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The Implementation of Online Classroom Management Professional Development for Beginning Teachers

Kaytlynn Milliken
kem16e@acu.edu

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Dissertation Committee:

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Dr. Timothy B. Jones, Chair

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Dr. Wade Fish

_____

Dr. Irma Harper

Abilene Christian University

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The Implementation of Online Classroom Management Professional

Development for Beginning Teachers

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by

Kaytlynn Milliken

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Dedication

This dissertation is dedicated to my husband, Greg, who thinks of me better than I am. I am blessed to have married my best friend and biggest fan!

Abstract

Effective classroom management practices are well known, yet the most efficient ways to teach them to beginning teachers is not. Online professional development is growing in popularity—though there are few examples of online classroom management training in the literature. The purpose of this qualitative study was to evaluate the experiences and implementation practices of beginning teachers that participated in online classroom management training as part of their new teacher induction program. The results suggest that online classroom management professional development as part of new teacher induction is a practical option. The beginning teachers were observed utilizing the classroom management strategies taught within the online course and expressed satisfaction with their learning experience. Every interview participant indicated an increase in their knowledge of best practices and ability to manage the classroom after completing the online classroom management training.

Keywords: classroom management, beginning teachers, online professional development, new teacher induction

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Chapter 1: Introduction

In *Classroom Management that Works*, Marzano (2003) claimed that of all the various roles teachers play in the classroom, "One of the most important is that of the classroom manager" (p. 1). Classroom management is the process by which teachers encourage and maintain appropriate behavior of students in classroom settings (Kratochwill, DeRoos, & Blair, 2018). Effective classroom management strategies are implemented to enhance the pro-social behavior of students and increase academic engagement across all subject areas and grade levels (Emmer & Sabornie, 2015; Everston & Weinstein, 2006; Marzano, 2003). According to Brophy (2006), well-run classroom management systems create a learning environment that enhances both the academic skills and social-emotional development of students, ultimately increasing student success in school.

Classroom Management Challenges for New Teachers

Classroom management is reported as a serious challenge for beginning teachers (Christofferson & Sullivan, 2015; Goodwin, 2012; Kwok, 2018; Shook, 2012; Smith & Klumper, 2018). Several published studies report that novice teachers feel unprepared to establish a structured classroom environment, engage students in learning, and deal with challenging behavior (Baker, Gentry, & Larmer, 2016; Chesley & Jordan, 2012; Goodwin, 2012; Greenberg, Putman, & Walsh, 2014). Yet, effective teaching and learning cannot take place in a poorly managed classroom. Disorderly learning spaces, disrespectful interactions, and disruptive student behavior lead to chaos—ultimately draining instructional time (Marzano, 2003). "In these situations," reports Marzano (2003), "both teachers and students suffer" (p. 1).

In a 2004 report by Education Week, 600 interviewed principals reported that 85% of their new teachers claim classroom management challenges as a main reason for high stress on

the job. This article also reported that 63% of the principals believed classroom management and behavior management strategies need to be taught to novice teachers (Coggins, 2009). According to Christofferson and Sullivan (2015), formal classroom management training "is linked to greater confidence and competence in classroom management practices" (p. 249). In 2012, a study by O'Neill and Stephenson found a significant relationship between the number of classroom management courses teachers completed and their levels of preparedness and competence in implementing learned strategies. A lack of training during teacher preparation programs is cited as the primary reason for beginning teachers' classroom management challenges (Baker et al., 2016; Chesley & Jordan, 2012; Garrett, 2014; Greenberg et al., 2014; Stough & Montague, 2014).

Classroom Management Training for New Teachers

It has been argued that classroom management training should be the responsibility of collegial teacher preparation programs, yet research indicates that most programs spend minimal time on classroom management instruction (Baker et al., 2016; Chesley & Jordan, 2012; Garrett, 2014; Kern, Starsota, & Mukherjee, 2011; Stough & Montague, 2014), even as little as three percent of coursework (Greenberg et al., 2014). In a study of 122 teacher preparation programs, Greenberg et al. (2014) reported:

> Most teacher preparation programs do not draw from research when deciding which classroom management strategies are most likely to be effective and therefore taught and practiced. Especially out of favor seem to be strategies that impose consistent consequences for misbehavior, foster student engagement, and — most markedly — use praise and other means to reinforce positive behavior. Half of all programs ask candidates to develop their own 'personal philosophy of classroom management,' as if this were a matter of personal preference. (p. ii)

It has also been argued that effective classroom management skills are learned only through experience. While experience certainly helps with application, Greenberg et al. (2014)

contended, "The capacity to achieve a well-managed classroom need not be developed only through trial and error from years of teaching experience" (p. 1). Researchers and practitioners concur that classroom management is a major challenge for novice teachers, but how and when to provide adequate training is a matter of debate (Baker et al., 2016).

Professional Development

Professional development includes the activities and processes designed to enhance the professional knowledge, skills, and attitudes of teachers so they might improve their students' learning (Guskey & Huberman, 1995; Hutton, 2011). High-quality professional development remains the tool of choice in school improvement efforts as research continuously indicates a positive relationship between professional development for teachers and student learning (Hutton, 2011). In fact, a National Staff Development Council (NSDC) report stated that 92% of teachers in the United States are either required to or willingly participate in professional development.

Professional development may come in the form of on-site or off-site specialized training, formal education, or advanced professional learning of other kinds. Teacher professional learning is complex, requiring the cognitive and emotional involvement of teachers individually and collectively, as well as the willingness to examine one's own convictions, beliefs, and practice (Avalos, 2010). According to Guskey (2002a), effective professional development is an intentional, systematic process with clear goals and constructive purposes that can be evaluated by evidence of intended outcomes. Researchers agree that ongoing learning is necessary for teachers and that administrators should provide meaningful professional development designed for school and individual needs (Gabriel, 2005; Levine, 1989). Further,

professional development activities should be designed according to teachers' desire to learn (Gabriel, 2005).

   Online Professional Development. Online environments continue to be a popular option for professional development in education (Burkman, 2012; Herbert, Campbell, & Loong, 2016; Nguyen, 2015; Stone, 2008). Internet and informational technological advances allow for an online environment that includes on-demand delivery of instruction, immediate access to libraries of research materials, and real-time interaction between instructors and students (Dash, de Kramer, O'Dwyer, Masters, & Russel, 2012; Herrington & Glazer, 2003; Shaha & Ellsworth, 2013; Stes, Min-Leliveld, Gijbels, & Van Petegem, 2010). The ability for professional development activities to be delivered at any time, from any location, is ideal as the demands of work and family life increase. Online professional development is flexible, allowing participants to manage their educational and career pursuits with personal responsibilities, and often increases access to resources and support that may not be available locally (Vu, Cao, Vu, & Cepero, 2014; Vrasidas & Zembylas, 2004). The asynchronous nature of many online professional learning platforms adds another layer of flexibility as participants may self-pace their progress, intentionally moving through content at an individualized speed. A review of research surrounding online professional development suggests that online platforms have proved useful for those that utilized the opportunity and warrants further application and investigation (Acar & Yildiz, 2016; Baker et al., 2016; Dash et al., 2012; McNamara, 2010).

New Teacher Induction

   The teaching workforce is described as a "leaky bucket" with an annual attrition rate of nearly eight percent (Sutcher, Darling-Hammond, & Carver-Thomas, 2016). Over 300,000 new teachers are hired each year to replace those departing the profession and to keep up with

population growth and expanding communities. The new teacher induction process is an important part of retaining beginning teachers in the profession and building their competence and self-efficacy, all of which increase retention (Sutcher et al., 2016). According to Ingersoll and Strong (2011), teachers who participate in induction programs are more successful in the area of classroom management, among others.

There is no common definition of teacher induction, despite the fact that it is required for licensure in 22 states. The term can be generalized as a systematic process designed to orient newly recruited teachers to their work and support them through ongoing professional development (Williams & Gillham, 2016). Ingersoll and Strong (2011) explained that teacher induction is different than both pre-service and in-service teacher professional development programs:

> Preservice refers to the education and preparation candidates receive before employment (including clinical training, such as student teaching). In-service development refers to periodic upgrading and additional professional development received on the job, during employment. Theoretically, induction is intended for those who have already completed basic pre-employment education and preparation. These programs are often conceived as a "bridge" from student of teaching to teacher of students. Of course, these theoretical distinctions can easily become blurred in real situations. (p. 203)

New teacher induction programs vary in length and complexity, with some as short as two days and others lasting two years. Several topics are presented to new teachers during the induction period, including but not limited to district requirements, curriculum information, and teacher evaluation. Additionally, new teacher induction programs are often designed to meet the professional development needs of new teachers (Coggins, 2009; Breaux & Wong, 2003; Ingersoll & Strong, 2011; Stobaugh & Houchens, 2014). While a workshop approach for professional development is popular and cost-effective, there is minimal evidence on the effects

of this approach on beginning teachers' practices (Burkman, 2012; Wang, Odell, & Schwille, 2008).

Statement of the Problem

Many beginning teachers enter the field of education without the skills necessary to implement an effective classroom management plan and respond appropriately to student behavior (Coggins, 2009; Greenberg et al., 2014). Teachers need effective classroom management training to cope with daily challenges, but the time, money, and resources required for comprehensive professional development are not always available. For this reason, many districts continue to include small doses of classroom management professional development as part of the new teacher induction program (Breaux & Wong, 2003; Ingersoll & Strong, 2011; Stobaugh & Houchens, 2014). With such a small window of time and a plethora of other requirements, participants may not receive the comprehensive information they need to begin their teaching career successfully.

A reliance on short-term, incoherent professional development is unlikely to influence teachers' practices or improve student achievement. Research suggests that more comprehensive opportunities in which teachers actively learn strategies, collaborate with their colleagues, and receive coaching and feedback promote sustained change in teacher practice (DeMonte, 2013; Guskey, 2002b; Sprick, Knight, Reinke, Skyles, & Barnes, 2010). It would benefit district leaders to take a deeper look at the classroom management professional development delivery methods for new teachers and explore alternate ways to include comprehensive training into the new teacher induction program. An online platform may prove to be a viable solution as virtual training allows for a more comprehensive, flexible, and differentiated experience for participants.

Further, because novice teachers report time management as a "major challenge," an online platform that allows participants to self-pace is a logical approach to explore (Baker et al., 2016).

Purpose of the Study

The purpose of this study was to evaluate the experiences and implementation practices of beginning teachers who participated in online classroom management training. The participant population included elementary and secondary teachers from one school district who completed an online classroom management course as part of the district's new teacher induction program. The teachers selected for this study were beginning educators with five years of teaching experience or less.

Classroom observation and participant interview data were used to examine the utilization of three classroom management strategies. These strategies included (a) clear expectations, (b) a ratio of positive to corrective interactions of at least 3:1, and (c) effective corrections. The first strategy, clear expectations, refers to the teachers' use of verbal and visual expectations for student behavior in the form of guidelines for success, classroom rules, and procedures, among others. The second, a ratio of positive to corrective interactions of at least 3:1, is the ratio in which the teacher interacts with students to affirm or correct student behavior. The final strategy observed was the teachers' use of effective corrections.

Classroom observations were used to collect data regarding the utilization and frequency of the three classroom management strategies in the participants' regular classroom settings. The Drop-In Observation (Classroom Management) Form, published in *Coaching Classroom Management* (Sprick et al., 2010), was used to collect the observation data (See Appendix A). The participants were then invited to participate in a semi-structured interview. Participant interviews allowed me to gain a deeper understanding of participant experiences with the online

training, including their perception of training effectiveness and ability to utilize the classroom management strategies taught.

Research Questions

Q1. How often do online classroom management professional development training participants implement and utilize (a) clear expectations, (b) a ratio of positive to corrective interactions of at least 3:1, and (c) effective corrections as demonstrated during a classroom observation?

Q2. What are online classroom management professional development training participants' perceptions of training effectiveness in the areas of (a) clear expectations, (b) ratio of positive to corrective interactions, and (c) effective corrections?

Definition of Key Terms

This study utilized the following operational definitions throughout the study:

Asynchronous learning. Asynchronous learning is a general term used to describe forms of education, instruction, and learning that do not occur in the same place or at the same time (The Glossary of Education Reform, 2018).

Beginning teacher. The term new teacher is used to describe an educator with up to three years of teaching experience (Legal Definitions & Legal Terms Defined, 2019). For the purpose of this study, a beginning teacher will describe an educator with up to five years of teaching experience.

Classroom management. Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, focused, attentive, on task, and academically productive during class (The Glossary of Education Reform, 2018).

Classroom observation. A classroom observation is a formal or informal observation of teaching while it is taking place in a classroom or other learning environment. Classroom observations are typically conducted by fellow teachers, administrators, or instructional specialists (The Glossary of Education Reform, 2018).

Classroom procedure. A classroom procedure communicates expectations for specific behavior (Marzano, 2003).

Classroom rules. A classroom rule refers to a general expectation or standard for classroom behavior (Marzano, 2003).

Distance education. Distance education describes a teaching and learning model in which the teacher and learner are separated geographically and communicate using technology (Gunawardena & McIsaac, 2004).

Effective correction. For the purpose of this study, an effective correction is a response to student misbehavior that (a) changes the future occurrence of the behavior, (b) does not disrupt other students, (c) treats the student who misbehaved with respect, and (d) does not jeopardize or damage the current teacher-student relationship (Sprick, 2009).

Expectations. Teachers' expectations are the ways in which a teacher desires and expects students to behave in any classroom situation (Sprick, 2009).

Face-to-face. Face-to-face is a term used to describe a professional learning experience that takes place in a traditional classroom environment. By definition, the term means within each other's sight or presence (Merriam-Webster Online, 2018).

Guidelines for success. The term guidelines for success is used to describe the specific attitudes, traits and behaviors that will help students succeed in school and throughout their lives (Sprick, 2009).

Interview. An interview is a method of data collection by posing questions or conversational topics to participants to gather their personal experiences, perceptions, histories, and other information for a research study (Saldana & Omasta, 2018).

New teacher. *See beginning teacher.*

New Teacher Induction. New Teacher Induction is a systematic process specifically designed to orient newly recruited teachers to their work and support them through ongoing professional development (Williams & Gillham, 2016).

Novice teacher. See *beginning teacher*.

Online learning. "Online learning" refers to instructional environments supported by the Internet. Online learning comprises a wide variety of programs that use the Internet within and beyond school walls to provide access to instructional materials as well as facilitate interaction among teachers and students. Online learning is a term often synonymous with *distance learning* and *e-learning* (U.S. Department of Education, Office of Educational Technology, 2012).

Professional development. Professional development refers to a wide variety of specialized training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness (Guskey & Huberman, 1995; The Glossary of Education Reform, 2018).

Professional learning. Professional learning is the active engagement of educators learning about and for their practice. Professional learning can occur through formal professional development, interaction with peers, and experiences outside of work (Webster-Wright, 2009).

Ratio of interactions. A teacher's ratio of interactions is the ratio in which the teacher interacts with students positively or negatively; that is, to reinforce or correct student behavior (Sprick, 2009).

Strategy. A strategy is a careful plan or method to achieve a particular goal (Merriam-Webster Online, 2018).

Summary

This chapter provided an overview of a study to investigate the experiences and implementation practices of beginning teachers who completed an online classroom management professional development as part of the new teacher induction program. Classroom observations and participant interview data were used to evaluate the implementation of three specific classroom management strategies: (a) clear expectations, (b) a ratio of positive to corrective interactions of at least 3:1, and (c) effective corrections. Participant perceptions of the training effectiveness were also explored. The next chapter includes a review of the current and historical literature related to the study.

Chapter 2: Literature Review

To be successful, teachers must be able to implement an effective classroom management system, but many have not received adequate training to do so. In an attempt to provide this service, many school districts include classroom management professional learning opportunities during the new teacher induction program. This study was designed to explore the implementation practices and experiences of new teachers who participated in online classroom management professional development as part of the teacher induction program.

The first chapter provided an introduction to classroom management, including reported classroom management challenges for new teachers, and a brief overview of the teacher induction process. Chapter 2, the Literature Review, contains a thorough review of the literature surrounding (a) new teachers, (b) classroom management and evidence-based best practices, (c) traditional and online professional development, and (d) professional development for new teachers using a process called teacher induction.

