teacher coaching or co-teaching. The following

comment was typical of those made by the principals with regard to their desire to be aware of what was happening in classrooms:

Principal 3: And on top of just the curriculum, knowing management best practices, knowing the research-base strategies, knowing what is effective and what's not effective. So that when you're in a classroom you can point that out to teachers for positive and constructive criticism. I mean, you need to be able to identify those things when you see it and have the knowledge to back up why it is one way or the other.

Discipline Support

The perceptions of the principals and teachers varied in the area of discipline support. The data illustrated that teacher perceptions of principal support were high and that teachers considered principals to supply more than adequate support with discipline. Teachers spoke candidly of their personal management systems and when and why principals were contacted to assist with discipline. Eight teachers shared that student behavior had to be extreme and their own methods of disciplined exhausted before considering to contact a principal for assistance. At the same time, teachers felt secure that the administrator would be quick and ready to help with classroom discipline at anytime. The following comments were typical of those expressed in interviews:

Teacher 5: ...when I've had to write a referral, [the principal's] dealt with it immediately.

Teacher 14: ...if I needed [a student] to be removed—we [the teacher and principal] had a system where I would call the office.

Teacher 16: ...if it's necessary to send [students] to the office then that's what we [the teachers] do. I know that [the principal will] support us if we do have to send them down, if that is necessary. But we, you know, I try to make that a last resort and try to handle it at a classroom level first.

While principals did share anecdotes of how novice teachers were provided discipline support, the interview data did not portray this support to be pressing in nature, whereas the teachers viewed principal support with discipline as imperative. Teacher words expressed that the principals were *available, ready, would supply strategies, and had relationships with specific students*. The teachers thoroughly described how their principals supported them in the area of classroom management. Examples are as follows:

Teacher 6: I have gone to administration on a couple different occasions for different children and for a different approach to a certain child or how to go about some of their certain behaviors.

Teacher 12: I feel like a principal who is—like the one I have—organized, intervenes when there is a problem, whatever the problem may be, in this case, classroom management. Is on top of it, is, you know...set-up some structure for me as a teacher to be able just teach and not worry so much about...the kid I had laying on the floor screaming and I have 20 other children...I don't feel like that's a...problem for me to worry about...I don't feel like I have to handle it on my own. And that frees me up to teach.

Teacher 15: [The principal's] great to help us out if we need any kind of extra support, especially talking to the students—talking through a problem, rather

than just coming down as the disciplinarian. “How can we change this? What was your behavior? How can we grow from this?” That kind of thing.

Teacher 19: [He or she] is there as a resource that—okay —[the principal’s] willing to listen and let you explain what happened with the child before she even encounters that child so that [he or she] has all her facts and is able to handle the student appropriately.

The perceptions of the principals and teachers illustrated that the schools had systematic processes for dealing with student behavior. Although there were not formal procedures at each school, all three schools had an established norm for how discipline issues were to be managed. Each school expected the teacher to handle all non-serious discipline issues (i.e., typically the ones in which the child or others are not hurt) at the classroom level. More serious student infractions were considered office referrals. Overall, teachers felt supported in classroom management by administrators and that the principals and teachers were partners in dealing with student discipline issues.

Professional Development

The perceptions of the teachers and principals were similar in the professional development offered from the principal in the area of classroom management. Interview data illustrated that teachers perceived principals supplied more professional development support than the principals perceived, though it must be noted that the difference was minimal. When triangulating the three data sources for this study, it was evident that professional development as a method of support for management was considered valuable by both teachers and principals.

Principals and teachers described what constituted as professional development and what was found to be the most beneficial to teacher growth quite differently. Principals gave details of research (e.g., books and articles) and individual workshops, whereas teachers described peer observations, workshops, PLCs, and individual conversations with their principal as professional development. In fact, while all three principals discussed research, only two teachers identified it as a type of development provided by the administrators. When asked about research on classroom management, Principal 2 stated that he purchased his novice teachers with Harry Wong's (2009) *First Days of School* to help new teachers with understanding how to prepare to manage the classroom from the start of the school year. Responding to the same question, Principal 1 said, "I read a lot. I think that it's important for me to stay on the cutting edge of what's happening. And so, I am continually reading articles, books, that sort of thing, and then I share that new learning with my teachers at staff meetings, staff development days."

Teachers' perceptions illustrated that novice teachers were developed in an assortment of methods which included the following: peer observations, new teacher workshops provided by the school system, in-service workshops in their own school, opportunities to participate in coaching and co-teaching by instructional coaches, and cluster meetings. One interview question specifically asked what types of classroom management professional development were offered to novice teachers. Nine out of the 20 teachers described more than one form of development. Teacher remarks about classroom management professional development available to novice teachers included:

Teacher 8: We have a mentoring team, and so, if it's a new teacher [struggling with classroom management], that situation then...the principal might suggest to the mentor kind of how to go about it, maybe this is an area that they need to strengthen and help them out with this kind of thing.

Teacher 16: I was allowed to go to another school and observe a teacher. And that helped me a lot, like I got tons of ideas [on behavioral strategies].

Teacher 19: 'Go find out how this person effectively does centers and how you can apply that in your room.' [The principal is] always is offering—[he or she] suggested the quality teaching institute or the team TAP training for this year; suggested in future growth plans...[he or she is] very involved in that, of what [he or she] wants you to do exactly. 'I want you attend professional developments. I want you to read this book or read these articles.'