New Teachers

In 1987-1988, the average teacher had approximately 15 years of experience. Yet, according to the New Teacher Center, by 2007-2008 the "typical teacher" was completing his or her first year (Goldrick, 2016). Current data indicate that beginning teachers are still extremely common in schools (Williams & Gillham, 2016). When the New Teacher Center published their first comprehensive analysis of U.S. teacher induction programs in 2012, data indicated a greater number of beginning teachers in schools than at any other period in the last 20 years. Most recently, it was reported that one of every five classroom teachers is in his or her first three years in the field (Goldrick, 2016).

New teachers have a specific set of needs as they navigate the requirements and best practices of instruction, classroom management, and professionalism (Clark, 2012; Goodwin, 2012; Kozikoğlu, 2018; Shook, 2012; Stobaugh & Houchens, 2014). New teachers are expected to perform the same tasks with similar proficiency as their experienced peers (Cochran-Smith, 2011; Wong & Rosemary, 2001). Yet a teacher's work is often done in isolation from colleagues, which can be particularly difficult for new teachers trying to learn from and emulate experienced colleagues. Critics have described the field of education as one that "cannibalizes its young," and leaves its newest recruits to "sink or swim" (Burkman, 2012; Clark, 2012; DePaul, 2000; Ingersoll & Kralik, 2004; Kozikoğlu, 2018; Rieg, Paquette, & Chen, 2007). Reported levels of new teacher support vary (Clark, 2012; Confait, 2015; DePaul, 2000). In a nationwide survey of 8,000 teachers, 41% claimed that their school district provided little to no instructional resources and classroom materials (Goodwin, 2012). While most districts attempt to support novice teachers through various forms of induction and mentoring programs (Clark, 2012; Goldrick, Osta, Barlin, & Burn, 2012), these practices may not be sufficient (Hobson, Ashby, Malderez, & Tomlinson, 2009).

Teacher preparation programs. The expectations of a 21st century educators have changed dramatically over time. According to a 1923 teacher's contract (Apple, 1987), the teacher was expected to remain single, follow a curfew, keep the schoolroom tidy, and start the fire each morning by 7:00 a.m., yet, the job description provided little insight into the teacher's instructional requirements. Today, though the restrictions on teachers' personal lives are fewer, they are expected to teach students, participate in educational reform, and produce a qualified labor force to "preserve the U.S. position in the global economy" (Cochran-Smith, 2005, p. 3). Today's teachers are expected to know the subject matter and how to teach it to all students.

They are responsible for students' improvement on achievement tests, must be proficient with technology, able to differentiate curriculum for students with special needs, and teach students who do not speak English as a first language (Cochran-Smith, 2011). Thus, how the nation's teachers are prepared, recruited, and retained has become an important topic in education discourse. According to educational researcher Cochran-Smith (2005), the call for improved teacher education practices has become the norm. Contemporary teacher education is influenced by the "continuing educational achievement gap, the enlarged role of the federal government in education, the elevation of science in education, the embrace of a market approach to education policy, and the history and status of the profession" (p. 4).

The term teacher quality is one of the most commonly used terms within teacher education and educational reform, though the definition of teacher quality is ambiguous to many. According to Hanushek (2002), good teachers are those whose students make large gains in student achievement, while the students of bad teachers do not. Yet, because there is little known about what and how high-performing students learn, using student achievement as a measure of teacher quality only allows us to rate teachers as high or low performing, and does not offer implications for improving teacher preparation programs (Cochran-Smith, 1991). In her work, *Learning to Teach Against the Grain,* Cochran-Smith (1991) discussed two approaches for preparing pre-service teachers: critical dissonance and collaborative resonance. She explained, "Student teaching programs specifically designed to foster critical inquiry and prepare prospective teachers to be reformers are part of a small minority of pre-service programs across the country" (p. 3).

Still, within this small group of programs, two significant variations in theory and practice are found. The critical dissonance approach attempts to "interrupt the potentially

conservative influences of student teachers' school-based experiences," "help them develop stronger, more critical perspectives that confront issues of race, class, power, labor, and gender" and to "question the implications of standard school policy and practice" (Cochran-Smith, 1991, p. 281). This teacher preparation approach is intended to be transformative and to support pre-service teachers' reflection methods. The author notes, however, that critical reflection is difficult for novice educators, as many cooperating teachers and mentors do not have the reflective skills themselves (Cochran-Smith, 1991, p. 281).

The second approach, collaborative resonance, attempts to link what student teachers learn from their university experiences with the learning from their school-based experiences. According to Cochran-Smith (1991), "The goal is to prolong and intensify the influences of university and school experiences, both of which are viewed as potentially liberalizing" (p. 5). In this approach, students and teachers critique the cultures of teaching and schooling, research their own practices, articulate their own expertise, and question the policies around them.

New teacher attrition. The teaching workforce experiences alarmingly high attrition levels (Ingersoll, 2003; Rieg et al., 2007; Sutcher et al., 2016) compared to other occupations (Ingersoll & Kralik, 2004). Ingersoll and Kralik (2004) report:

> A number of studies have found between 40-50% of new teachers leave within the first five years of entry into the occupation (e.g., Murnane, Singer, Willett, Kemple, & Olsen, 1991; Ingersoll & Smith, 2003; Huling-Austin, 1990; Hafner & Owings, 1991; Grissmer & Kirby, 1987, 1992, 1997; Veenman, 1985). Moreover, several studies have found a significant correlation between a teacher's likelihood of retention and their scores on exams such as the SAT. The "best and the brightest" appear to be those most likely to leave (Murnane et al., 1991; Schlecty & Vance, 1981; Chen, Knepper, Geis, & Henke, 2000). (p. 2)

> In 2001, Fleener reported 25-50% of new teachers resign within their first three years

(Duquette, Fontaine, Kane, & Savoie-Zajc, 2012). Roulston, Legette, and Womack (2005) reported this estimate near 33%. Ingersoll (2012) confirmed the consistency of these statistics, reporting that 40-50% of beginning teachers leave the profession within the first five years.

Teacher attrition is also costly (Stobaugh & Houchens, 2014; Hewitt, 2009). In a report for the U.S. Department of Education Office of Educational Research and Improvement, DePaul (2000) explained, "Dissatisfied first-year teachers are exiting the profession in record numbers, costing taxpayers money for retraining and leaving a significant portion of the teaching force with little professional experience" (p. 1). Expenses related to separation, recruitment, hiring and training often ranges from $9,000 per teacher in rural districts to more than $20,000 per teacher in more urban settings (Barnes, Crowe, & Schaefer, 2007). According to DePaul (2000), "More than half the new teachers in Los Angeles, California, give up their profession within 3 years, at the cost of $15 million a year" (p. 1). Another report by the Maryland State Teachers Association estimated their costs associated with hiring and training a teacher to replace a teacher lost as high as $100,000 (Hewitt, 2009).

New teacher attrition is even greater in schools located in low socio-economic areas and with high rates of student misbehavior (Hewitt, 2009; Ingersoll, 2003; Mitchell & Arnold, 2004; Ronfeldt, Loeb, & Wyckoff, 2013). Students in hard-to-staff schools disproportionately suffer the consequences of teacher turnover and shortages which often include canceled classes and inexperienced, substitute, and underprepared teachers.

According to Rieg et al. (2007), job stress is one of the leading factors associated with new teacher attrition. One commonly reported stressor for new teachers involves classroom management (Blake, 2017; Christofferson & Sullivan, 2015; Goodwin, 2012; Miech & Elder, 1996; Shook, 2012). In a 2004 report by *Education Week,* 600 principals reported that 85% of

their new teachers claim classroom management challenges as a main reason for high stress on the job (Coggins, 2009). Though salary is noted most often by exiting educators, the categories of "poor administration support, student discipline problems, and poor student motivation combine to eclipse salary by 13%" (Ingersoll, 2003, p. 17). Classroom management has a direct impact on teachers' job satisfaction and is likely a key factor in our nation's high turnover rate among teachers (Brouwers & Tomic, 2000; Dicke, Elling, Schmeck, & Leutner, 2015; Simonsen et al., 2013; Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008).

Classroom Management

For decades, classroom management has been cited as a challenge for public schools (Rose & Gallup, 2000). Brophy (2006) conceptualized classroom management as the: (a) arrangement of physical space and resources; (b) creation and maintenance of rules, routines, and procedures; (c) methods of maintaining and engaging students' attention; (d) actions of disciplinary interventions; and (d) actions of student socialization. Wong and Rosemary (2001) define classroom management as the practices and procedures teachers use to maintain an environment in which instruction and learning can occur.

The management of classroom space, time, materials, and activities are all components of classroom management (Sieberer-Nagler, 2015). Though a variety of models and approaches exist, a well-designed classroom management system is described as one that reduces common misbehaviors such as noncompliance with rules and procedures, inappropriate movement, conversation, and disruption of instruction (Gage, Scott, Hirn, & MacSuga-Gage, 2018; Lopes, Silva, Oliveira, Sass, & Martin, 2017). In a Phi Kappa Delta Poll, Langdon (1997) found that 58% of teachers reported that students are frequently disruptive, and 50% of teachers reported disobedience a concern. In an analysis of 135 student teacher experiences, Tulley and Chiu

(1995) reported that 15% of students break rules on a regular basis and an additional 5% are chronic rule breakers. While the most frequent forms of reported misbehavior include disruption, defiance, and inattention, some teachers are faced with more serious misbehaviors such as theft, weapon carrying, and the use of alcohol or drugs (Mutimer & Rosemier, 1967). As a result, teachers are actively seeking information about effective methods of classroom management and student discipline (Hardman & Smith, 2003).

In *Classroom Management That Works*, Marzano (2003) claimed that of all the various roles teachers play in the classroom, one of the most important is that of the classroom manager. Effective classroom management strategies are implemented to enhance the pro-social behavior of students and increase academic engagement across all subject areas and grade levels (Evertson & Weinstein, 2006; Marzano, 2003). Well-run classroom management systems create a learning environment that enhances both the academic skills and social-emotional development of students, ultimately increasing student success in school (Brophy, 2006; Gage et al., 2018; Marzano, 2003). According to Blake (2017), "When students experience the success possible within a well-managed classroom, they are more likely to comply with established expectations and demonstrate work ethics that contribute to an effective learning environment" (p. 14).

Thus, classroom management is an important factor in student success (Marquez et al., 2016; Weade & Evertson, 1988). Following the 2001 establishment of the No Child Left Behind, teachers are facing pressure to meet the "Adequate Yearly Progress" mandates and must provide a classroom environment that supports the academic achievement for all students. Effective classroom management is critical in the establishment of learning environments that promote academic success (Rosas & West, 2009). Students in well-managed classrooms tend to be more engaged (Stronge, Ward, Tucker, & Hindman, 2007) and experience higher achievement

(Anderson, Evertson, & Brophy, 1979) compared to students in poorly managed classrooms. In a review of 11,000 studies across 50 years, Wang, Haertel, and Walberg (1994) ranked 28 factors that influence student learning. Classroom management was ranked as the most important factor for student learning.

New and experienced teachers continue to report classroom management challenges. In 2007, Levin and Nolan stated that teachers spend an alarmingly high percentage of time, as much as 30% to 80%, addressing student misbehavior. Another report by the American Federation of Teachers included survey results in which 17% of teachers surveyed indicated they lose four or more instructional hours each week to student disruption and misbehavior (Walker, Ramsey, & Gresham, 2003).

Classroom management best practices. Teachers need an effective classroom management repertoire to cope with student misbehavior and maximize instructional time (Skiba & Knesting, 2001). Yet, the concept of student discipline (what it is and how it should be) has changed dramatically over time. While previous school discipline tactics focused on authoritarianism, often through the use of corporal punishment, today's model of discipline has a much more positive connotation, focused less on punishment and more on encouragement and guidance (Abrell, 1976; Przychodzin, 1981).

A contemporary review of research-based classroom management best practices indicates the importance: (a) clear, consistent expectations, (b) positive teacher-student relationships, and (c) effective behavior corrections (Abramowitz, O'Leary, & Fuersak, 1988; Acker & O'Leary, 1988; Blake, 2017; Brophy, 1981, 2006; Coggins, 2009; Hamre & Pianta, 2001; Lopes et al., 2017; Marzano, 2003; Myers, Freeman, Simonsen, & Sugai, 2017; Przychodzin, 1981; Sieberer-Nagler, 2015; Simonsen et al., 2008; Sprick, 2009; Stormont, Smith, & Lewis, 2007; Strother,

1985; Winett & Vachon, 1974; Wong & Rosemary, 2001). Another commonly discussed component of effective classroom management includes the use of meaningful, specific feedback to students (Greenwood, Hops, Delquadri, & Guild, 1974; Johnson, Stoner, & Green, 1996; Marzano, 2003; Myers et al., 2017; Sieberer-Nagler, 2015; Sprick, 2009), often done in conjunction with each of the aforementioned practices.

Clear expectations. Teacher effectiveness literature has consistently demonstrated the importance of setting clear expectations and explicitly teaching pro-social behavior to students. If a teacher does not plan and teach how she would like students to behave in every situation, students are left to decide what constitutes appropriate behavior. According to Sprick (2009), when students are left to guess how they are to behave, the results are often undesirable and may lead to the following common misbehaviors: (a) inappropriate student conversation, (b) negative attention-seeking behavior, (c) instructional disruptions, (d) inappropriate movement around the classroom, and (e) disengagement (p. 147). Behavioral experts suggest these problems may be avoided by clearly defining and communicating the expectations for student behavior and performance (Brophy, 1987; Johnson et al., 1996; Marshall, 2001; Scheuermann & Hall, 2008). Expectations for students may be in the form of classroom rules, procedures, or specific activity and transitions directions. It is recommended that a teacher's expectations be designed according to the needs and maturity level of the students, thus some groups of students will require more precisely defined expectations than others (Barbetta, Norona, & Bicard, 2005; Myers et al., 2017; Scheuermann & Hall, 2008; Sprick, 2009). Explicitly teaching and modeling correct and incorrect behaviors, posting visual reminders of rules, procedures, and agendas, and allowing for student practice are all examples of how educators may communicate their expectations to students (Myers et al., 2017; Sprick, 2009; Wong, 2002).

Positive teacher-student relationships. There is a consensus among scholars and practitioners that students with a positive relationship with their teacher experience higher achievement and engage in few behavior problems. In fact, Marzano (2003) reported the effect size of teacher-student relationships (-.869) as "sizeable" and "impressive." Ensuring that pupils feel "important" and supported is a principle of human relations (Przychodzin, 1981) that transfers well into the classroom. Research suggests that students in high-risk situations, especially those coping with poverty and special needs, benefit from positive teacher-student relationships more than students who are not facing these risks (Murray & Malmgren, 2005). According to Sprick (2009), positive teacher-student relationships have become even more important as "lack of connectedness has been correlated with high school dropouts and substance abuse" (p. 279). Efforts to build a positive relationship with students may come in the form of non-contingent conversations (Marzano, 2003), positive feedback (Marzano, 2003; Myers et al., 2017), smiles, greetings (Morris, 1978), and handshakes (Wong & Rosemary, 2001).

Providing a high ratio of positive to corrective interactions with students is an essential tool to support the building and maintenance of positive relationships (Stichter et al., 2009). A positive interaction includes behavior specific or general praise and recognition and other gestural or physical behaviors that indicate teacher approval. A corrective interaction, sometimes referred to as a negative interaction, refers to any teacher behavior that degrades student behavior including verbal or nonverbal statements of criticism or disapproval (Mrachko, Kostewicz, & Martin, 2017). According to Sprick (2009), each time a student receives attention from the teacher, he or she is being reinforced for either positive or negative behaviors. Becker (1986) illustrated this phenomenon in a study in which teachers were asked to reprimand and remind every student who got out of their seat during instructional periods. While the teachers assumed

the practice would decrease the behavior, the number of students leaving their seats at inappropriate times increased. Implementing a high ratio of positive to corrective interactions with students (of at least 3:1) reduces the likelihood that the teacher will unintentionally reinforce inappropriate behavior (Stichter et al., 2009).

While this classroom management best practice is considered to be one of the most important, it is also one of the most difficult to implement as teachers generally pay more attention to students' misbehavior than to students' positive behavior (Brophy, 1981; Lewis, Hudson, Richter, & Johnson, 2004; Matheson & Shriver, 2005; Sprick, 2009). There is plenty of evidence that supports the need for increased proficiency. Research demonstrates a decrease in disruptive student behavior after providing teachers training and feedback on when and how to implement a high ratio of positive to corrective interactions with students (Mrachko et al., 2017; Pisacreta, Tincani, Connell, & Axelrod, 2011).

Effective corrections. Even with clear expectations and positive teacher-student relationships, moments of student misbehavior are likely. The way in which a teacher responds to misbehavior will either increase or decrease misbehavior in the future (Lewis & Sugai, 1999; Simonsen et al., 2008). Sprick (2009) explained that while many teachers believe an emotional response to misbehavior (i.e., apparent anger, disappointment, or sadness) is an effective correction technique, an emotional reaction to student misbehavior has the potential to reinforce the student and increase the likelihood of the student misbehaving again. Other teachers prefer to remove students from the learning environment in the event of misbehavior. The use of exclusionary discipline practices (i.e., suspension and expulsion) has become an area of increased concern and criticism among scholars and practitioners alike. Exclusionary discipline practices deny students access to supervised instructional time and thus, have been linked to

multiple negative outcomes including increased misbehavior (Lewis, Romi, Qui, & Katz, 2005), decreased student achievement, increased dropout rates, grade retention, and involvement with the juvenile justice system (Flynn, Lissy, Alicea, Tazartes, & McKay, 2016). Exclusionary discipline practices are considered ineffective because they (a) may reinforce to students that misbehavior leads to opportunity for task avoidance and (b) are not a long-term option, as students cannot learn outside of the classroom (Sprick, 2009; Sugai, Sprague, Horner, & Walker, 2000; Sugai & Horner, 2006). Other ineffective correction practices include the use of humiliation, sarcasm, and group punishment (Morris, 1978).

Effective classroom managers use a variety of correction techniques that match the severity of the behavior infraction (Barbetta et al., 2005; Conroy, Sutherland, Snyder, & Marsh, 2008; Lewis & Sugai, 1999; Simonsen et al., 2008) and adhere to the following criteria:

1. Changes the future occurrence of the behavior

2. Does not disrupt other students

3. Treats the misbehaving student with dignity and respect

4. Does not reduce the student's motivation to exhibit positive behaviors

5. Does not diminish the positive relationship between the teacher and student. (Sprick, 2009, p. 359)

Common corrections include the use of proximity (Marzano, 2003; Sieberer-Nagler, 2015; Sprick, 2009) nonverbal signals (De Pry & Sugai, 2002; Marzano 2003; Shores, Gunter, & Jack, 1993), verbal corrections and conversations (Acker & O'Leary, 1988; Sprick, 2009; Winett & Vachon, 1974), family contact, restitution (Sprick, 2009), time outs (Alberto & Troutman, 2006), and office discipline referrals.

Of course, even evidence-based classroom management practices are only effective when accurately and consistently implemented by teachers (The Evidence-Based Intervention Work Group, 2005). Unfortunately, accurate and consistent implementation of practices is not typical (Oliver, Wehby, & Nelson, 2015). For example, though verbal corrections are advocated by behavioral experts and commonly utilized, research reveals that loud, lengthy verbal corrections are less effective than more brief, discreet corrections (Abramowitz et al., 1988; O'Leary & Becker, 1968). Ineffective implementation is common when the teacher misunderstands the practice, uses only portions of the practice, or abandons the practice over time. Research suggests that without support, teachers' implementation accuracy tends to decline within ten days after initial implementation because the teacher omits specific components, implements them inaccurately, or abandons the practice completely (Hagermoser Sanetti & Kratochwill, 2009; Hagermoser Sanetti, Luiselli, & Handler, 2007; Mortenson & Witt, 1998).

Classroom management is a complex phenomenon, as no single approach fits the needs of all students and teachers. The greater the teachers' repertoire of techniques, the fewer "recurrences of problem behavior" the teacher will face (Lasley, 1989). More research is needed to identify ways to help teachers implement evidence-based classroom management practices accurately and consistently following professional development (Hairrell et al., 2011; Smith, Daunic, & Taylor, 2007).

Classroom Management Challenges for New Teachers

Classroom management is reported as a serious challenge for new teachers (Christofferson & Sullivan, 2015; Goodwin, 2012; Kwok, 2018; Shook, 2012; Smith & Klumper, 2018; Veeman, 1984). Novice teachers frequently report feeling unprepared to establish a structured classroom environment, engage students in learning, and deal with

challenging behavior (Baker et al., 2016; Chesley & Jordan, 2012; Goodwin, 2012; Greenberg et al., 2014; Miech & Elder, 1996). Inadequate and ineffective pre-service training has been blamed for the lack of classroom management competence of new teachers (Baker et al., 2016; Chesley & Jordan, 2012; Eisenman, Edwards, & Cushman, 2015; Garrett, 2014; Goodwin, 2012; Greenberg et al., 2014; Martin & Norwich, 1991). In a review of U.S. teacher preparation courses, Oliver and Reschly (2010) found that only 27% of U.S. universities devote an entire course to classroom management, while most include general classroom management instruction as only part of another course. Kern et al. (2011) also examined the course syllabi of 26 colleges and found very limited information and intention for classroom management preparation. Even when classroom management training is provided, the content taught varies among institutions (McCann, Johannessen, & Ricca, 2005). A variety of classroom management philosophies and opinions among scholars and practitioners make it difficult for teacher education programs to design and implement effective curriculum. As a result, many novice teachers enter the field unprepared to deal with both minor and major student behavioral needs (Conroy & Sutherland, 2012).

Challenges still exist for those who have received adequate training as they attempt to transfer ideas learned in their campus coursework in schools. This is particularly true when the ideas taught differ from standard school practices. According to Cochran-Smith (2015) and colleagues, beginning teachers struggle with the reality of school priorities (i.e., student test scores, scripted teaching, prescribed course content, and instructional pacing) and receive little support. Feeling pressured by contradictory school policies, some new teachers succumb to the perceived school culture. In other words, how teachers are prepared to teach is not always

supported by their school cultures (Abrams et al., 2015; Puk & Haines, 1999; Sykes & Bird, 1992) and thus, not maintained.

Many policy makers have called for an increased amount of field experience for teacher candidates, yet others are skeptical that increased time in schools will lead to improved teacher learning (Abrams et al., 2015; Smart & Igo, 2010). In fact, there can be risks to learning classroom management best practices from field experience, as beginning teachers may have "miseducative" experiences (Kowk, 2018) that impede their learning of effective classroom management practices. Wong and Rosemary (2001) contended that teacher preparation programs are not at fault. In *The First Days of School: How to be an effective teacher* (2009), the authors explain, "No one ever said that education ends with a college degree." Effective teachers are consistently improving their craft by earning advanced degrees, joining professional networks, attending conferences, working with colleagues, and participating in professional development.

Classroom management is extremely important to beginning teachers (Denby, 1978). When asked about their first year on the job, both pre-service and novice teachers tend to judge their achievements based on their classroom management experiences instead of their teaching quality or student learning outcomes (Oberski, Ford, Higgins, & Fisher, 1999). In a similar study, Moran, Dallat, and Abbott (1999) found that even when new teachers were aware of their students' learning, they were more concerned with the frustrations surrounding classroom discipline. Of course, new teachers' classroom management competence is also on the minds of school administrators as poor management is a known cause of teacher failure (Przychodzin, 1981).

The knowledge base surrounding effective classroom management practices has been known for decades (Brophy, 2006; Emmer & Stough, 2001; Jones & Jones, 1986; Sugai &

Horner, 2002), yet this knowledge is not consistently transferred into classroom practice. Additional research and attention on the types of professional development that support beginning teachers' transfer of knowledge into practice is necessary (Abbott, Walton, Tapia, & Greenwood, 1999).

Professional Development

New and experienced teachers consistently report classroom management as their greatest professional development need (Christofferson & Sullivan, 2015; Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009; Monroe, Blackwell, & Pepper, 2010; Sugai & Horner, 2002). Professional development, defined as the activities and processes designed to enhance the professional knowledge, skills, and attitudes of teachers to improve student learning (Guskey & Huberman, 1995), comes in the form of on-site or off-site specialized training, formal education, and advanced professional learning of other kinds. Typically, professional development can be described as formal, which includes structured, assigned tasks with little participant input, or informal which is often self-initiated or self-driven. Effective professional development is systematic with clearly defined goals and measurable outcomes for learners, designed according to the needs and desires of participants (Gabriel, 2005).

Teacher professional learning is complex, requiring the cognitive and emotional involvement of teachers individually and collectively, as well as the willingness to examine one's convictions, beliefs, and practice (Avalos, 2010). Supporters of professional development believe that the teachers' behavior improves student learning (Wong & Rosemary, 2001) and thus, invest in the effectiveness of their teachers instead of high-dollar programs and structural changes. Though 92% of teachers in the United States participate in professional development (NSDC), scientifically valid evidence on the specific aspects of professional development is in

"dreadfully short supply" (Guskey & Yoon, 2009). According to Yoon, Duncan, Lee, Scarloss,

and Shapley (2007), of over 1,300 studies addressing the effects of professional development on

student learning outcomes, only nine met the standards of credible evidence set by the What

Works Clearinghouse of the U.S. Department of Education. Further, each of the nine studies

focused only on elementary schools between 1986 and 2003.

The lack of time for sufficient professional development is another common concern

among critics. Short-term, incoherent professional learning is unlikely to influence teachers'

practices or improve student achievement (Simonsen et al., 2013). Rather, the continuous effort

of both participant and facilitator is required for lasting impact that transfers into the classroom.

According to DeMonte (2013), a review of research on the effect of professional development on

student learning found that programs needed to spend more than 14 hours on professional

development for student learning to be affected. This is consistent with previous studies showing

a positive effect on student learning included 30 or more hours of contact with participants

(Guskey & Yoon, 2009). Klingner (2004) agreed that the potential benefits of professional

development are lost in traditional "sit and get" models, which typically occur over a short

period of time and do not include follow-up monitoring or support. According to Guskey and

Yoon (2009):

> The overriding opinion is that a lot of workshops are wasteful, especially the one-shot
> variety that offers no genuine follow-up or sustained support. But ironically, all of the
> studies that showed a positive relationship between professional development and
> improvements in student learning involved workshops or summer institutes. (p. 496)

The effects of professional development also depend on the delivery approach. The

method of delivery has the power to either generate enthusiasm in a topic or deter participation

(Burkman, 2012). While many practitioners argue the benefits of site-based professional

development built from the combined expertise of in-house staff members, others contend that

best practice involves the use of outside experts (Guskey & Yoon, 2009). Either way, high-quality professional development is comprised of research-based instruction that includes methods to measure and evaluate the effectiveness of the activities incorporated. Opportunities for teachers to actively learn strategies, collaborate with their colleagues, and receive follow-up coaching and feedback promote sustained change in teacher practice (Sprick et al., 2010).

Online Professional Development. Distance education is defined as a teaching and learning model in which the teacher and learner are separated geographically and communicate using technology (Gunawardena & McIsaac, 2004). In the 1700s, long-distance educators used written media in the form of letters and newspapers to communicate with learners. Later, in the 1900s, audio (radio) and visual media (television) advancements allowed students to tune into their instructors' broadcasts. Most recently, since the 1990s, the Internet has provided students and educators instant access to one another. Online learning is now often synonymous with the term distance learning. Online learning uses the Internet for synchronous or asynchronous exchanges between instructors and participants. By 1997, 34% of postsecondary educational institutions offered online education courses and an additional 20% intended to offer online courses by the year 2000.

Moore and Kearsley (1996) noted three important types of interaction in distance learning courses: (a) learner with content, (b) learner with instructor, and (c) learner with learner. Online instructors should facilitate each type of interaction frequently as distance learners may experience feelings of isolation, frustration, and anxiety if communication and interaction are lacking (Mood, 1995). Course goals and objectives are also important components, as online pupils, much like those in the classroom, must understand what is expected of them at all times (Mood, 1995). Other critical factors include: student access to technology (Belanger & Jordan,

2000), course management (Moore & Kearsley, 1996), the course website (Bolliger, 2004; Harrison, 1999), and instructor variables (knowledge and skills, feedback, encouragement, accessibility, and professionalism; Bolliger, 2004; Slider, Noell, & Williams, 2006).

Convenience has been reported as a key motivator for students enrolled in distance education courses. In fact, many students claim convenience as more important than face-to-face interactions with instructors and peers (Card & Horton, 2000; Maki, Maki, Patterson, & Whittaker, 2000). As the demands of professional and personal life increase, online learning provides an opportunity for continued education to those unable to participate in a traditional setting (Vrasidas & Zembylas, 2004).

The term online professional development refers to a type of professional development delivered and completed using Internet and digital technologies. Online professional development is a progressively popular option for educators as the Internet allows for on-demand delivery of instruction and interaction among instructors and students (Burkman, 2012; Herbert et al., 2016; Nguyen, 2015; Stone, 2008; Vrasidas & Zembylas, 2004). Online professional development is flexible and often self-paced, which supports participants' efforts to manage their educational and career pursuits with personal responsibilities (Vu et al., 2014).

Online professional development also allows for the use of multimedia instruction. According to Kennedy, Hirsch, Rodgers, Bruce, and Lloyd, 2016:

> Multimedia is another promising approach for increasing teacher knowledge (Kennedy et al., 2016) and supporting teacher implementation of practices (Hirsch, Kennedy, Haines, Thomas, & Alves, 2015). As an example, multimedia-based PD provides the opportunity for teachers to receive personalized instruction without specific time restrictions, and materials can be viewed multiple times as needed. (p. 49)

The use of video, a common component of online professional development, has been shown to help viewers make cognitive connections between his or her practice and the new skills taught (Bransford, Derry, Birliner, Hammerness, & Beckett, 2005; Dieker et al., 2009). Video-based

professional development incorporates selected clips from the classrooms of teachers for participants to view and discuss with the facilitator and peers. Commercial professional development materials typically include video clips from classrooms as exemplars and representations of authentic practice (Seago, Koellner, & Jacobs, 2018).

A multimedia-based practice called Content Acquisition Podcasts for Teachers with Embedded Videos (CAP-TVs) is an informational delivery method that combines enhanced audio podcasts with on-screen text and visuals. Though research is still limited, CAP-TVs are shown to be an effective tool in improving pre-service teacher knowledge and increasing quality of implementation of skills learned (Ely, Kennedy, Pullen, Williams, & Hirsch, 2014). More recently, a study by Kennedy et al. (2016) suggested multimedia-based CAP-TVs could support teachers learning and implementation of evidence-based classroom management practices. The authors also note the potential benefits of multimedia-based technology for distance learning and online professional development models. Of course, the use of video clips is unlikely to increase participant learning without intentional integration into a professional development course with guided facilitation (Seago et al., 2018). Higher rates of engagement of the participant, beyond simply viewing a video, lead to greater impact of the professional development (Shaha & Ellsworth, 2013).

The effects of online professional development. Online professional development is an effective method to increase teachers' pedagogical content knowledge and practices (Acar & Yildiz, 2016; Baker et al., 2016; O'Dwyer et al., 2010), though to what extent is a matter of debate (Nguyen, 2015). In 2000, Navarro and Shoemaker found that learning outcomes for online learners were equal to or better than traditional learners and that participants were satisfied with their online learning experience. Russell (2001), author of *The No Significant*

Difference Phenomenon and founder of Nosignificantdifference.org, compiled 355 research reports, summaries, and papers that support the positive effects of distance and online learning, though Nguyen (2015) argued against the validity and bias of the voluntarily submitted studies. In a meta-analysis of online learning research for the Department of Education, Means, Toyama, Murphy, Bakia, and Jones (2009) reported that while the learning outcomes of students participating in online learning often exceed those who participate in traditional, face-to-face instruction, the two mediums also differ in terms of time, engagement, curriculum, and pedagogy, which likely attributes to the differences in outcomes. Bush (2005) reported that "maintaining motivation and interest were major challenges for the online training efforts [even though] many teachers consider online learning a viable option" (p. 17).

According to O'Dwyer et al. (2010), there is a void in the research literature regarding the effects of online professional development on teacher quality and student achievement. A review of research surrounding online professional development suggests that online platforms have proved useful for those that utilized the opportunity (Acar & Yildiz, 2016; Baker et al., 2016; Bush, 2005; Slider et al., 2006), but the challenge of demonstrating the impact of online-based instruction on traditional classroom instruction remains (Stes de Maeyer, Gijbels, & Van Petegem, 2012).