Consistent professional development occurred in the elementary schools in this study. While principals and teachers revealed different professional development activities as the most beneficial to classroom management, all of the participants repeatedly acknowledged that professional development regularly occurred and contributed to teacher growth. In addition, in many incidences the principals were active participants in the professional development, which again played into the principal's ability to provide behavioral support to novice teachers.

Feedback and Positive Recognition

A method of classroom management support that was more evident with teachers than principals was the use of feedback and positive recognition. The feedback principals provided to teachers was considered "information about the accuracy of

their performance and the errors to be avoided,” whereas positive recognition “encourages displays of correct performance and discourages occurrences of errors in the future” (Lindsay, Sugai, & DePry, 2002, p. 191). The practice of acknowledging teachers by the use of specific words or actions was deemed valuable by the words of the teachers throughout the participant interviews.

The overall sentiment expressed in teacher interviews was that principals made an effort to positively reinforce and recognize when teachers managed their classroom well. When asked how her principal would provide feedback about her classroom management, Teacher 19 declared,

There’s always something for you to improve on. She’s going to praise you for what you did right. There’s always going to be three strengths, but there’s always going to be two or three weaknesses that you need to improve on.

Additionally, teachers voiced that the principals were quick to recognize student behavior or compliment a class activity. Novice teachers at all three schools consistently commented that praise (e.g., either words or actions) from the principals occurred. Teacher 3 stated that when her principal visited the room and “sees that the students are on task and they are doing what they are supposed to be doing, we do get recognition for that from the principal.” Teacher 8 added, “Whether it be a pat on the back or a ‘hey, how’s it going’...I mean, just that. I think that even that personal recognition makes you feel good.” When asked how principals would react to various scenarios in their classroom, 15 of the 21 teacher participants were able to supply a real-life example. Teacher 2 shared the following example:

If [the principal] saw you doing something really well, such as keeping students actively engaged in learning,...well when you're all meeting for PLCs, [he or she's] like "You guys really need to talk toAnd [the principal] does it in a way that is not like showing you off, but in a way that it's like 'is a good resource...'

Principals voiced and illustrated through their actions that teacher praise and recognition was important and that at times its implications on teachers were surprising. Although all three principals illustrated that teacher praise was important, it was also acknowledged that it was occasionally taken for granted. Apart from bestowing praise on teachers, principals must also recognize teacher accomplishments. Principals shared examples of recognizing teacher accomplishments in classroom management through emails and newsletters. However, Teacher 10's words were typical of the novice teachers when describing the words her principal had said to her, "I like the way that you run your center time. Maybe you could share that with everybody else." To this novice teacher, the act of sharing her management strategies utilized during center time with her peers was a great compliment. An example of how the principals viewed positive teacher recognition would be Principal 2's words described a method utilized at his elementary school. To ensure that recognition occurred and was not overlooked, Principal 2 utilized formal Wampler County paperwork to document a teacher's positive learning environment and effective classroom management. He stated,

...in terms of one-on-one or anything of that nature, we talk about the professional conferencing record...[and] how much I appreciate [that the form] recognizes and affirms what that teacher is doing.

Though the types of praise and recognition being delivered to teachers varied from principal to principal, the act of acknowledging the good work of the teachers was unmistakable in all schools. When interviewing teachers, it was noticeable that principal praise to students was viewed as a compliment. Teachers utilized the praise from a principal as a behavior incentive. Teacher 8 stated, “Anytime they get a compliment from an administrator, they get five stars which is part of my classroom management.” Teacher 3 shared, “When we do well for testing or on our evaluations, when [the principal] sees that the students are on task and they are doing what they are supposed to be doing, we do get recognition for that from [the principal]” Other examples of acts of positive recognition related to the area of classroom management by principals to teachers included post-it notes, school guests visiting his or her classroom, and hallway displays.

A common thread among interview participants referenced the positive words of principals. The following perception offered by Teacher 15 was typical of those offered by other teachers about how principals bestow praise for a positive classroom environment: “*Hey, how’s it going? You’re doing a great job—just those little extra pieces of encouragement.*” With 75% of the teachers sharing a specific anecdote of when the principal had illustrated praise or recognition about classroom management, the impression was that teacher praise occurred regularly, and rather organically (i.e., it was natural and not necessarily planned). In contrast, when principals described ways in which teachers were recognized, the descriptions primarily included strategies utilized to communicate praise such as how to incorporate teacher praise into faculty

meetings, establishing an award to be presented from teacher to teacher, or teacher recognition in grade-level meetings.

Expectations

Expectations, which are considered the *expected behavior or performance of a person*, were an element that was expressed by many teachers and principals when discussing the realm of classroom management. Brock and Grady (1997) found six areas that principals expect novice teachers to demonstrate success—one of these areas being classroom management. Roberson and Roberson (2009) identified that it is natural for new teachers to look to an administrator for knowledge and mentorship. Consequently, it would seem natural that if a principal had established clear expectations, both behaviorally and academically, that teachers would also exhibit this behavior. In this study, data illustrated that principals more than teachers perceived expectations to be a method of support for classroom management.

The expectations of the principals were illustrated in the interviews and observations. Principal 3 shared what worked well within his or her school by stating that a “lot of it goes back to knowing the kids and knowing the families that we serve and their expectations as well.” He continued to speak about how relationships with individual students can empower a child to behave appropriately or accomplish an academic task. During an observation, one administrator verbally outlined teacher expectations for professional development. I observed another principal communicating student behavioral expectations to a team of teachers. The third principal shared with me behavioral expectations with regard to a specific student who had experienced a recent discipline problem. In addition to the expectations that were

verbally shared with me through interviews and observations, the schools had behavioral and academic expectations displayed on posters in the hallways.