Characteristics of online learners. Online professional development research has focused on design, course quality, and methods of online professional development (O'Dwyer et al., 2010; Vu et al., 2014; Yang & Liu, 2004). A growing number of researchers are also focused on the factors driving learner success online. Successful online learners are often volunteer learners, have high expectations, are self-disciplined, enjoy learning, demonstrate effective thinking skills, can work independently and with limited structure, and also recognize the value

of interacting with online peers (Belanger & Jordan, 2000; Palloff & Pratt, 2001). A 2009 study to determine critical influences to online learner success indicated self-determination (including self-motivation and time management) as the strongest determinant of student success (Beaudoin, Kutz, & Eden, 2009). Hiltz (1993) found that students with positive attitudes were more actively engaged and satisfied with their online experience. A 2013 study to examine how successful online learners compared to unsuccessful online learners found that participant beliefs regarding student success and learning, as well as the amount of time spent on the online platform, were also significantly different (Rienties, Brouwer, & Lygo-Baker, 2013).

Classroom Management Professional Development

Classroom management professional development is both a cognitive and behavioral process that must be carefully aligned with teacher needs (Marquez et al., 2016). The current body of knowledge suggests effective classroom management training can reduce the new teacher's learning curve (Greenburg et al., 2014). Yet there is a reported mismatch between the amount and type of classroom management professional development requested and the amount provided (Burkman, 2010; Hardman & Smith, 2003; Reinke, Herman, & Stormont, 2013; Westling, 2010). Burkman (2010) found that 93% of teachers surveyed identified working with emotionally disturbed students as an area of concern, while only 27% had been offered training on the topic. Eighty-three percent of teachers identified working with students with psychological disorders as a professional development need, while only 23% had received training on the topic. Eighty-one percent of teachers reported a need for strategies related to working with overactive children (including ADHD), although only 30% of teachers had an opportunity for training in this area. Unfortunately, Burkman's (2010) results were consistent with the previous findings of Wehby, Lane, and Falk (2003), and Greene, Beszterczey,

Katzenstein, Park, and Goring (2002). Effective classroom management professional development can provide techniques to support teachers' efforts with students identified as overactive, emotionally disturbed, and with psychological disorders. Without proper training, however, teachers cannot be expected to confidently and appropriately respond to their challenging behavior.

Though some argue that many aspects of teaching can only be learned through personal experience (Feiman-Nemser, 2001), classroom management professional development has been shown to increase teacher self-efficacy, as well as reduce teacher stress and student disruptions (Cheser, McDaniel, & Cheser, 1982; Dicke et al., 2015; Gottlieb & Polirstok, 2005; Marquez et al., 2016; Martin & Norwich, 1991; Mitchell & Bradshaw, 2013; Simonsen et al., 2013; Strother, 1985). For example, while studying the effect of a classroom management course on the self-efficacy perceptions of student teachers, Kurt, Ekici, and Gungor (2013) found that the classroom management training had a positive effect on the participants' self-efficacy perceptions, as did Marquez and colleagues (2016) a few years later.

Alvarez (2007) found that teachers who have received classroom management training were less likely to report stress due to inappropriate student behavior than teachers who had received little to no training. Netzel and Eber (2003) reported a 22% reduction in student suspensions, as well as decreased office discipline referrals and a more positive school climate following classroom management professional development in an urban Illinois school. MacSuga and Simonsen (2011) reported an increase of evidence-based classroom management practices, as well as increased on-task student behavior after providing training to teachers in a New England Middle School.

Recently, Flynn et al. (2016) explored the relationship between classroom management professional development and changes in behavior incidents in high-risk school communities over time. Findings suggested that exposure to classroom management professional development was effective in reducing school-wide behavioral incidents and student suspensions. The authors conclude, "Ultimately, when teachers are equipped with a toolbox of skills and strategies to support students who exhibit challenging behaviors within the classroom, those students are more likely to have greater access to education and improved outcomes."

Still, the approach and delivery of classroom management professional development may determine how well teachers can utilize the skills taught (Lasley, 1989; Marquez et al., 2016). Classroom management professional development often occurs in the context of school-wide, school-based discipline trainings for faculty (Sugai & Horner, 2002) that cover large amounts of information through a "stand and deliver" presentation without the modeling and exemplars that support implementation. This type of training is typically delivered in person and often includes high trainer and travel costs (Blonigen et al., 2008). Unfortunately, a contradictory method that is easily accessible and provides small doses of content has greater potential to provide teachers with the knowledge they need (Birman, Desimone, Porter, & Garet, 2000; Slider et al., 2006). Marquez et al. (2016) agree:

> Critical of current delivery approaches commonly consisting of isolated and resource intensive (e.g., time, costs) workshops with lecture-type delivery of content, researchers point out that a change in practice is not an "event," but rather a process involving ongoing training, modeling, monitoring, practice, and feedback, which might be assisted by technology (Birman et al., 2000; Hall & Hord, 2001). (p. 90)

Existing literature suggests three factors influence a teacher's classroom management skill level (Kwok, 2018). First, research suggests that teachers who participate in classroom management professional development use effective classroom management practices more often and experience increased student time on task (Evertson & Harris, 1995; Kwok, 2018).

Second, university and school faculty and district liaisons serving as mentors can offer practical classroom management advice and feedback relevant to teachers' specific contexts (Humphrey, Wechsler, & Hough, 2008; Kowk, 2018; Wang et al., 2008). Third, new and experienced teachers tend to have differing beliefs, characteristics, and predispositions as classroom managers (Lasley, 1989; Martin, Yin, & Mayall, 2006). There is evidence to support that novice teachers hold more interventionists beliefs and tend to care more about classroom management control than their experienced counterparts (Emmer & Stough, 2001; Martin & Baldwin, 1993). Novice teachers, often in "survival mode," may be exposed to a variety of techniques and consequently know more than they can actually do (Lasley, 1989). Thus, beginning teachers may over-rely on a select few practices to handle a wide variety of challenges (O'Neill & Stephenson, 2012).

Researchers have clearly identified effective classroom management practices, though the most efficient ways to teach these practices to educators is still under review (Kennedy et al., 2016). Simply providing access and exposure of classroom management best practices, through the use of readings, lectures, and single professional development events, is unlikely to change teachers' existing practice (Simonsen et al., 2008).

Marquez and colleagues (2016) offer insight to the benefits of online classroom management professional development. One advantage is that participants can digest the content at a self-paced rate. Participants also have the option to review certain components repeatedly to solidify understanding. Neither of these benefits is easily achieved in a face-to-face workshop. The online availability of learning may also eliminate the high costs associated with trainer fees and travel while increasing accessibility to participants. These are two important concepts in the context of shrinking school budgets and geographically remote schools with training needs.

While research suggests professional development has the potential to assist and alleviate problems facing beginning teachers, many educators receive little to no training on the application of evidence-based classroom management practices (Simonsen et al., 2013). A weakness of both traditional and online professional development research is the lack of monitoring participants' implementation of new skills, including accuracy and fidelity, as well as the results and changes in teacher skills and behavior (Ball & Cohen, 1999; Dash et al., 2012; Yoon et al., 2007). It is recommended that future research evaluate and compare methods to train induction and in-service teachers on their use of evidence-based classroom management practices (Alvarez, 2007; Larson, 2016; Simonsen et al., 2008).

New Teacher Induction

Just as McDonald's and Domino's Pizza use training programs to prepare workers before beginning their duties and interacting with customers (Wong & Rosemary, 2001), new teachers need proper training before working with students, parents, and colleagues. New teacher induction is a process specifically designed to orient newly recruited teachers to their work and support them through ongoing professional development (Williams & Gillham, 2016).

Types of teacher induction programs. Scholars have argued the importance of beginning teacher support since the early 1990s (Wang et al., 2008). A teacher's first year is a critically important, and often problematic, year. Ingersoll and Smith (2004) reported that a teacher's first year has been found to shape future teaching patterns and influence his or her decision to remain in the field. Following the establishment of No Child Left Behind, states and school districts are under increased pressure to focus on national curriculum standards and teacher quality. In response, many school districts shifting their focus of teacher induction from socialization and emotional support to mandated instructional practices (Sweeney & DeBolt,

2000). While teacher induction programs have historically focused on the personal satisfaction and comfort of novices (Feiman-Nemser, Schwille, Carver, & Yusko, 1998; Gold, 1996), it is clear that "feeling comfortable" may not lead to effective teaching or student learning (Anyon, 1981).

Teacher induction programs are effective when designed to improve teacher effectiveness and increase the retention of highly qualified teachers (Hewitt, 2009; Ingersoll & Kralik, 2004; Wong, 2002). Yet induction programs are inconsistent across the nation (Clark, 2012) and vary in length and complexity. Regarding teacher induction, three types of professional school cultures have been identified (Kardos, Johnson, Peske, Kauffman, & Liu, 2001). The first, veteran-oriented cultures, emphasize experienced teachers and offers no special status to new teachers which results in little orientation or support for beginning teachers. The second, novice-oriented cultures, includes schools in which the majority of faculty are new to the profession. Though novice-oriented cultures often have high levels of enthusiasm, there is a general lack of expertise. The third, integrated professional cultures, provide new teachers with sustained assistance and regular interaction with colleagues across experience levels (Kardos et al., 2001). Integrated professional cultures have been shown to best meet the unique needs of novice educators. Kardos et al. (2001) emphasized the importance of the administrator's role in developing an integrated professional culture by remaining actively involved and responsive during the teacher induction process.

Youngs, Holdgreve-Resendez, and Qian (2011) defined high-quality induction experiences as those that include a clear, consistent framework surrounding curriculum and teaching and provide frequent access to instructional supports (i.e., professional development, mentors, and resources). Wong (2002) agreed that effective induction programs are

comprehensive, coherent, and sustained throughout the first few years of a new teachers' career.

Yet, according to Hewitt (2009), most school districts use the "simple version" of a basic

orientation model that introduces new teachers to district policies, school procedures, and their

classroom management responsibilities. Hewitt (2009) described the model as "the bare

minimum," stating:

> The structure of the program is developed by a series of professional development
> activities, including the assignment of a mentor teacher. If mentors are assigned, they are
> typically rendering services in an informal capacity. The veteran teacher very seldom
> gives much attention to modeling effective instructional practices for the new teacher. (p.
> 13)

More comprehensive models link classroom management and instructional standards for

high-quality teaching through skilled mentors, research-based instruction, and school

transformational models that use school data to develop communities of learners. These models

are complex, time-consuming and thus, rarely used (Hewitt, 2009).

Although online professional development opportunities are growing in popularity

(Higley, 2018; Vrasidas & Zembylas, 2004; Vu et al., 2014), few examples of online approaches

to new teacher induction are found in the research literature (Mitchell, Howard, Meetze-Hall,

Hendrick, & Sandlin, 2017). When models of online new teacher support are discussed, leading

themes are centered on "cyber communities" focused on mutual interest, the pioneering nature of

digital technology, and their ability to create mentoring networks (Mitchell et al., 2017).

Professional development within the teacher induction process. Professional

development is one popular component of new teacher induction (Clark, 2012; Confait, 2015;

Goldrick et al., 2012; Hewitt, 2009; Wang et al., 2008). Research indicates that a successful

induction program includes a professional development system tailored to novice teachers'

specific needs and experiences (Hahs-Vaugn & Scherrf, 2008; Lundeen, 2004). The

requirements of responsibilities of novice teachers participating in teacher induction must also be

taken into account. According to Hahs-Vaughn and Scherrf (2008), some teacher induction programs have only a few requirements of beginning teachers while others mandate participants to complete workshops, create portfolios, participate in online discussions, and attend school and district-based meetings. A balanced professional development plan is recommended, as too much professional development can be as ineffective as too little.

Teacher induction programs often consist of mandated professional development plans that include workshops and collaboration with mentors (Burkman, 2012). While a workshop approach for professional development is popular and cost-effective, there is minimal evidence on the effects of this approach on beginning teachers' practices (Burkman, 2012; Wang et al., 2008). It is suggested that beginning teachers' initial beliefs and intentions play a role in the influence of workshops and other types of professional development on beginning teacher development (Wang et al., 2008). Further, a change of teachers' beliefs may not lead to changes in practice (Barr, Barth, & Shermis, 1977) as the workshop approach often fails to consider or exert any influence on the environment and context in which the teaching is situated (Wideen, Mayer-Smith, & Moon, 1998).

The content taught within teacher induction programs varies between subject-specific pedagogy and general pedagogy, though research suggests that subject-specific induction programs may be more beneficial. A study by Luft, Roehrig, and Patterson (2003) found that induction programs with a focus on subject-specific pedagogy were more useful in supporting new teachers' learning than those with a general pedagogy focus. A similar study by Maloch and Flint (2003) suggested that subject-specific pedagogy could have a lasting positive impact on beginning teachers. Though both of these studies have implications for teacher induction

development, it is important to note that neither study analyzed if and to what extent the subject-specific induction model influenced student outcomes.

The use of mentors is also a common practice within teacher induction programs; though the effects of this practice on beginning teachers are still under review. One observed issue involves the skills and knowledge of the mentor (Burkman, 2012). Wang (2001) explored the relationships between mentoring contexts, mentoring practice, and learning opportunities for novice teachers in the United States, the United Kingdom, and China. Not only did the study report varied beliefs and styles of mentors in different countries, but also that the effective teaching practices of mentors do not automatically transfer into favorable mentoring practices. In an experimental field study by Evertson and Smithey (2000), results indicated the presence of mentors was (a) not sufficient alone and (b) the skills and knowledge of the mentor played a key role in beginning teachers' learning.

A teacher's work environment and professional development experiences have also been shown to be more influential to novice teacher efficacy and retention than mentorship alone (Brill & McCartney, 2008). According to Burkman (2012), mentoring practices should be paired with professional development, as mentors cannot be the "sole support" because they are also struggling with many of the challenges facing new teachers. Other issues involve the quality and purpose of interactions between mentors and beginning teachers. In a study of more than 20 hours of conversation, Strong and Baron (2004) reported only 10 instances of explicit suggestions or directions from the mentor to beginning teacher, and only three led to responses from the beginning teacher. The remaining interactions were classified as indirect suggestions and comments that failed to produce any type of response from the teacher and may not have had any substantial effect.

Conversely, in a study by Luft and Cox (2001), beginning teachers self-reported interactions and feedback from mentors as beneficial and important. British scholars Williams, Prestage, and Bedward (2001) examined the experiences of beginning teachers who received support from mentors, induction program heads, and school principles. The study found that collaboration between mentors and beginning teachers did positively impact beginning teacher practice.

Though many studies suggest a relationship between the use of teacher induction and teacher practice, few examine what the beginning teachers were able to think and do. Further, the use of self-reports from surveys and interviews makes it challenging to identify specific implications on teacher practice. Wang et al. (2008) recommended an analysis of actual teaching practice to determine the effects of teacher induction processes on new teacher behaviors.

Studies of impact. According to Mitchell et al. (2017), the majority of published reports and articles addressing new teacher induction are opinion pieces reflecting the views of an author or interest group. Of those, approximately 200 present research findings, but may be unreliable due to weak research designs. Ingersoll and Strong (2011) cited only 15 reliable empirical studies that describe the impact and nature of teacher induction across the country. Still, collective research does suggest that new teachers who participate in teacher induction programs are more likely to remain in the profession than those that do not. Upon initial examination of teacher induction programs, scholars agreed that, "Induction programs substantially reduced the likelihood that new teachers would leave teaching within their first 5 years, and induction programs focused on instructional development contributed significantly to student achievement" (Mitchell et al., 2017, p. 81). However, a study by Glazerman and colleagues (2010) reached contradictory conclusions. This well-financed, randomized field study found no

impact on new teacher retention or student performance (Glazerman et al., 2010). Publication of this study reinforced the need for additional research on the effective elements of teacher induction and its impact on new teachers' retention and effectiveness.

Prior to 2012, the literature databases indexed hundreds of articles and dissertations related to new teacher induction programs, yet only 26 additions have been added between the years of 2013 and 2016 (Mitchell et al., 2017). While many are considered reliable, this recent literature focuses on small qualitative studies of teacher induction in countries outside of the United States. It appears that educators and teacher preparation programs remain optimistic about induction process for new teachers, though evidence of impact is difficult to find.

Summary

This chapter provided an overview of current and historical literature relevant to the proposed study. The next chapter provides a detailed outline of the methodology design.

Chapter 3: Research Method

The purpose of this study was to evaluate the experiences and implementation practices of new teachers who have completed online classroom management training during a Florida school district's New Teacher Induction program. This study examined the utilization of three classroom management strategies in the participants' regular classroom settings. These strategies include (a) clear expectations, (b) a ratio of positive to corrective interactions of at least 3:1, and (c) effective corrections; each explicitly explained and modeled as part of the online course. Ultimately, the findings of this study contribute to the current body of knowledge regarding online professional development for beginning teachers, in the area of classroom management, as part of new teacher induction. This chapter describes the research design, guiding research questions, participants, data collection procedures, analysis, and ethical considerations.

Qualitative approaches are applicable for research intended: (a) to describe and interpret new or under-researched issues; (b) for theory generation, theory development, theory qualification, and theory correction; (c) for evaluation, policy advice, and action research; and (d) for research directed at future issues (Bitsch, 2005, p. 76). Generally speaking, qualitative research does not rely on experimental conditions or statistics as symbols or measurements of meaning but uses words and images as empirical materials for reflection and analysis instead (Saldana & Omasta, 2018). In short, qualitative researchers examine what people do, say, and feel. Because human perceptions and actions are the primary focus of this investigation, this method is conducive through the use of participant open-ended interviews and observations.

Evaluation research leads to judgments about the merit, worth, or significance of programs or policy (Rossman & Rallis, 1998). According to Patton (2002), program evaluation is "the systematic collection of information about the activities, characteristics, and outcomes of a

program to make judgments about the program effectiveness, to improve program effectiveness, and inform decisions about future programming" (p. 18). This study was designed to determine the effectiveness of the online classroom management course by focusing on participant's application of specific strategies taught and perceptions of training effectiveness.

A noted weakness of professional development research is the lack of monitoring participants' implementation of new skills, including accuracy and fidelity, as well as the results and changes in teacher skills and behavior (Ball & Cohen, 1999; Dash et al., 2012; Yoon et al., 2007). This study measured the extent of strategy implementation of teachers who completed the online classroom management training. Methods of data collection included the use of classroom observations and semi-structured interviews.

Research Questions

This study was guided by the following research questions:

Q1. How often do online classroom management professional development training participants implement and utilize (a) clear expectations, (b) a ratio of positive to corrective interactions of at least 3:1, and (c) effective corrections as demonstrated during a classroom observation?

Q2. What are online classroom management professional development training participants' perceptions of training effectiveness in the areas of (a) clear expectations, (b) ratio of positive to corrective interactions, and (c) effective corrections?

Participants

The participant population included certified teachers who satisfied the following criteria:

1. were working in a full-time teaching position in an elementary or secondary classroom within the school district;

2. had 0-5 years of teaching experience;

3. completed the online classroom management course, as required by the district's new teacher induction program, between the dates of September 1, 2018 and March 29, 2019;

4. received a classroom observation between the dates of September 1, 2018 and March 29, 2019.

All of the qualified candidates received a classroom observation as well as an invitation to participate in a semi-structured interview. The interviewing of multiple participants ensured that multiple perspectives and experiences were recorded in order to answer the research questions.

The Role of the Researcher

In qualitative research, it is common for the researcher to be invested and involved with participants to some extent (Creswell & Creswell, 2018). Thus, a variety of strategic, ethical, and personal issues must be considered (Locke, Spirduso, & Silverman, 2013). The researcher must identify and reflect upon their personal biases, values, and background that may shape their interpretations formed during the study (Creswell & Creswell, 2018).

In this study, I served as a district classroom management coach for a central Florida school district. As a classroom management coach, I developed and delivered professional development for teachers of all grade and experience levels, as well as school-based instructional coaches and administrators. Further, I developed the training content and video instruction used in the online classroom management training under study. I also served as one of the participants' online instructors. I supported participants in the enrollment process, monitored their progress, and provided feedback on participant submissions and discussion comments. Because participants knew me as the course facilitator, I did not collect the observation data in

the teachers' classrooms. The data were collected by two other classroom management coaches. Both classroom management coaches were well-respected educators and colleagues of mine. These observers were carefully instructed on the specific classroom management strategies under study and the use of data collection form.

I also acted as the participant interviewer. This placed me in the position of an "insider," one who completes the research in their current setting. Herr and Anderson (2015) gave warning to action researchers, explaining that the research complexity is increased with the addition of simultaneous roles: as a professional and a researcher. For this study, I believe my participation increased authenticity to the interview, as participants may have answered more honestly to support my evaluation efforts. With that said, researchers must be extremely cautious about their biases—both conscious and unconscious. It was important that I intentionally avoided emotional responses in the event the interview yielded negative participant feedback.

Institutional Context

The school district in this study is located in Florida. At the time of the study, the district was the 13th largest school district in the state (by enrollment) with 77 schools serving nearly 63,000 students in Pre-K through twelfth grade. Over the course of five years, the number of teachers employed within the district increased to nearly 5,000. A growing percentage of hired teachers are identified as novice. The district placed a priority on meeting the needs of these new teachers through a process called new teacher induction.

The school district's new teacher induction program, nicknamed NTI, included an orientation to familiarize teachers with the school district policies, human resources, curriculum requirements, and a series of mandated professional development components. Classroom management professional development is one required component of the NTI. To satisfy this

requirement, teacher participants could choose to complete their classroom management training through a traditional, face-to-face workshop or an online training course. This study focused solely on the experiences and practices of those who opted for the online training course.

Data Collection Procedures

Qualitative research data are typically collected in the field, at the site in which participants experience the problem under study. Participants are not brought into a controlled laboratory setting, nor sent instruments to complete off-site. Ensuring participants are observed in their natural setting, with face-to-face interaction, is a major characteristic of qualitative research (Creswell & Creswell, 2018). Upon approval from both the Institutional Review Board (IRB) at Abilene Christian University and the school district, data were collected using two methods: participant classroom observations and interviews.

Classroom observations. The use of classroom observations was already an established district practice following training completion. The classroom observations were typically 10 minutes in length, following the teacher's natural instruction schedule. The classroom observations were completed at random across multiple days of the week and time of the day. The observer, a District Classroom Management Coach, used Sprick et al.'s (2010) Drop-In Observation (Classroom Management) form to record her field notes (See Appendix A). Published in *Coaching Classroom Management* (2010), the observation form serves as a data collection tool to note the use of three evidence-based practices: posted expectations, ratio of positive to corrective interactions, and fluent corrections. Using this form, the observer made jottings, or brief handwritten notes, of the teachers' classroom management behaviors. These comments are used to provide feedback to the teacher regarding his or her implementation goals and progress. This study utilized all available classroom observation data of qualified

participants who completed the online classroom management course between the dates of September 1, 2018 and March 29, 2019.

As of March 29, 2019, 18 participant observations qualified for this study. Though 31 eligible participants completed the online classroom management by the deadline of March 29, 2019, seven were absent during the day of their scheduled observation, three did not respond to the schedule request, two rescheduled their observation for a date later than March 29, and one refused the observation. This left 18 available observations to use in this study. To protect the confidentiality of participants, the observation data used in this study were anonymous and unidentifiable. I did not have the ability to match the specific observation notes to any single school campus or participant.

Observation instrumentation. A form titled Drop-In Observation (Classroom Management), was used to collect data during the classroom observations (See Appendix A). This form focuses specifically on three essential classroom management behaviors of the teacher (Sprick et al., 2010). When using this form, Sprick recommends that the observed teacher and students continue instruction and tasks as planned. The form is largely blank, with space for the observer to take notes on a teacher's use of expectations, corrections, and includes a table to collect a ratio of positive to corrective interactions.

Participant interviews. The use of participant interviews then provided the opportunity for triangulation of data. Participant interviews are one of the most common qualitative data collection methods (Saldana & Omasta, 2018). The interviews were completed in person or via telephone in the participant's natural classroom setting, using the following preparation steps as outlined by McNamara (n.d.):

1. Choose a setting with little distraction.

2. Explain the purpose of the interview.

3. Address terms of confidentiality.

4. Explain the format of the interview, including the expected length.

5. Provide the interviewer's contact information.

6. Answer participant questions.

7. Ask permission to record the interview.

A semi-structured interview guide (Patton, 2002) was designed to include a list of predetermined questions (See Appendix B) that cover specific topics while also allowing flexibility for adjustments or clarification as necessary. A semi-structured protocol also ensured that the participants were asked the same questions in the same order. This allowed for comparison across each case, also known as cross-case analysis (Creswell, 2007).

As the interviewer, my purpose was to analyze the information as it was received and guide the interview in a way that best supports the overall research questions. The interview questions guided the participants to share details of their personal classroom management practices and experiences with the online training. Participants were also asked to provide examples of when and how they have implemented the specific classroom management practices on the observation form.

To begin, I prepared for up to 18 participant interviews. Each participant received an initial invitation by email. Two follow-up emails were sent in the following weeks to any participant who had not responded to the initial invitation. In total, eight participants (two elementary and six secondary) responded to the invitation and scheduled an interview. Three interviews took place in-person in the participant's classroom, and five interviews were

completed by telephone. Each interview was held at a time most convenient for the participant, such as during the teacher's planning period and before or after school hours.

Before the interview, the participants were informed of the study's purpose, the expectations of the interview, and their rights as participants. Participants were made aware that their participation in this study was voluntary. Participants also had the option to withdraw from the study without negative consequences of any kind. With participant's permission, the researcher audio recorded the interviews while concurrently jotting down participant answers. It has been cautioned that audio recordings should not take the place of notetaking, as analytic jottings and ideas are critical to the overall process (Saldana & Omasta, 2018). To establish and maintain trustworthiness, I asked clarifying questions and repeated participants' phrases throughout the interview. I used this practice as a form of member checking, which occurs as researchers ask participants to review and confirm question responses and their meaning (Lietz, Langer, & Furman, 2006). The length of the interviews ranged from 22 to 40 minutes with an average length of 31 minutes.

During the interview, one elementary teacher mentioned that she was currently completing her sixth year of teaching. Although she was originally identified as a beginning teacher with less than five years of experience, this comment was cause to remove her interview from the data set, leaving seven completed interviews.

Data Analysis

I utilized four processes, as outlined by Patton (2002) to evaluate the data collected. These included an analysis of the data for patterns, interpretation of their significance, judgment of the results, and recommendations for action. First, in content analysis, the researcher systematically examines the print and media materials for topics, themes, and concepts. The

goal, according to Saldana and Omasta (2018), is to "examine aspects such as frequency, type, correlation, and absence in a body of data to generate manifest readings that infer latent meanings" (p. 153).

 Classroom observations. Once I received the set of anonymous classroom observations, I read through each individually, highlighting any field notes relevant to the guiding research questions. Research question #1 asked specifically "how often" participants utilized the three strategies under study: (a) clear expectations, (b) a ratio of positive to corrective interactions of at least 3:1, and (c) effective corrections. Thus, for the complete set of observations, I noted every occurrence in which the observer noted one of those strategies. For example, if the observer noted two types of clear expectations for students (i.e., classroom rules and activity procedures), two tallies were marked. The same process applied to the third strategy under study, effective corrections. A single tally was either marked or omitted for the second strategy, a ratio of positive to corrective interactions of at least 3:1. This means that if the participant's ratio of interactions was observed at or above a 3:1 (three positive interactions for every one corrective interaction), a tally was marked. If the ratio of interactions was below a 3:1, a tally was not marked. Next, I inputted this information into an Excel spreadsheet in the form of a frequency chart. This allowed for an organized, visual representation of the number of:

1. Occurrences of clear expectations.

2. Occurrences of effective corrections.

3. Participants utilizing the first strategy under question, clear expectations.

4. Participants utilizing the second strategy under question, a ratio of positive to corrective interactions of at least 3:1.

5. Participants utilizing the third strategy under question, effective corrections.

Participant interviews. The Framework Method, a recognized tool for the analysis of interview data (Gale, Heath, Cameron, Rashid, & Redwood, 2013), was adapted this study. My process is outlined in the following set of steps:

1. Transcription. The audio recordings were transcribed using two Internet transcription services. This provided a verbatim transcription, though unnecessary dialogue conventions (pauses, crosstalk, "Um," etc.) were removed. As Gale et al. (2013) and colleagues recommended, the printed transcripts had large margins with adequate line spacing for coding and note taking.

2. Familiarization. I then read each transcription while listening to the audio recording to ensure the written transcription was an accurate representation of the interview. Once accuracy was confirmed, I read through all data a minimum of five times to gain a general understanding of the information collected to filter and condense data. I then condensed the data to reduce the length of the interview and eliminate extraneous and tangential comments unrelated to the research questions (Saldana & Omasta, 2018). The original, complete transcript remained available for reference.

3. Coding. I used a process called open coding to code the data. Coding is the process of organizing data by chunking pieces of information and using a word to represent the text (Creswell & Creswell, 2018). Coding allows a visual set of clusters, or categories, to take shape. This creates manageable units of information to expedite analysis. I read each transcript line by line applying codes as they emerged from the text. Strauss and Corbin (1990) encouraged researchers to conceptualize similar events, actions, and interactions. Using a highlighter and key word codes, the researcher labeled primary and secondary concepts throughout the interview.

4. Charting the framework matrix. Data were then charted into the matrix (See Appendix C). Categories relevant to the guiding research questions were developed. Illustrative quotations were included as textual evidence. A matrix creates a visually straightforward structure in which emerging themes, patterns, and contradictions are easily identified.

5. Interpreting the data. By breaking down the data into key ideas, or categories. Four major themes for the data emerged.

Assumptions

The following assumptions were made for this study:

1. Participants chose to participate in the online classroom management training, as opposed to the traditional, face-to-face opportunity.

2. Participants had adequate access to and familiarity with technology, the Internet, and the online learning platform that enabled them to fully participate in the learning activities.

3. The responses provided by willing participants were honest and accurate reflections of their experiences and opinions.

4. Participant interviews and observations provided enough data for the researcher to answer the proposed research questions.

5. The researcher's position within the school district did not affect participants' interactions and honesty.

Limitations

This research study anticipated the following limitations:

1. The study was bound to the academic calendar year, which impacted the amount of time provided for participation and data collection.

2. The amount of pressure and competing duties for new teachers may have affected the number of participants willing to participate in the interview component. This did not impact the classroom observation data, as a classroom visit, following completion of classroom management professional development, is included in the district's New Teacher Induction process.

Delimitations

The following delimitations were made for this study:

1. The scope of this proposed study was limited, as the study involved only certified, novice teachers in one public school district in the state of Florida during the 2018-2019 school year.

2. While the participant sample included a demographically diverse sample of educators of elementary, middle, and high school, the sample size limited my ability to generalize results.

Provisions for Trustworthiness

Credibility. Lincoln and Guba (1985) argued credibility to be one of the most important factors in establishing trustworthiness. To ensure credibility is maintained, I made the following provisions, among others, as outlined in Shenton (2004, pp. 64-69):

1. Triangulation; the use of multiple methods for data collection, specifically classroom observations and participant interviews.

2. Efforts to preserve the honesty of interview respondents; participants were given the opportunity to refuse to participate to ensure data collection involves only those genuinely interested and willing.

3. Frequent debriefing sessions between the researcher and her superiors; supervisors had opportunity to draw attention to flaws in the course of action.

4. Peer scrutiny of the research project; peers had the opportunity to inquire about methods used and conclusions drawn.

5. Member checks; the researcher paused to confirm participants' answers intermittently throughout the interview. Also, interview participants were invited to listen or read the transcripts of dialogues in which they have participated to ensure their words match their intentions.

Transferability. Transferability, the extent to which the findings of the study may be applied to other situations (Merriam, 1998), is an important component of valuable research. To increase this study's transferability, the following information is presented to readers (Shenton, 2004, p. 70):

1. The number of organizations that took part in the study and where they are located;

2. The number and type of participants involved in the fieldwork;

3. The data collection methods employed;

4. The number and length of the data collection sessions;

5. The time period over which the data were collected;

6. The data analysis process.

Dependability. To establish dependability, the processes within the study should be clear to readers, thereby enabling a future researcher to replicate the study. The following components are explicitly articulated to support the efforts of future researchers (Shenton, 2004, p. 71): research design, data collection procedures, data analysis, and embedded reflective appraisal statements to evaluate the effectiveness of the inquiry process.