Expectations were not as frequently addressed during teacher interviews, though a few individuals did refer to principal expectations. Teacher 5 shared that when her principal brought a child back to the classroom after an office referral, he or she coached her on how to express behavioral expectations to the child. Teacher 14 explained how her principal expressed expectations, “It’s more of an indirect thing...like just statements that are made that imply that there are expectations.” When asked to expand on the behavioral procedures at one school, one teacher discussed her principal’s expectations for teachers and how the administrator partners with the teacher when administering discipline. Teacher 19 revealed the following:

...with behavioral expectations, [he or she] encourages many things of handling it within your own classroom; having a—making sure that you have some sort of classroom management that is shared with the kids. And...[he or she] encourages the use of teacher swap, where if it gets past one point, then you teacher swap them with another teacher. Let them have time out of the classroom, get you away from them for a little while. And then if that doesn’t work, then of course the office referral. And then there is a consequence for that action. Generally, if there is an office referral, [he or she] is very good to come in—if you haven’t clearly explained it in the office referral, but wanting to know exactly what happened and then even asking, “Well, what is your opinion?”

The most common manner that principal expectations were made evident to the teachers were by principal visibility in the schools. Teachers shared that principals were visible—in classrooms, hallways, and the cafeteria. By being visible in the school, the principal stayed abreast of the happenings of the school, and would often redirect a child that was misbehaving or assist a teacher who was having difficulty with the behavior of the class. It was this visibility, and in itself availability, that best communicated principal expectations to both teachers and students.

Summary of Research Question 2 Findings

Data collected at the three Wampler County elementary schools were utilized to examine the perceptions of the principal's role in supporting the development of classroom management skills. More specifically, Research Question 2 explored the similarities and differences of the perceptions of principals and novice teachers. There were seven themes; five of these were previously developed when answering Research Question 1. Three findings were found to have common perceptions shared by both the principals and teachers: collaboration, instructional support, and professional development. Two findings, communication and expectations, were perceived by principals to be more valuable methods of support. Finally, discipline support and feedback and positive recognition were deemed more vital as classroom management support methods to teachers than principals. Although there were slight differences in the perceptions of teachers and principals in some of the methods, all seven methods of classroom management support were evident in the data analysis.

In Chapter 6, conclusions and implications for this study will be presented. The reader will be exposed to a discussion connecting the literature and the study's findings

with an emphasis on the theoretical framework. Lastly, implications for practice and for further research will be discussed.

CHAPTER VI

CONCLUSIONS AND IMPLICATIONS

The purpose of this multi-site, qualitative case study was to investigate the principal's role in facilitating the development of classroom management skills of novice teachers and to determine the similarities and differences between principal and novice teacher perceptions of classroom management. Examining three elementary principals identified as effective instructional leaders and 20 novice teachers realized this purpose. This study specifically sought to answer the following research questions:

1. What methods of support do elementary school principals provide when facilitating the development of novice teachers' classroom management?
2. How are the perceptions of elementary school principals similar to and different from those of novice teachers regarding the methods of development offered in the area of classroom management?

To identify the school sites, three elementary supervisors in Wampler County completed an instructional leadership checklist based on research by Blase and Blase (2004). The checklist included seven attributes exhibited by principals recognized as effective instructional leaders. Three elementary principals were selected and agreed to participate in the study. In addition to the three principals, the study involved 20 core content K-5 novice classroom teachers.

To answer the research questions, qualitative data were collected in the spring of 2012 in the form of interviews, observations, and field notes. Interview transcripts were exported into Dedoose, an online qualitative and mixed methods research

software program. Cross-case analysis was conducted across the three sites to determine the methods of support utilized and to compare the similarities and differences of principal and teacher perceptions. Conclusions about the findings were interpreted and considered from the lens of the principal as an instructional leader (Blase & Blase, 2004).

The theoretical framework of the principal as an instructional leader served as a filter for collecting and analyzing the data. The lens from which this study was viewed was based upon the work of Blase and Blase (2004), which identified seven behaviors exhibited by effective instructional leaders. These behaviors included making suggestions, providing feedback, modeling effective instruction, soliciting opinions, supporting collaboration, providing professional development, and bestowing praise for effective teaching. My research utilized Blase and Blase's behaviors as a sieve for examining the actions (i.e., behaviors) of principals in the area of classroom management. More specifically, the leadership behaviors found in this study focused on behaviors that principals recognized as strong instructional leaders exhibited when developing novice teacher classroom management skills.

Six of the seven strategies identified by Blase and Blase (2004) were evident in the behaviors exhibited by the principals in this study. The six behaviors that were present (i.e., making suggestions, providing feedback, modeling effective instruction, supporting collaboration, providing professional development, and bestowing praise for effective teaching) were interwoven into the findings of this study (see Table 5). The seventh behavior, soliciting opinions, was minimally mentioned by principals but was not sufficient enough to materialize as a theme. The data indicated that the behaviors

of an instructional leader identified by Blase and Blase were not necessarily the only methods of support principals exhibited; consequently this study found additional methods of support (i.e., behaviors) principals demonstrated when supporting new teachers in classroom management.