Confirmability. In qualitative research, the term confirmability is comparable to the term objectivity. The use of human-developed tests and questionnaires makes absolute objectivity inherently difficult (Patton, 1990). Specific steps were taken to ensure the study's findings are the result of participant experiences and ideas, rather than my own. Triangulation, the use of more than one data collection method, is one element that supports confirmability. Another, according to Miles and Huberman (1994), is the extent to which the researcher discusses her own predispositions. This information is presented in a later chapter.

Summary

This study was designed to evaluate the experiences and implementation practices of beginning teachers in a central Florida school district who have participated in online classroom management training as part of the new teacher induction program. This chapter described the qualitative research design and processes. The results of this study are presented in Chapter 4.

Chapter 4: Results

The purpose of this study was to evaluate the experiences and implementation practices of new teachers who have completed online classroom management training as part of a new teacher induction program. This study used a qualitative design, fit for evaluation and action research (Bitsch, 2005). A qualitative researcher examines what people do, say, and feel. Thus, the use of participant observations and open-ended interviews was ideal. This chapter will present the data collected from the classroom observations and participant interviews described.

Presentation of Data

Participants included only certified teachers who satisfied the following criteria:

1. were working in a full-time teaching position in an elementary or secondary classroom within the school district;

2. had 0-5 years of teaching experience;

3. completed the online classroom management course, as required by the district's new teacher induction program, between the dates of September 1, 2018 and March 29, 2019;

4. received a classroom observation between the dates of September 1, 2018 and March 29, 2019.

In total, 18 beginning teachers participated in this study. The participant population consisted of 14 females and four males. Six of the participants taught in an elementary classroom; 12 participants taught in a secondary classroom. Table 1 represents the demographics described above.

Table 1

Demographics of Participants

Demographics	Frequency	Percent
Gender		
Male	4	22.2%
Female	14	77.8%
Teaching Assignment		
Elementary	6	33.3%
Middle School	3	16.7%
High School	9	50.0%

Research Question #1

The classroom observations of 18 beginning teachers were analyzed to answer the first research question, *how often do online classroom management professional development training participants implement and utilize* (a) *clear expectations,* (b) *a ratio of positive to corrective interactions of at least 3:1, and* (c) *effective corrections as demonstrated during a classroom observation?* The classroom observations, an established district practice, were approximately ten minutes in length. The time of day, as well as the number of students in each class, varied by participant. The observer used Sprick et al.'s (2010) Drop-in Classroom Observation form to record field notes. I used the observers' field notes to determine:

1. The total number of participants utilizing the first strategy under question, clear expectations.

2. The total number of participants utilizing the second strategy under question, a ratio of positive to corrective interactions of at least 3:1.

3. The total number of participants utilizing the third strategy under question, effective corrections.

4. The total number of occurrences of clear expectations.

5. The total number of occurrences of effective corrections.

Data were sorted and tallied by strategy. First, the observations were separated into two piles, (a) evidence of clear expectations observed or (b) no evidence of clear expectations observed. Data were then counted to determine the number of observations in each pile. This process was repeated for the remaining two strategies. Using this method, I learned that 15 of the 18 participants (83.3%) were observed utilizing a practice that falls under the umbrella of clear expectations. Ten of the 18 participants (55.5%) utilized a ratio of positive to corrective interactions of at least 3:1. Finally, nine of the 18 participants (50%) were observed giving an effective correction to one or more students. This information is displayed in Table 2.

Table 2

Participant Implementation of Strategies Learned

Strategy	Frequency	Percent
Clear expectations	15	83.3
3:1 Ratio of interactions	10	55.5
Effective corrections	9	50.0

The classroom observation data also allowed me to explore the frequency of the strategies employed in the beginning teachers' classrooms. Using an Excel spreadsheet, a simple frequency chart was created to represent the total number of occurrences of clear expectations throughout all observed classrooms. In the 18 classrooms under study, examples of clear expectations were observed 27 times. Types of clear expectations included evidence of posted or referenced classroom rules, guidelines, procedures, activity expectations, agendas, and objectives. Table 3 displays these results.

Table 3

Observations of Clear Expectations

Clear Expectations	Frequency	Percent
Observed	27	100
Type		
Rules	6	22.2%
Procedures	3	11.1%
Guidelines	9	33.3%
Lesson/Activity expectations	9	33.3%
Agenda	4	14.8%
Objectives	4	14.8%

During each classroom observation, the observer also recorded the positive and corrective interactions of the beginning teacher. A positive interaction includes behavior-specific or general cues that indicate teacher approval. A corrective interaction refers to any teacher behavior that attempts to degrade or correct student behavior, including verbal or nonverbal statements of criticism or disapproval (Mrachko et al., 2017). A ratio of at least three positive interactions to every one correction is recommended in an effort to build positive relationships with students, increase student prosocial behavior, and decrease student disruptive misbehavior (Sprick, 2009; Stichter et al., 2009).

Ten of the 18 participants observed utilized a ratio of positive to corrective interactions of at least 3:1 (three positive interactions for every one corrective interaction). Five of the 18 participants were observed with a ratio of positive to corrective interactions less than 3:1 and 3 of the 18 participants were not observed interacting with students positively or negatively. This data are represented in Table 4.

Table 4

Observations of Participant Interactions

Ratio of Interactions	Frequency	Percent
At or above 3:1	10	55.5%
Below 3:1	5	27.8%
No observed interactions	3	16.7%

Finally, a frequency chart was created to represent the total number of occurrences of effective corrections throughout all observed classrooms. Incidents of effective corrections were observed 19 times. Examples include the use of private corrections, nonverbal corrections, respectful redirection, and references to classroom expectations. It is assumed that if additional student corrections were observed, the observer did not categorize them as effective, and thus were not included in the total. Because the observers' field notes did not consistently specify the type of correction utilized, I cannot know the exact frequency of the types of effective corrections.

Research Question #2

Participant interviews were used to answer the second guiding research question, *what are online classroom management professional development training participants' perceptions of training effectiveness in the areas of* (a) *clear expectations*, (b) *ratio of positive to corrective interactions, and* (c) *effective corrections?* The 18 participants were invited to participate in the interview portion of this study via email. In all, eight teachers completed an interview with me. One interview was removed from the data set because the teacher indicated that she was in her sixth year of teaching and thus, did not qualify. This left seven remaining participant interviews. The participant demographics are displayed in Table 5.

Table 5

Demographics of Interview Participants

Demographics	Frequency	Percent
Gender		
Male	3	42.86%
Female	4	57.14%
Teaching Assignment		
Elementary	1	14.29%
Middle School	1	14.29%
High School	5	71.43%

Participant Interviews

Using a semi-structured interview guide (Patton, 2002), I prompted the interview participants to share details of their personal classroom management practices and experiences with the online training (See appendix B). Interview participants were also asked to provide examples of when and how they have implemented the specific classroom management practices under study.

Interview Participant #1. The first interviewee was a male high school teacher in his second year of teaching mathematics. This interview took place in the teacher's classroom during his mid-day planning period on April 19, 2019.

Classroom management practices. Interview Question #3 began the conversation regarding the teacher's personal classroom management practices. When asked, "How do you communicate your classroom expectations to students?" Participant #1 said he uses consistent routines with specific steps to communicate his expectations to students. He explained,

> I'm a very routine style person a very ritualistic person. So, I try to have like a set of steps for just about everything. For example, every Monday we take—we do a problem of the day every morning and I just keep the giant stack of problem of the day sheet templates right over there on that desk. The kids walk in they grab the template, they go sit down and do the problem of the day on Mondays—and I don't have to tell them. (Interview Participant #1, personal communication, April 19, 2019)

"I've done it since the beginning of the year," he said. This teacher also uses timers to keep students on task. He continued,

> I use timers a lot. I didn't think timers were going to be necessary. So, I started using it. I was like, this is a lot more effective. I put it on my phone. I just sit it up there so they can see it. (Interview Participant #1, personal communication, April 19, 2019)

The next question asked the teacher to describe his methods for building and maintaining positive relationships with students. Participant #1 uses one-on-one interactions and non-contingent attention. "I like to know my students," he explained,

> I would like to know my students more than just as students. I like to talk to them about their interest in sports and just everything outside of school and have that kind of personal relationship with him so that it's not just all business on the time. (Interview Participant #1, personal communication, April 19, 2019)

Interview Question #5 asked the participant to describe his methods for responding to student misbehavior. He said,

> Typically, I have a range. I like to start with just ignoring it to see if it's going to stop. and if it doesn't stop I'll typically make eye contact with them because I because—I teach up here on board and so I can turn around and scan while I'm teaching and if I am able to catch their eye contact I can just kind of give them like a [hand gesture]. (Interview Participant #1, personal communication, April 19, 2019)

Participant #1 also mentioned the use of proximity as a response to student misbehavior, though he indicated it was a challenge. "And then proximity," he responded, "That's if I have a chance. I mean it's hard sometimes for me to get around the room as much as possible."

Classroom management training experience. Interview Questions #6 through #9 asked participants to self-rate their knowledge of classroom management best practices and ability to manage the classroom on a scale of 1-10 (1 novice; 10 expert) before and after completing the online course. Interview Participant #1 rated his knowledge of best practices a 5 before completing the training and a 7.5 after. "I was probably close to a five. I've got my knowledge. I

had my practice from my first year, but I had definitely had a room to improve." He rated his

ability to manage the classroom as a 7 before the training, and an "8 or 9" after the training. He

explained, "Probably 8 or 9 because what I was doing, I was still good at, but I still haven't

grown to a 10. So, I definitely improved and added things to my repertoire."

Interview Question #10 asked the participant if he found it easy or difficult to implement

the practices learned from the online course. This teacher responded that it would have been

easier had he completed the training earlier. Although the course was available to him sooner,

the self-paced nature of the course allowed him to postpone his start and end dates. He explained,

> There's definitely pieces that—at this point with only 20 days before we take our final exam—I can't really make the changes that I think that I should have made earlier because it's not going to click in 20 days right where we are now. Whereas had I been able to do that earlier in the year first day I could have nipped this in the bud. (Interview Participant #1, personal communication, April 19, 2019)

Interview Question #11 asked, *how has your experience with this online training*

positively impacted your effectiveness in the classroom? This teacher indicated an impact on his

rituals or routines. He answered,

> I thought- I knew that I needed to have them early on but I like, definitely needed more. I didn't' realize how much more I needed until I did. Because I didn't realize that types of situations I was going to run into. (Interview Participant #1, personal communication, April 19, 2019)

Online training experience. The next set of interview questions asked about the strengths

and weaknesses of the online training. This teacher described the self-paced nature of the course

as a strength, but also restated his desire to have completed the course sooner. "Getting that

pacing set up to where I finished earlier, would have been better," he explained, "or doing it self-

paced but like the month before school or something. Would have been better." This teacher also

mentioned the training videos as a strength. "Yeah that was nice because it was like, it's as if

you're actually there," he said. Feedback was another strength discussed. "Being able to get that

feedback on the submissions because sometimes I was kind of confused about what the question

was asking for," he added. When asked to describe course weaknesses, the teacher responded,

> I kind of would have liked if they were like numbered. Just for me because I'm seeing, *I should be here now*, I should be here now, like 1 2 3 4. Because I found myself going through when I was trying to see what I still had to do- not knowing which module that went with that- I need to do this. I know I need to do this section, but I don't know where that section falls in the module. (Interview Participant #1, personal communication, April 19, 2019)

Once again, course timing emerged as a weakness. He continued,

> It just would have been a little easier for me to follow. The deadline thing, or the earlier thing more than that deadline thing, having it earlier so that you can finish it before school starts and have it not to do during school. That way those things can be implemented from day one would have been nice. (Interview Participant #1, personal communication, April 19, 2019)

> Interview Question #14 asked, *how will these strengths and weaknesses affect your future decisions regarding online professional development?* Interview Participant #1 answered,

> I like online personally because I am good... decent at doing stuff on my own and sometimes, whenever I'm put in a big setting of people, I'm a little more reserved than I would be if I were going out on my own because I'm like a student—I don't want to say something and then there'd be like a conflict like, "No I disagree with that," or anything. (Interview Participant #1, personal communication, April 19, 2019)

> The final interview question asked, *would you recommend this online training to a peer?*

This teacher responded, "I definitely would," adding,

> I feel like the strengths definitely outweigh the weaknesses of it. And like I said, I work well in that type of a setting in comparison to some people that might not and that'd just be something I would communicate with—might say, "If you're good at independent work and just doing it on your own and you understand better that way then I recommend it. But if you feel like you work better in a setting where multiple people are talking, and you have that face-to-face then you should do that. (Interview Participant #1, personal communication, April 19, 2019)

Participant #1 closed the interview adding, "I liked it. I would have liked the face to face

more had I been able to get there without missing class. But I dislike missing class more than I

like face to face."

Analysis. The interview data from Participant #1 provided insight into his perceptions of the online training effectiveness. This teacher credits elements of his classroom management practices to the professional development experience, including his understanding and use of clear expectations. He seeks positive relationships with students using noncontingent attention and corrects students using multiple mild strategies, including nonverbal signals and proximity; all are strategies taught within the online training.

It is clear that the participant found the training valuable, though he believes he would have been more successful had he completed the training earlier in the school year. The teacher's self-ratings of his knowledge of best practices and his ability to manage the classroom increased after completing the online training. Perceived strengths of the online training included the ability to self-pace, as well as the use of videos and feedback from the course facilitator. Interview Participant #1 would recommend this online training to a peer.

Interview Participant #2. The second participant interviewed was a female high school algebra teacher completing her fourth year. The interview took place by telephone shortly after school dismissal on April 24, 2019.

Classroom management practices. In response to Interview Question #3, Participant #2 indicated that she uses a class syllabus that is printed for students, posted online, and reviewed explicitly at the beginning of the year. She explained,

> The first few days of school is when I lay that foundation for my expectations in my classroom. The second day I will print it on my syllabus. The rules are listed out and then I print the syllabus for my kids. I have it posted online and we go through the syllabus together and then I have them actually act out. (Interview Participant #2, personal communication, April 24, 2019)

"Once we come back from our breaks like Thanksgiving break and Christmas break, I will do a little refresher for them," she added.

The next interview question asked about the teacher's strategies for building and maintaining relationships with students. This teacher discussed an activity in which students bring in and present a picture of something that is important to them. She continued,

> I also try to if I know that my kids play soccer. I know my kids are on the volleyball team. I will go the games knowing that I have students that are a part of a team and I'm there to support them, and that builds relationship. (Interview Participant #2, personal communication, April 24, 2019)

> Interview Question #5 asked the participant to discuss her responses to student

misbehavior. She explained,

> Proximity. That is the biggest thing that I use, yes. I don't ever raise my voice with my kids. I think that's a waste of time. I just get really close to them and then if I need to if that does not work, I will move them in the classroom and that has a—I really have not had any issues. (Interview Participant #2, personal communication, April 24, 2019)

"I think a lot of my students don't want to disappoint me," she continued, "Like when I catch them and they know that I'm coming over there and I'm standing over them, they're aware of why I'm there and then, they cut it out really quick. I think that definitely works for me."

Classroom management training experience. Interview Questions #6 through #9 asked participants to self-rate their knowledge of classroom management best practices and ability to manage the classroom on a scale of 1-10 (1 novice; 10 expert) before and after completing the online course. Interview Participant #2 rated her knowledge of best practices at an 8 before the online training, and a 9 after completion. She explained,

> I've read. I've been to a Marzano conference in the summer. I've read the books by Harry Wong. I've had a lot of meetings with my previous employers, where I would ask them very specifically to come into my classroom and watch my classroom management and give me feedback. (Interview Participant #2, personal communication, April 24, 2019)

She also rated her ability to manage the classroom at an 8 before the online training, and a 9 after completion. She answered, "Because I feel like I can always keep learning. I don't think I'll ever be out of time. I don't think I'll ever consider myself a full ten, but I can give it a 9."

Interview Question #10 asked the participant if she found it easy or difficult to implement

the practices learned from the online course. This teacher responded,

> Easy. It's easy. I've been doing a lot of the things already and then I told you there's the
> new implementation of the doorbell that was very simple, very easy. The kids caught on
> to it very quickly and I continue to use it in my classroom. (Interview Participant #2,
> personal communication, April 24, 2019)

> Interview Question #11 asked, *how has your experience with this online training*

positively impacted your effectiveness in the classroom? This teacher described a doorbell

attention signal that was implemented after completing the online training. She explained,

> One thing that I did take away that was important is I got an attention signal. I didn't
> really have that beforehand, and so I got a little doorbell, that I got my name on, so that
> came after I did the champs training. That helps me out. That was something where I
> think that my knowledge grew, but I always kind of knew that it was something
> important, but then once I watched the videos and I saw the different examples used then
> I started implementing that in my classroom. (Interview Participant #2, personal
> communication, April 24, 2019)

She then said,

> I think it just reminded me of everything that I'm doing is good to be doing because I
> know not everybody does it. It was nice to see when I was going through the videos and
> watching and doing the modules. It was nice to see that. *Oh, I already do that*, and *oh I
> do this*, and so, I think that it just gave me just like a boost and saying, "You're doing
> things right." (Interview Participant #2, personal communication, April 24, 2019)

Online training experience. The next set of interview questions asked about the strengths

and weaknesses of the online training. Participant #2 responded that the videos embedded into

the course modules was a strength. "I need more visual," she explained, "I like to see things

presented in that way." She then added, "I would say the other was a really good structure. That I

liked how there are reflection questions." The participant also mentioned that she liked the online

platform used to host the course, though she noted that she was familiar with the platform before

taking the online classroom management training. When asked to describe the weaknesses of

training, Participant #2 could not describe specifics. She answered,

I would just say more videos- I don't know just doing more of that. But I think that you guys had a lot of it. Really not much. I really think that you guys did a great job with the setup of it and the presentation. I think that the text—it is important to have in case people don't want to watch the video and want to read through it- then I think that's definitely important. I really don't have anything not negative. Everything was perfect. (Interview Participant #2, personal communication, April 24, 2019)

Interview Question #14 asked, *how will these strengths and weaknesses affect your future decisions regarding online professional development?* Interview Participant #2 answered, "I would prefer to be in person training. The strength of the videos was great because it was like I was in person. I would do that again." The final interview question asked, *would you recommend this online training to a peer?* This teacher responded, "Yes," adding,

Yes, I thought that it was very beneficial looking through and I just think that's something that any teacher at that level—they can always get the benefit from that. Even if I were a veteran teacher teaching for 25 years, I still think that that would be good to watch and just be, are you doing these things? Are you not doing these things? If there's anything that you're still struggling with and here's ways that you can manage that. (Interview Participant #2, personal communication, April 24, 2019)

Analysis. The interview data from Participant #2 provided insight into her perceptions of the online training effectiveness. Though this teacher had an adequate amount of classroom management knowledge and ability before completing the training, she discussed her implementation of new classroom management strategies, as well as an overall confirmation of best practices. The teacher's self-ratings of her knowledge of best practices and her ability to manage the classroom increased after completing the online training.

Participant #2 communicates her expectations to students using a posted syllabus and thorough review. She builds and maintains positive relationships with students by engaging in non-contingent conversation and providing personal attention. She corrects student misbehavior proximity most often. This teacher did indicate a preference for face-to-face training but praised the used of videos in the course and, thus, would recommend this online training to a peer.

Interview Participant #3. The next participant interviewed was a female 5th grade teacher completing her second year. I met with this teacher after school, immediately following student dismissal, in the teacher's classroom on April 26, 2019.

Classroom management practices. Interview Question #3 began the conversation regarding the teacher's personal classroom management practices. When asked, "How do you communicate your classroom expectations to students?" Participant #3 explained,

> I have procedures because they still need the visual reminder and my voice to remind them every morning. I have a PowerPoint that I do at the beginning of the year and we'll do it through throughout the year like between breaks and things like that. But I do really a lot of reminders. I guess—"We're gonna get in line. Okay, how do we get in line?" "Remember?" It's usually very quick. But just that quick refresher. (Interview Participant #3, personal communication, April 26, 2019)

The interviewer then probed about classroom rules. Participant #3 continued,

> We do. Because I was ESE for so many years, I am very structured, and I set clear expectations. I try to set my expectations very clear from the beginning. So, it's not really rules like, "No talking" this or that—more positive. (Interview Participant #3, personal communication, April 26, 2019)

The next question asked the teacher to describe her methods for building and maintaining positive relationships with students. Participant #3 responded that she likes to facilitate team building activities for her students, such as board games. She added, "I try to get to know them. I'll try and talk to in line… "I noticed you have'… finding something to bond over."

Interview Question #5 asked the participant to describe her methods for responding to student misbehavior. The teacher answered that she utilizes positive narration and praise techniques, as well as raffles and incentives. She explained,

> So, at the beginning I will try to draw attention to someone nearby who's doing what they're supposed to be doing. I give out tickets, and it's for a book raffle, but they get really excited about it. But that is usually enough because I've spent the time to build relationships. To give someone one because they're doing their work, that's enough to get the people around them to start doing what they need to do. (Interview Participant #3, personal communication, April 26, 2019)

She also described her use of a "cool-down" area in which students may take a break, complete a reflection form, and return to the group. Parent communication and seat changes were also briefly mentioned, though the teacher indicated the strategies were infrequently used. "I mean referral would be my very, very last resort. I've only I've written one referral this year," she added.

Classroom management training experience. Interview Questions #6 through #9 asked participants to self-rate their knowledge of classroom management best practices and ability to manage the classroom on a scale of 1-10 (1 novice; 10 expert) before and after completing the online course. Participant #3 rated her knowledge of best practices a 6 before the completing the training. "Just because of my background, I've done so many trainings," she added. She rated her knowledge of classroom management after completing the training a 9. Participant #3 rated her ability to manage the classroom at a 7 before completing the training, and a 9 after. She continued,

> It's only my second year in the classroom. There are just things that come up that you didn't think about teacher planning week—when you're supposed to be ready for children to come in your room. There are things that you don't… 'Oh shoot, I should have had a procedure for doing.' (Interview Participant #3, personal communication, April 26, 2019)

Interview Question #10 asked the participant if she found it easy or difficult to implement the practices learned from the online course. This teacher responded, "Easy. Yeah, very clear. How to implement, I guess." Interview Question #11 asked, *how has your experience with this online training positively impacted your effectiveness in the classroom?* She answered, "I mean it helped me with things that I like implement every day. So, I guess my classroom management is on point."

Online training experience. The next set of interview questions asked about the strengths and weaknesses of the online training. Participant #3 discussed the self-paced nature of the course a strength. She explained,

> I think it was a good, like for me, because I can do it at home at my own pace because I did it online. I could focus more. Sometimes, for me when I go to an in-room training, they're not always the best person to be near. You can get distracted. So, I think because I was able to take my time on it and really just focus in on things that maybe I hadn't focused on in the past. (Interview Participant #3, personal communication, April 26, 2019)

> She finished her response by adding, "I'm trying to think- I feel like overall- I think it was pretty easy to navigate." When asked the describe the training weaknesses, this teacher answered,

> I feel like, and I don't know if I'm remembering this wrong, when you are in the assignment, you can't see the text- the page they had the videos and stuff. Right? So that was, I feel like I had to go back and forth. (Interview Participant #3, personal communication, April 26, 2019)

She continued, "So, that's the only thing and it's when I do my lesson plans online, too. I hate having to flip back and forth and that sometimes is a deterrent for sitting down to do things like that."

Interview Question #14 asked, *how will these strengths and weaknesses affect your future decisions regarding online professional development?* Interview Participant #3 responded,

> I probably would still try them out. I generally like online courses. And honestly, I just hate sometimes training and then you have the one person who wants to raise their hand every five seconds to ask things are already said. (Interview Participant #3, personal communication, April 26, 2019)

> The final interview question asked, *would you recommend this online training to a peer?* This teacher answered, "Yes, because I think that I has valuable information that you cannot have successful classroom without a good classroom management, like without good classroom management, you can't."

Analysis. The interview data from Participant #3 provided insight into her perceptions of the effectiveness of the online training. This teacher utilizes strategies taught within the online course. She communicates her expectations to students through the use of posted and verbal classroom rules and procedures. She builds positive relationships with students using team building activities and non-contingent, 1:1 interactions. She corrects misbehavior with positive narration, incentives, and opportunities for reflection in a "cool down area."

This teacher was a great candidate for the online course because was already familiar with online, self-paced learning activities. Perceived strengths also included the course organization. One drawback discussed was the inability to view previous pages while completing the end-of-module submissions. The teacher's self-ratings of her knowledge of best practices and her ability to manage the classroom increased after completing the online training, and she described the strategies taught within the course as "very clear" and easy to implement. Overall, Interview Participant #3 believed the course contained "valuable information" and would recommend it to a peer.

Interview Participant #4. The next interviewee was a female middle school science teacher, completing her fourth year of teaching. This interview took place by telephone after school dismissal on April 29, 2019.

Classroom management practices. In response to Question #3, Interview Participant #4 referenced the CHAMPS acronym, one strategy taught within the online course.

> Well, I think maybe that's one thing that, I think, I probably could work on it a bit better. But really, in association with the acronym, I literally display the acronym out- like the expectations of what the conversation is, every transition we have. I do know we have everything champed out and I explain it to them. (Interview Participant #4, personal communication, April 29, 2019)

She continued,

I usually post it in the classroom not just for the students to make reference, but in case I have to reference because 9 times out of 10 somebody won't comply. So, that's a management tool to remind myself with what the expectations are. (Interview Participant #4, personal communication, April 29, 2019)

According to this teacher, communicating clear expectations to students improves student behavior. She explained,

It cuts down behavior issues because the expectations very clear. And you're just like, it just makes sense, it tells them how to do it. From what I see from the number of referrals I've written, I don't have as many off task as I would normally. If there's a reminder and you have your reminder, you have to go through the consequences for not following the expectations. (Interview Participant #4, personal communication, April 29, 2019)

The next question asked the teacher to describe her methods for building and maintaining positive relationships with students. "I think that one-on-one interaction, whether in passing, anywhere in the school I think that probably is the best way for me to establish those relationships," she answered. Interview Question #5 asked, *in the event of student misbehavior, what strategies do you utilize most often?* Participant #4 responded,

I would say depending on the severity, I've learned not to respond in yelling. I think that's one of the first things I've learned from my first year, because my first year I was yelling badly. I've learned proximity is one thing, eye contact. If it's a student who is verbally disruptive, I'll give him a verbal redirection and if that does not assist, then I'll move their feet. (Interview Participant #4, personal communication, April 29, 2019)

Classroom management training experience. Interview Questions #6 through #9 asked participants to self-rate their knowledge of classroom management best practices and ability to manage the classroom on a scale of 1-10 (1 novice; 10 expert) before and after completing the online course. Interview Participant #4 rated her knowledge of classroom management best practices "between a 3 and a 4" before completing the online training, and a "6 or a 7" after. She rated her ability to manage the classroom at a "3 or 4" and a "5 or 6" after.

Interview Question #10 asked the participant if she found it easy or difficult to implement the practices learned from the online course. Participant #4 referenced the CHAMPS acronym

strategy again. She answered, "I think I found it easier only because I think it's just the acronym itself is so easy, and it makes it simple of what's needed in the class." She continued, "I think it's easier only because it helps you have a good classroom. Like, it reduces the opportunity for chaos. It increases structure so there can be higher level learning." She added, "It's just after going through this training and using these tools, now I can see how I can improve."

Interview Question #11 asked, *how has your experience with this online training positively impacted your effectiveness in the classroom?* She explained, "I think it's helped me to focus more on positive behavior instead of the negative behavior. I probably- even though this is my fourth year, this is probably the year that I've written the least referrals." She continued,

> It's just not something I would work with because of the population and the culture in my school. I know that referrals either have a lot of weight or it's like they don't care about it. It forces you to deal with the situation head-on and have a more positive solution. Because writing the referrals doesn't solve the problem. It's just targeted on somebody else. (Interview Participant #4, personal communication, April 29, 2019)

Online training experience. The next set of interview questions asked about the strengths and weaknesses of the online training. This teacher mentioned the self-paced nature of the course and the use of videos as strengths. She explained,

> Well convenience is one of the main things. It was convenient for me because I can do it at my own time. I don't think anything was too lengthy, so it worked with my schedule. I think because it wasn't just reading paragraphs because there was a video component, it was more engaging than just reading text. (Interview participant #4, personal communication, April 29, 2019)

Participant #4 also referenced the opportunity to interact with other course participants. "The other strength was," she added, "I wasn't very interactive with people, but I do know that platform did allow for some interactions with others. I think even though it was online, I feel having that opportunity to interact and discuss with other colleagues was beneficial." When asked to describe any weaknesses, Participant #4 indicated some dissatisfaction with the module

submission requirements. She explained, "It makes sense though but at the same time I think it

will be evident, even though you answer questions, it will be evident in your actual practice

versus several questions you answer online." She continued,

> But like I said you can have somebody who can sit through the trainings or go online through the modules. But that doesn't necessarily mean that they're implementing it. I feel like could they have made another- maybe if there was another avenue to prove that you actually implemented your training then that would be great, like maybe a video submission. (Interview Participant #4, personal communication, April 29, 2019)

> Interview Question #14 asked, *how will these strengths and weaknesses affect your future decisions regarding online professional development?* Interview participant #4 responded that

she prefers face-to-face professional learning. She explained,

> Like it's convenient at the end of the day, but I felt like for the last training I went to- I think it was on diversity and equity- I'm able to pick more from it. There was more value and that delivery, that one-on-one delivery from the instructor and then being able to express the importance that you will go back to the training in classrooms, why you have to do this and why you need to do that. (Interview Participant #4, personal communication, April 29, 2019)

> The final interview question asked, *would you recommend this online training to a peer?*

This teacher responded that she would, but believes first-year, novice teachers would benefit

more from completing the face-to-face training. "I would recommend it to a peer if they needed

something that was convenient for them," she explained. This teacher finished the interview

with, "I think that having classroom management would be really good for peers who have it in-

person presented their first time training, but for me, like I said that I wasn't completely new to it

so it was really convenient."

Analysis. The interview data from Participant #4 provided insight into her perceptions of

the online training effectiveness. This teacher communicates her expectations to students using

the CHAMPS acronym, a method for visually posting and teaching activity expectations, taught

during the online course. She builds positive relationships with students through the use of one-

on-one interactions, and corrects misbehavior using proximity, eye contact, and verbal

redirection; these strategies are explicitly taught in the online training. According to Participant

#4, training strengths included convenience and the opportunity to interact with peers or the

training facilitator. The one drawback involved the required participant submissions.

The teacher's self-ratings of her knowledge of best practices and her ability to manage

the classroom increased after completing the online training. Overall, Participant #4 would

recommend the online training to peers, though she still prefers face-to-face professional

learning. She emphasized that first-year teachers may be more successful with a face-to-face

option.

Interview Participant #5. The next participant interviewed was a female criminal justice

high school teacher. This teacher was completing her first year of teaching. The interview took

place by telephone shortly after school dismissal on May 2, 2019.

Classroom management practices. The interview begins with inquiry of the teacher's

personal classroom management practices. Interview Question #3 asked, *how do you*

communicate your classroom expectations to students? Participant #5 responded,

> My rules written on the poster board that I made. I made it attractive on a billboard in the
> front of the room. I also went over it. I actually took it down for a short time. But after we
> came back from spring break it needed to go back up. Yeah, but and then I've also
> Incorporated some other things for classroom management if I have new students that
> come in. I'm still shocked- I'm getting some new ones even now. (Interview Participant
> #5, personal communication, May 2, 2019)

She also mentioned her use of the school's Student Code of Conduct handbook. "I say, I

can clearly look it up for you. That it's in the student code of conduct. I am requesting you to do

this I need you to do it for me now," she explained. The next question asked the teacher to

describe her methods for building and maintaining positive relationships with students. First the

participant said, "Candy. Candy is a wonderful thing." She went on, however, to describe her use

of relationship-building techniques. She explained, "I address them every day at the door. 'Hi, how are you?' I told them by the end of the first week I would have all their names." "I want them to have a voice in my classroom," she added. Interview Question #5 asked the participant to describe her methods for responding to student misbehavior. She answered,

> I like to walk around the room a lot, so proximity. It's hard for me to sit still. Okay, so if I'm doing a direct instruction where I'm speaking and they start talking I will walk and I will like put my fingers on their desk and keep on walking or if the I see they put their head down- and I get it, sometimes they're tired—but if it's something that they really need to be focusing on I'll tap desk and they'll look up at me and then they know what they need to do and then I just keep on walking. (Interview Participant #5, personal communication, May 2, 2019)

"Sometimes, if I see they're really struggling with something or they're being unusually quiet, or I see some emotional distress or something like that, I'll write a little note fold it in half in front of them and walk away," she continued,

> I also want them to know that I care. I don't want them to think that they're in high school by themselves. I tell them every day. If there's only one thing you learn every day from any class, I want it to be mine. (Interview Participant #5, personal communication, May 2, 2019)

Classroom management training experience. Interview Questions #6 through #9 asked participants to self-rate their knowledge of classroom management best practices and ability to manage the classroom on a scale of 1-10 (1 novice; 10 expert) before and after completing the online course. Interview Participant #5 rated her knowledge of best practices "between a 7 and 8." She explained,

> I think I'm somewhere between seven and eight. Because I had worked at schools as a school resource officer. I've had a lot of time in the classroom. You know, "Hey can you come in and talk to the kids about this this and this?" So, I am quite familiar with how it works. How it should work, you know. Called in to clean up the mess after it didn't work. So, I've seen both sides of it. So, I think I think a pretty solid 7-8. (Interview Participant #5, personal communication, May 2, 2019)

She rated her knowledge of best practices a 9 after completing the training. "Probably a 9," she

answered, "It gave me a few more ideas on the go. 'Hey, that's a great idea. I'm gonna try that.'"