Table 5

Comparison of the Behaviors of Blase and Blase with the Study's Findings

| Blase and Blase | RQ1 Findings | RQ2 Findings |
|--------------------------------------------|--------------------------------------------------------|-----------------------------------------------------------------|
| Making suggestions | Instructional support; Discipline support | Instructional support; Discipline support |
| Providing feedback | Communication | Communication; Teacher recognition |
| Modeling effective instruction | Instructional support | Instructional support |
| Soliciting opinions | Not sufficiently addressed by study participants | Not sufficiently addressed by study participants |
| Supporting collaboration | Collaboration | Collaboration |
| Providing professional development | Professional development | Professional development |
| Bestowing praise for effective teaching | Communication; Instructional support | Communication; Instructional support; Teacher recognition |
| N/A | N/A | Expectations |

Conclusions

In Chapter 5, a cross-case analysis was utilized to seek answers to the two research questions: (1) What methods of support do elementary school principals provide when facilitating the development of novice teachers' classroom management?; and (2) How are the perceptions of elementary school principals similar to and different from those of novice teachers regarding the methods of development offered in the area of classroom management? The data collected from observations, interviews, and field notes were analyzed using the theoretical framework of principal as an instructional leader (Blase & Blase, 2004).

Research Question 1

The findings related to the Research Question 1 in this study examined the methods of support provided to novice teachers in the area of classroom management. Evidence from the data detailed five methods of support utilized in three elementary schools. The principals in Wampler County schools embraced their roles as instructional leaders, which in turn allowed the methods of support provided to new teachers to be outlined to the reader. Participant observations and interviews exemplified that there were five distinctive methods of support (i.e., collaboration, communication, instructional support, discipline support, and professional development) utilized by principals when developing the classroom management of new teachers.

This study examined the behaviors of principals identified as being effective instructional leaders with a specific emphasis on how these behaviors contributed to the support of new teacher classroom management. When considering the principal as an

instructional leader, it is pertinent that the leader act as a facilitator by improving classroom teaching and learning (Darling-Hammond, Meyerson, LaPointe, & Orr, 2009). One way in which this was done was by supporting the classroom management of individual teachers. According to Marzano and Marzano (2003), the teacher's position as the classroom manager is one of the teacher's most important roles. This study provides educators with behaviors that support teacher development, with an emphasis on the area of classroom management.

Principals need to gain awareness of teacher progress and have the ability to contribute to teacher learning and support (Blase & Blase, 2004). The first method of support discovered in this study was the practice of collaboration. As referenced in the literature review, the principal and teachers should be entrenched in collaboration with one another, specifically in professional development (Diaz-Maggioli, 2004). Principals were regularly involved in teacher collaboration about classroom management both in formal meetings and in informal hallways/afterschool conversations. Novice teachers turned to their principal for management coaching related to individual student behavior, class engagement, and management strategies. In addition, the principals exhibited support to their new teachers by providing a specific support person for student behavior and classroom management (i.e., PAC teacher). Collaboration was embedded in each of the school cultures and occurred daily.

The norm of daily collaboration set the tone for the ongoing professional development that occurred in the three elementary schools. Consequently, the second method of support identified by the participants was professional development. Not only did teacher professional development on classroom management occur within the

school day (e.g., during PLC meetings), but principals also offered teachers opportunities for peer observations and school wide/system workshops. Peer observations based on classroom management offered the most content specific professional development for the novice teachers. Teachers and principals alike described peer observations as influential to their management. Peer-to-peer observations based on classroom management were the most frequently addressed professional development. However, principals did also encourage and mandate novice teachers to attend system-wide classroom management workshops and to read current research on the topic.

Communication was found essential in the development of new teachers. Throughout the interview process, communication was described as being systematic yet personal. Principals and new teachers communicated about classroom management in a variety of ways including conversations in organized meetings, through written messages such as newsletters and emails, and through one-on-one conversations. Though many types of communication occurred, one-one conversations were found to have the most impact on the principal support provided to novice teachers in the area of classroom management. Nineteen of the 20 new teacher participants in the study shared a personal anecdote about how they had communicated with their principal about a classroom management issue or had asked for help regarding a specific child's behavior. Teachers perceived principals as being open and available to assist with student behavior and felt that communication related to classroom management between themselves and their superiors was comfortable and consistent.

Data illustrated that instructional support was embedded into the day-to-day routines of principals and contributed to the classroom management of the novice teachers. According to research by Evans (2002), implementation of such strategies is fundamental in making certain that novice teachers are capable classroom managers. In this study, all participants reported that principal use and knowledge of instructional strategies regularly occurred; however, only the principals perceived it to be the most important type of support provided to novice teachers. Through the interviews, I found that principals were actively involved in teacher instruction by modeling lessons, supplying behavioral strategies, listening to teacher student behavior problems, supplying suggestions, and being visible in classrooms. Strategies were directly provided to novice teachers from principals and primarily focused on the principal's knowledge of curriculum and classroom management best practices. Knowledge of instructional and behavioral strategies were perceived by all participants as valuable and were recognized a part of the role of the principal.

The most evident method of support was the principals' ability to demonstrate support to teachers in discipline and classroom management. Though principals did not perceive this support to be as vital as novice teachers perceived, there was strong evidence that the principals' actions and words were fundamental to the teachers' management. Teachers relied on principals to offer suggestions, supply strategies, assist with class discipline issues, provide a Personal Accountability Class (PAC), and handle office referrals. Viewed as apprentice classroom managers, principals understood that novice teachers needed support that varied depending on an individual's skill level. Principals shared anecdotes of assisting teachers with tasks

such as arranging classroom desks in order to reduce student disruptions to dealing with individual students with extreme behavior issues. The role of the principal when exhibiting discipline support was most commonly described as that of a partner. Todd, Horner, Sugai, and Colvin's (1999) research found that when principals and teachers function as a team, both groups of individuals are better equipped to deal with student discipline issues. Within this study, I found that principals and teachers worked as partners to craft the classroom management skills of the new teacher.

Research Question 2

After determining the methods of support provided by principals to novice teachers in classroom management, question two was addressed. Research Question 2 took the results from question one and then looked at the perceptions of the two participant groups: principals and teachers. From the analysis, seven themes were developed.

As discovered in question one, five methods of support (i.e., collaboration, professional development, communication, instructional support, and discipline support) were most commonly perceived by the participants to take place on a day-to-day basis. However, when analyzing data for the second research question, two additional themes were viewed as valuable (i.e., expectations and teacher recognition and feedback). These practices perceived by participants as impactful were identified as methods of support contributing to the classroom management development of novice teachers.

Overall, principal and teacher perceptions were similar, as discussed in Research Question 1. The perceptions of each group were diverse (i.e., each group;

however, contributed more value to some methods of support than other methods). Collaboration was found by both sets of participants (i.e., the principals and teachers) to be rooted in the culture of the schools and viewed as an influential type of classroom management support provided by principals to novice teachers. While understanding that collaboration was essential, the practice of utilizing professional development was also recognized by all participants as enhancing new teacher classroom management development. Next, principals identified communication and instructional support as instrumental in developing the management skills of novice teachers. These behaviors, though supported with different kinds of data, align with the past findings of Blase and Blase (2004).

An additional support perceived by principals as crucial was expectations. All principals found behavioral expectations to be essential when striving to develop novice teacher classroom management. Principal expectations were communicated in interviews and observations. These behavioral expectations were indirectly communicated to teachers by principal presence in classrooms and hallways and in his or her words regarding student behaviors and general classroom management. During interviews, principals repeatedly articulated expectations for student behaviors in the classrooms and hallways. Principals held high expectations for teachers in how they managed their classrooms and perceived that the majority of the new teachers met the stated expectations. In addition, by collecting data in the schools where expectations were clear, it was apparent that when principals model expectations to teachers, then the teachers also showed evidence of using behavioral expectations in classrooms.

On the other side of the spectrum, novice teachers perceived discipline support and feedback and teacher recognition as more valuable than principals. With regard to discipline support, teachers enthusiastically shared narratives of how principals supported discipline with specific students or by supplying strategies. All three principals not only supplied assistance themselves by coaching teachers with management issues but also by supplying teachers with PAC teachers. Additionally, teachers were quick to report ways in which principals provided feedback specific to student behavior or positive acknowledgment of student behavior success or effective management implementation to themselves or to peers. Feedback occurred formally in evaluations and informally in one-on-one conversations. Likewise, teacher recognition from principals was perceived as important to teachers. The specificity of praise and recognition was not of concern to the teachers; instead, teachers were pleased for any type of positive acknowledgement (e.g., ‘your students behaved well today’).

Implications for Educational Administration

Supporting the development of novice teacher classroom management skills requires an elementary principal to exhibit behaviors that enrich teacher knowledge of effective classroom management strategies. As instructional leaders, principals have the opportunity to increase efficacy, which therefore increases student success; as a result the principal indirectly influences student achievement (Alig-Mielcarek, 2003).

This study closely aligned with the Blase and Blase (2004) research that identified seven behaviors of an effective instructional leader. However, while Blase and Blase studied the behaviors exhibited by effective instructional leaders in education, this study considered how effective instructional leaders influence the

development of new teachers in the area of classroom management. My findings identified additional behaviors principals need to possess in order to effectively develop novice teacher classroom management. Though Blase and Blase's behaviors are interwoven into the behaviors found to be valuable in this study, there are a few behaviors that the participants of this study considered vital to the principal's role in teacher development.

The first implication for practice is in the area of expectations. In order to develop teachers who possess an in-depth understanding of the school and of its behavioral goals, these management expectations must be clearly and regularly communicated to teachers. Principals must serve as the example and not only articulate the expectations (i.e., behavioral expectations in hallways, classrooms, and lunchrooms) but also lead by example (i.e., the principal stops and communicates the behavioral expectations to students when they are not meeting them or recognize when a teacher's management of a classroom is appropriate). It is the responsibility of the principal to set the tone for what the students and teachers should aspire to do (i.e., how to behave appropriately). The findings pointed to principals' classroom management expectations being recognized by most teachers and students and more notably being reiterated often. These elementary principals made it a priority to communicate to teachers when student management was being effectively handled or if the teacher needed assistance. Principals can benefit from understanding that the method and frequency in which management expectations are conveyed to novice teachers influences how individuals work toward acknowledged expectations (e.g., improving classroom management or utilizing more management strategies).

The next implication for practices is determining that principals understand the meaning of supplying instructional support to novice teachers with regard to classroom management skills. Instructional support in this area goes beyond the principal being knowledgeable of curriculum and instruction. Instead it encompasses many facets such as modeling, coaching, observing teachers, and visiting classrooms, mentoring, offering strategies, being supportive, and being visible. While principals exhibit all or most of these behaviors occasionally, the principal will need to make decisions on when and how to accomplish these aspects of support. As found in this study, the role of an instructional leader and the principal's understanding of this terminology is apparent; however, it is imperative for principals to go beyond the basics of instructional leadership. When considering how to support a teacher in classroom management, principals need to assess the skills that they possess and consider providing teachers with individual support. With evidence to support that the principals in this study, who were identified as effective instructional leaders, accomplished the behaviors listed above, the implication arises for principals to reexamine their leadership and make it a priority to work directly with teachers both in and out of the classroom setting. As principals reflect on how to achieve this hefty objective, it is also important to consider the individual needs of the novice teachers being served.

The third implication for practice is recognizing that novice teachers are depending on principals to supply support with discipline both with individual students and in the area of managing an entire classroom. This study found that principals did not directly identify that providing support in discipline was a necessary behavior for supporting new teacher classroom management. In contrast, teachers perceived

principals to supply a variety of discipline support that included such activities as collaborating with regard to a student, providing advice and strategies, and taking responsibility for office referrals. Particularly, teachers recognized principals as partners working toward a common goal. This study indicated that principals failed to acknowledge that support in individual student discipline was impactful to novice teacher classroom management development. Instead, the principals viewed student discipline support as a basic administrative responsibility that was not influential on the classroom management skills of the new teachers. On the other hand, teachers perceived the principals' support with individual students and work with management as essential and helpful. Greater insight into the partnership role between the classroom teacher and the principal is needed.

Implications for Research

This study investigated the principal's role in facilitating the development of classroom management skills of novice teachers. Although the research for classroom management pointed to there being a need for novice teachers to obtain the support of the school principal, there was a lack of research focused on the behaviors or actions that principal exhibit when supporting teachers. More specifically, research on principals hiring new teachers identifies that during the search process, principals would like to hire teachers that will be *good* classroom managers (Ralph, Kesten, Lang, & Smith, 1998). This research study did address the gap in literature; however, two other areas tied to the limitations of the study did surface.

The first implication for research is connected to the sample selected for this study. This study was limited to a purposeful sample within one school district in East

Tennessee. As the researcher, I made the decision to conduct research in one large Pre-Kindergarten through twelfth grade school system. Though the district did have 49 elementary schools, I conducted research in only three elementary schools. I did not study principals and novice teachers in middle school or high school settings. In order to gain a more comprehensive understanding of the principal's role in developing the classroom management skills of new teachers, it would be beneficial to expand the study to additional schools within this school district or even to other school districts with similar demographics.

Another implication for research lies in the teacher participants. In this study, the teacher participants were core content K-5 classroom teachers with five or less years of experience. While the study did include 20 classroom teachers, the study was limited to the kindergarten through fifth grade core-content teachers with 0-5 years experience. As I conducted initial informal conversations with administrators, the principals repeatedly mentioned the possibility of including encore (i.e., special area) teachers in the study, indicating that it would offer additional insight into the role the principal plays in developing novice teacher classroom management. These principal references evolved into questions for me. Does it matter what class the teacher instructs? Would the methods of support provided by the principal to core content and encore teachers be considered similar to or different from one another? Conducting a study which either focused on the principal's support of encore teachers in the area of classroom management or on both core content and encore teachers could provide insight into the questions raised regarding the principal's support.

The last implication for research is related to the principal participants in the study. With reflection, I began to question if the findings of this study would have been different had I not selected elementary principals based on their competency as instructional leaders. Perhaps had I not intentionally selected principals that had a reputation as strong instructional leaders, my results on how the principal supports novice teachers in classroom management would have been different. By changing the criteria of how administrators were selected to participate, the findings to Research Question 1 and 2 may or may not have varied from the answers provided within this study's findings. Additionally, I utilized the Blase and Blase (2004) definition of an instructional leader when explaining the theoretical framework for the study. In order to gain a more comprehensive understanding of an instructional leader, I could have utilized multiple definitions of an instructional leader. By altering these study characteristics, insight into the support provided to novice teachers in the area of classroom management may have differed from the results that I found in this study.

Summary

This study sought to bridge the gap in the role the principal plays in developing the classroom management skills of novice teachers. There is research that principals desire to hire new teachers who can successfully manage a classroom (Ralph, Kesten, Lang, & Smith, 1998). At the same time, new teachers are entering the profession with limited experience on how to establish and maintain effective classroom management and often need assistance establishing classroom management procedures (Gordon, 1991). With this purpose in mind, I examined behaviors a principal must exhibit to

develop teacher classroom management skills and the similarities and differences between the perceptions of novice teachers and principals.

Classroom management is difficult for some novice teachers. Both principals and novice teachers alike attributed teacher success to the supporting behaviors exhibited by the instructional leader. If high-quality management is going to be a reality in elementary schools, continued support from the principal to novice teachers needs to occur. These supportive behaviors contribute to the teacher's competence and understanding of classroom management and, when demonstrated by principals, can evolve the administrator's role as a manager into that of an instructional leader. Although the administrators in this study were initially identified as effective instructional leaders, this study's findings revealed that the principals not only demonstrated the behaviors identified by Blase and Blase (2004) but also showed evidence of developing teachers by utilizing other types of support. Recognizing that an effective instructional leader is not limited to a particular number of supportive behaviors may be the key to understanding the role of elementary principal. The participants in this study shared their experience with regard to the principals' development of novice teachers in classroom management, and hopefully their voices will influence the role of instructional leaders in schools.

Conclusion

Alig-Mielcarek (2003) found that by supporting the development of teachers and students, principals indirectly affect the academic gains made by students. Teacher support can be defined many ways—with one essential type of support being in the area of classroom management. Principal support moves beyond obtaining knowledge of a

curriculum and into the management of classrooms and the strategies utilized by teachers when working with individual students. In order for a classroom to be successful, effective classroom management is essential. This study emphasizes specific behaviors that a principal should possess to ensure that new teachers are developing effective classroom management skills. These behaviors were identified as the following: collaboration, communication, professional development, instructional support, discipline support, expectations, and feedback and teacher recognition. By exhibiting these behaviors in the area of classroom management, the principal is not only knowledgeable of the teacher management of students, but is able to develop teacher competencies. As new teachers acquire skills to effectively manage a classroom, they are able to gain more time to deliver instruction, more actively engaged students, and a teaching environment that is more conducive to learning. As recognized by research, instruction that occurs within a classroom that is effectively managed will positively impact student learning (Darling-Hammond, 2000). Furthermore, additional research has indicated that classroom management does effect student achievement (Marzano & Marzano, 2003; National Comprehension Center for Teacher Quality, 2007). It is with this in mind that this study delved into discovering ways for elementary school principals to support the classroom management skills of novice teachers. As principals continue to refine their leadership skills, it is important that the area of classroom management be a focus of consideration. With student achievement being a lead indicator to a schools' success, the influence that classroom management has on student achievement must be recognized as essential when preparing teachers to be effectively deliver classroom instruction.

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APPENDICES

Appendix A

Table 6

Review of Research Used in Study

| Reference | Topic | | | Methodology | Findings |
|--------------------------|----------------------|-----------|----------------|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Classroom Management | Principal | Novice Teacher | | |
| Borg & Ascione (1982) | X | | | Qualitative | Teachers trained in classroom management were found to use more effective strategies. |
| Crone & Horner (2003) | X | X | | Quantitative Survey | Administrators spend significant time responding to student behaviors. |
| Darling-Hammond (2000) | X | | | Quantitative-Survey Analysis | Classroom management directly correlates with student achievement. |
| Doyle (1986) | X | | | Meta-Analysis | Classroom management is the ability to establish and maintain order. |
| Evertson (2007) | X | | | Qualitative Case Study | Teachers must be aware of the influence of the students on classroom management. Teachers need various techniques to maintain the focus of the classroom. |
| Evertson & Emmer (1982a) | X | | X | Qualitative | Studied teacher training in classroom management strategies. Discovered that teachers do not need a 'program' but rather the skills to manage the classroom. |
| Good & Brophy (2003) | X | | X | Qualitative | Teachers' interactions with students and materials contribute to their preparation. |
| Haycock (1998) | X | | | Quantitative | Teachers with effective classroom management can expect their students to make academic gains. |

Table 6 (continued)

| Reference | Topic | | | Methodology | Findings |
|--------------------------------------|----------------------|-----------|----------------|--------------------------------------------------------|----------------------------------------------------------------------------------------|
| | Classroom Management | Principal | Novice Teacher | | |
| Hopkins (2002) | X | | X | Qualitative | Teachers must focus not only on academic planning but also management practices. |
| Ingersoll (2001) | X | X | | Survey Analysis | Identified that discipline contributes to teacher turnover. |
| Ingersoll & Smith (2003) | X | | X | Meta-Analysis | Identified teacher turnover percentages. |
| Kounin (1970) | X | | | Qualitative | Created the Group Management Theory. |
| Kounin & Gump (1961) | X | | | Qualitative-Cross-Site-Exploratory Ecological Research | Discovered the significance of using rewards and punishment to control behavior. |
| Martin & Baldwin (1996) | X | | X | Quantitative Survey | New teachers feel frustration in the area of classroom management. |
| Marzano, Marzano, & Pickering (2003) | X | | X | Meta-Analysis | Teacher-student relationships are a key factor in discipline and classroom management. |
| Ralph, Kesten, Lang, & Smith (1998) | X | X | | Quantitative-Survey Analysis | Eighty-three percent of principals considered classroom management to be important. |

Table 6 (continued)

| Reference | Topic | | | Methodology | Findings |
|-------------------------------------------|----------------------|-----------|----------------|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| | Classroom Management | Principal | Novice Teacher | | |
| Smithers & Robinson (2003) | | X | | Mixed Methods-Survey, Questionnaires, and Interviews | Discipline contributes to teacher turnover. |
| Stewart-Wells (2000) | X | | X | Quantitative-Survey Analysis | University courses rarely address teacher instructional preparation in classroom management strategies. |
| Stough, Williams-Diehm, & Montague (2004) | X | | X | Quantitative | Twenty-two of 50 universities did not have a course that included instruction based on classroom management. |
| Wang, Haertel, & Walberg (1994) | X | | | Meta-analysis | Identified 28 elements that influence student learning, including classroom management. |

Appendix B

Table 7

Instructional Leadership Checklist

Instructions: Please select up to five elementary principals in your school system that exemplify the behaviors of an instructional leader as identified by Blase and Blase (2004). Please record the name of the principal and place a check mark below the behaviors that you feel this person possesses. Thank you for your participation in this portion of my study.

| Principal Name | Making Suggestions | Providing Feedback | Modeling Effective Instruction | Soliciting Opinions | Supporting Collaboration | Providing Professional Development | Bestowing Praise or Effective Teaching |
|---------------------------|---------------------------|---------------------------|---------------------------------------|----------------------------|---------------------------------|-------------------------------------------|-----------------------------------------------|
| Example: Ima Principal | ✓ | ✓ | ✓ | | ✓ | ✓ | |
| | | | | | | | |
| | | | | | | | |
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| | | | | | | | |
| | | | | | | | |

Source:

Blase J., & Blase, J. (2004). *Handbook of instructional leadership: How successful principals promote teaching and learning*. Thousand Oaks, CA: Corwin.

Appendix C

PRINCIPAL INTERVIEW PROTOCOL

1. Explain how a principal acts as an instructional leader.
2. Tell me your thoughts on the classroom management skills of the novice teachers here at your school.
3. As the principal, how do you offer support to novice teachers when they are challenged with classroom management?
4. How do you ensure the instruction provided by your teachers is effective?
 - a. How is effective instruction modeled in your school?
 - b. Please describe the types of feedback you provide to teachers on classroom instruction?
5. When do you solicit the opinions of teachers in decision-making? How do you do this?
6. What type of activities do you provide or encourage that support the collaboration of teachers?
7. When do you give praise to teachers for upholding the school expectations?
8. Tell me about a time when you have successfully supported a new teacher with a classroom management issue. Think about how you supported the teacher (i.e., your actual behaviors).
 - a. What type of suggestions did you give to the teacher?
 - b. What actions did you take to support the teacher?
 - c. What type of feedback did you provide to the teacher?
 - d. Was there any professional development supplied to the teacher after the incident?
9. Imagine you are visiting a novice teacher's classroom. What suggestions would you offer if the management was great or if the teacher needed assistance? What would you do?
10. This interview was structured around the research questions guiding my study. Is there anything you would like to add or say that I did not ask?

Appendix D

TEACHER INTERVIEW PROTOCOL

1. Tell me about your classroom management as a novice teacher at your school.
2. In your opinion, what role does your principal play when you encounter a management issue or behavior problem? Are there any specific methods of support provided that focus on classroom management?
3. Please describe in detail any of the following offered to new teachers at your school:
 - a. Professional development that is focused on classroom management
 - b. Praise and recognition for a job well done or improvement achieved
 - c. Opportunities to observe someone who is delivering effective instruction and classroom management
 - d. Opportunities for collaboration with peers, team members, or an administrator
4. Tell me a management success story from your classroom.
 - a. Have you developed any of the skills/strategies that you used in this situation since you began teaching at this school?
 - b. If so, what role did your principal have in your learning these skills?
5. Tell me about a time when you have had difficulty with classroom management. What type of support did you seek from your principal?
6. How does your principal support you?
 - a. What occurs when you do a great job? What does your principal say or do?
 - b. What occurs if a teacher is with management issues?
7. Imagine your principal is visiting your classroom. During the visit, your management of the students and your instruction was flawless. What would your principal do or say?
8. On the opposite spectrum, what would your principal do or say during a classroom visit if a child was acting inappropriately or if you were having difficulty with your classroom management?

9. If you could choose the type of support or development you think would benefit you most, what would it be?
10. What role does your principal have in your development as a teacher?
11. Please describe the ideal classroom management support that could be provided by a principal. Think about such things as when and how would the support be provided?
12. This interview was structured around the research questions guiding my study. Is there anything you would like to add or say that I did not ask?

Appendix E

Table 8

Observation Time with Each Participant

| Name | Grade Level | Length of observations |
|-------------|--------------------|-------------------------------|
| Principal 1 | K-5 | Entire school day |
| Principal 2 | K-5 | Entire school day |
| Principal 3 | K-5 | Entire school day |
| Teacher 1 | First Grade | One hour and 30 minutes |
| Teacher 2 | Fourth Grade | One hour and five minutes |
| Teacher 3 | Kindergarten | One hour and 15 minutes |
| Teacher 4 | Kindergarten | One hour and 25 minutes |
| Teacher 5 | Fifth Grade | One hour and 20 minutes |
| Teacher 6 | Kindergarten | One hour and 20 minutes |
| Teacher 7 | Third Grade | One hour and 45 minutes |
| Teacher 8 | Third Grade | One hour and 10 minutes |
| Teacher 9 | Third Grade | One hour |
| Teacher 10 | Third Grade | One hour and 10 minutes |
| Teacher 11 | Kindergarten | One hour |
| Teacher 12 | Kindergarten | One hour |
| Teacher 13 | First Grade | One hour and 20 minutes |
| Teacher 14 | First Grade | One hour and five minutes |
| Teacher 15 | Second Grade | One hour and 15 minutes |
| Teacher 16 | Second Grade | One hour |
| Teacher 17 | Third Grade | One hour and 10 minutes |
| Teacher 18 | Fourth Grade | One hour |
| Teacher 19 | Fifth Grade | One hour and 15 minutes |
| Teacher 20 | Fifth Grade | One hour and 10 minutes |

VITA

Nicole Lewelling Wampler Wilson was born in Kingsport, Tennessee, on October 2, 1976. She graduated from Dobyns-Bennett High School in 1995. Nicole earned her B.S. in Elementary Education at East Tennessee State University in 2000. At that time, Nicole began working in public education as a kindergarten, first, and third grade teacher. She next facilitated a federal grant and worked as a literacy coach in the Knox County Schools. During this time, she earned her M.S. in Educational Administration from The University of Tennessee, Knoxville (UTK). After working as a curriculum instructional facilitator for Knox County Schools, Nicole decided to pursue the terminal degree in Educational Leadership. Nicole was an Orin Graff Scholar during the 2009-2010 and 2010-2011 academic years at UTK. She graduated in 2012 with a doctoral degree in Education with a concentration in Leadership Studies from The University of Tennessee, Knoxville.