She rated her ability to manage the classroom as a 9 before the training, and a 9.5 after the

training. She explained,

> After? I think it gave me a little bit more- probably like nine and a half. I don't want to go like, say 10 because there's certainly still some things that I see looking back on this year that I am definitely going to do differently next year. (Interview Participant #5, personal communication, May 2, 2019)

Interview Question #10 asked the participant if she found it easy or difficult to implement the

practices learned from the online course. She responded, "They're easy. Easy because I'm

flexible. I really wanted to find something that worked and depending on the grade level that I

have and the particular classes."

Interview Question #11 asked, *how has your experience with this online training*

positively impacted your effectiveness in the classroom? This teacher discussed a change in the

physical arrangement of the classroom. "It is going to be different ideas on how to, maybe, lay

out the physical layout of the classroom," she explained, "That has been one thing that I have

constantly had to readjust all year." Participant #5 then added, "I think my overall confidence."

Online training experience. The next set of interview questions asked about the strengths

and weaknesses of the online training. This teacher indicated a preference for the self-paced

nature of the course. "Doing it on my time," she answered. She continued,

> So, I want to get it done. Okay. Like the way it was mapped out because I am not a person who operates well with, "Well we might do it this week. We might do this week." No, I could see what I needed to do. Get it done and completed. (Interview Participant #5, personal communication, May 2, 2019)

The next question asked the participant to describe the course weaknesses. She responded, "I don't think there were any. Well, perhaps let me just say this would be—if it dealt with elementary or primary levels it really doesn't pertain to me, but I know I got to do it anyway."

Interview Question #14 asked the participant how the strengths and weaknesses will affect her future decisions regarding online professional development. The interviewer probed, "Is that something you would still be interested in for other things?" "Oh yes," answered the teacher. The final interview question asked, *would you recommend this online training to a peer?* This teacher responded, "I would. The ease of doing it on your own time."

Analysis. The interview data from Participant #5 provided insight into her perceptions of the online training effectiveness. Participant #5 utilizes strategies taught within the online training. She communicates her expectations to students by posting written rules, teaching them to students, and reviewing them after extended breaks. She builds relationships with students by greeting them at the door, learning their names, and modeling respectful 1:1 interactions. In the event of misbehavior, this teacher uses proximity and nonverbal signals most often.

Participant #5 was confident in her current knowledge and abilities but did indicate an increase in both after completing the online training. A perceived course strength was the ability to self-pace. The only weakness mentioned was that she believed some content was intended for elementary teachers specifically. Participant #5 will continue to choose online professional development in the future and would recommend this online training to a peer.

Interview Participant #6. The sixth participant interviewed was a female high school science teacher completing her first year. The interview took place by telephone during the teacher's planning period on May 14, 2019.

Classroom management practices. Interview Question #3 began the conversation regarding the teacher's personal classroom management practices. When asked, "How do you communicate your classroom expectations to students?" Participant #6 said that daily objectives are posted on the board and reviewed with students. The interviewer probed about behavioral expectations. Participant #6 answered,

> I like to lead by example. So, if I'm wanting them to sit quietly when they're doing group work or something, I'll go over to their group and I'll sit with them, and I'll talk at the tone that they're expected to talk for that assignment. I'm big on lead by example, show by doing. When I see they're off task, I go over and I start reading the assignment to them, and then help them answer the first question. Normally, they can take it from there. I'm not big on "Just do it," because they're freshman. They're more defiant. They're more defiant than my seven-year-old. They don't want to do it, just because you told them to do it. I've learned through them that doing by example or leading by example is the best way. (Interview Participant #6, personal communication, May 14, 2019)

The next question asked the teacher to describe her methods for building and maintaining positive relationships with students. Participant #6 responded that she stands at the door between classes and greets students. She explained,

> Then they normally will tell me a tidbit about themselves personally and then I can apply that later. I also make sure to write, "Happy birthday" on their desk when it's their birthday, make them feel special. For my casebook kids, I try every two or three weeks to write them a little personal Post-it note to let them know, "I'm keeping an eye on you. I know what your grades are, I can see them. Those two A's you have, they're amazing, but that F you have, let's work on that. Come see me during office hours and I can help you or go see XY teacher. They're aware that you're going to be coming at office hours to work on this. (Interview Participant #6, personal communication, May 14, 2019)

Interview Question #5 asked the teacher to describe her strategies for responding to student misbehavior. She responded,

> First, I try to lead with compassion. Because a lot of times, the students, they just act out in defense if they're just harshly corrected. Normally, my first instinct, I'm like, "Okay, why do they react that way? What's going on?" I try to lead with compassion. Then to go up to them, I don't do like—I've seen teachers who will banter back and forth in front of the class, and it's like, it just eggs them on. (Interview Participant #6, personal communication, May 14, 2019)

Participant #6 added that she utilizes private conversations. She explained, I can pull them into

the hallway and talk to them, like, "Hey, what's going on?" Verbal and nonverbal redirection was

also mentioned. She explained,

> Sometimes kids in the back of the class, if I could make eye contact with them, I'll put
> my eyes up to your eyes with the two fingers like, "I see you," and then point to their
> assignment like, "Get on task." They're pretty good about it. (Interview Participant #6,
> personal communication, May 14, 2019)

> ***Classroom management training experience.*** Interview Questions #6 through #9 asked

participants to self-rate their knowledge of classroom management best practices and ability to

manage the classroom on a scale of 1-10 (1 novice; 10 expert) before and after completing the

online course. Participant #6 rated her knowledge of best practices at a 1 before the online

training. "Just I'm brand new," she explained, "I didn't go to school to be a teacher. My first day

in the classroom was October 16, my first day of work." She continued,

> I had heard about things, so maybe I could say a two, but I had never seen anything in
> effect, like on movies or the teachers I had. I wanted to say I was totally ignorant. I had
> some expectations and I had done my research, but I really—the first time I heard the
> word CHAMPS, I had no idea what it was. (Interview Participant #6, personal
> communication, May 14, 2019)

She rated her knowledge of best practices after completing the training "somewhere between 5

and a 7." She rated her ability to manage the classroom at a "3 or 4" before the online training.

She explained,

> I had an idea of what is okay and isn't okay just from all the how-to books I read as a
> parent, I guess. My daughter's now second grade. If I hadn't had that experience though, I
> probably would say zero. Just not having had that experience in a classroom yet, so not
> really knowing what is and isn't okay or what I should or shouldn't be doing within the
> classroom. (Interview Participant #6, personal communication, May 14, 2019)

This self-rating increased to a 9 after completing the online training. She answered,

> I felt like it gave me a clear picture of meeting expectations in the classroom, and
> modeling behaviors, and the whole toolbox, and what is okay and isn't okay. I feel like
> there were so many examples used on what to do in different situations that it didn't leave

any questions left unanswered. (Interview Participant #6, personal communication, May 14, 2019)

Interview Question #10 asked the participant if she found it easy or difficult to implement the practices learned from the online course. "I would say it's in the middle, only specifically, because I'm on a co-taught position," she answered. Interview Question #11 asked, *how has your experience with this online training positively impacted your effectiveness in the classroom?* Participant #6 credits her ability to give and manage expectations to the training. She explained,

> The [school] has the Titan Target that they want to implement, I wasn't fully aware of the impact it had on the kids until I went through CHAMPS. I know the CHAMPS acronym kind of goes along with it. Kids love to know what to expect. Sometimes they ask questions before you can finish explaining the direction. (Interview participant #6, personal communication, May 14, 2019)

> ***Online training experience.*** The next set of interview questions asked about the strengths and weaknesses of the online training. Participant #6 described the feedback from the course facilitator as the main strength. She answered, "The individual feedback, where she's able to, or whoever's on there, is able to challenge what you write, to make you think deeper about your responses." She continued,

> If I'm being totally honest, I felt like I learned more from the online, just because, it wasn't you, there was another woman though who was questioning me back. I'm used to online classes, you just get on, you submit your answer, and it's done. (Interview Participant #6, personal communication, May 14, 2019)

The flexibility of the training was also mentioned. "I would say it's more flexible. It's flexible but it's not, I guess," she explained, "Like finding time to weave out to do it, but you can do it on your own time, too." The lack of personalization was the only weakness described. She answered, "I guess the personalization of it. Just, I don't know the face from the other side. I like the face-to-face interaction with you to see your passion, and joy, and motivation behind teaching it. I like the personal interaction."

Interview Question #14 asked, *how will these strengths and weaknesses affect your future decisions regarding online professional development?* This teacher had mixed feelings. She explained,

> I think it just depends on what the training is, what it embodies. Because I do like going to meetings, and meeting people, and collaborating, and networking, and hearing other people's experiences kind of thing, just to help to feel like you're not alone. Sometimes I feel like you can be like, 'Oh my gosh, am I the only one that's experiencing this?' Then too the freedom to do the online PD at your leisure in your own time frame is incredible given the crazy schedules that we have, or I have. Yes, definitely. I feel the online, like other online modules, like 30-minute modules, here and there, and I love them. (Interview Participant #6, personal communication, May 14, 2019

The final interview question asked, *would you recommend this online training to a peer?* Participant #6 responded,

> Yes. I would recommend if they wanted more of a challenge and they really wanted to dig deeper for the responses and be questioned and kind of really figure out what their teaching style is or classroom management style is, if they didn't want to give up a whole day to go do it. (Interview Participant #6, personal communication, May 14, 2019)

Analysis. The interview data from Participant #6 provided insight into her perceptions of the effectiveness of the online training. Many of the strategies implemented by this teacher were taught and modeled in the online training. Participant #6 communicates her expectations to students using posted objectives and modeling. She builds relationships with students using 1:1 interactions and non-contingent attention. In the event of misbehavior, this teacher relies on private conversations and both verbal and nonverbal redirections.

Participant #6 credits the large increase of her knowledge of best practices and ability to manage the classroom to the online training. Perceived strengths include individual feedback from the course facilitator, as well as the ability to self-pace. She described one weakness as the lack of personal, face-to-face interaction with the instructor. Overall, Participant #6 would

recommend the online course to a peer, especially for those who want to "dig deeper," but her

own future use of online professional development will depend largely on the training topic.

Interview Participant #7. A male high school teacher was the final participant

interviewed. Interview Participant #7 was completing his third year of teaching first-aid and

athletics. This interview took place over the phone during the teacher's planning period on May

21, 2019.

Classroom management practices. Interview Question #3 began the conversation

regarding the teacher's personal classroom management practices. When asked, "How do you

communicate your classroom expectations to students?" Participant #7 said he posts his

expectations and reviews it with students. He answered,

> I have put stuff on a corkboard that's in the room so they know what is expected and then, also, the first day of each semester this year, I went over it and then, any time that a student was added, I would give them a handwritten version of it to review. (Interview Participant #7, personal communication, May 21, 2019)

The next question asked, *how do you build and maintain positive relationships with students?*

This teacher responded that, when necessary, he corrects students privately, a practice he's

adapted from a former colleague. This was also his answer to Interview Question #5 regarding

behavior correction. He added that he also uses school staff support and parent communication

when necessary. He explained,

> I do exactly what I just said. I talk privately to them first give them a chance to fix it. Then before I reach out to mom and dad, I always reach out to the guidance counselor to see what luck or how successful they've been with mom or dad and what's the best way to get a hold of mom or dad. After that, then I normally try to get a hold of mom and dad talk and obviously nowadays for 70% 80% of them, when you get a whole of mom and dad, the problem fixes itself. There's the few that you may have to involve an administrator but far between. (Interview Participant #7, personal communication, May 21, 2019)

Classroom management training experience. Interview Questions #6 through #9 asked

participants to self-rate their knowledge of classroom management best practices and ability to

manage the classroom on a scale of 1-10 (1 novice; 10 expert) before and after completing the

online course. Interview participant #7 rated his knowledge of best practices a 5 before

completing the training and an "8 or 9" after. He rated his ability to manage the classroom at a 6

before the training. He explained,

> The classroom is different, it's outside, but I still have to be able to somewhat create an environment for the kids to be able to get stuff done in or have stuff done to them. I think that's why that's a six. (Interview Participant #7, personal communication, May 21, 2019)

The teacher increased his rating to an "8.5 or 9" after completing the training. Interview

Question #10 asked the participant is he found it easy or difficult to implement the practices

learned from the online course. He responded,

> This is probably an interesting answer, I would say 60% of it I think I knew how to do and I just need a little refresher on how to do and I think I do it well. There's still that 40% that as a teacher, honestly, only having three years and I think it's going to develop the more years. I think there's a lot of new teachers that beat themselves up after year one and say, "I can't do this, this, and this." rather than understanding you're not going to-- It's like when you go in for your teacher evaluation, you're not going to get all fours. You're not going to get all fives. You're not going to get that your first year. You shouldn't expect that. (Interview Participant #7, personal communication, May 21, 2019)

Interview Question #11 asked, *how has your experience with this online training positively*

impacted your effectiveness in the classroom? This teacher indicated an impact on his classroom

seating arrangements. He answered,

> I think S and O are my two big ones. I don't want to just let kids pick their seats right. I didn't like that. I picked up real quick who were my talkers to one another and made sure to separate them and made sure that it wasn't just the ones in front of the other. I made sure to put one in the front of the room and one in the back of the room. I reorganized— It's a portable, but I reorganized the portable that I could get around and actually observe and watch kids when they're taking a test, when they're doing something, so that they know that I am there and I am present. (Interview Participant #7, personal communication, May 21, 2019)

Online training experience. The next set of interview questions asked about the strengths

and weaknesses of the online training. Participant #7 appreciated being able to complete the

training online and privately. He explained,

> A positive for me and a strength, I'm just going to say is the fact that I could do it online.
> I guess another strength is I could do it privately. I could at the end day if I didn't have to
> work practice. When I did some of it in the afternoon. I could lock myself in the portable
> and no one, but me and a computer. Or I could come home to my computer and I could
> do it sitting in a living room. I would say a strength is a compatibility, the availability of
> how we can do the training. (Interview Participant #7, personal communication, May 21,
> 2019)

The weakness was the difficulty of transferring the content into unique classroom situations. He

explained,

> To me, I understand that a lot of these techniques can be taken to my class as first aid, but
> the way I felt was a lot of these things that were picked, I had to think very hard how to
> answer certain questions relating it to first aid. I went back and looked briefly at some
> stuff. I could see myself even as a gym teacher or an art teacher having a hard time
> figuring out how certain examples. A lot of the examples in it to me felt like it was
> directed towards someone who's going to be a math teacher. To me, that was my
> complaint. That would be my weakness of it is. The teachers that have these kids four
> days a week and it's a major subject and they have to pass it to graduate certain strategies
> fit better for those classrooms. (Interview Participant #7, personal communication, May
> 2₁, 2019)

> Interview Question #14 asked, *how will these strengths and weaknesses affect your future*

decisions regarding online professional development? Interview Participant #7 answered,

> I will choose online option. The more options I have for anything with teaching, anything
> with a school district, if it's offered online and I can maybe do it Saturday and Sunday
> and I don't have to miss a day or miss a practice on a Monday through Friday, I'm
> obviously going to sign up for it. (Interview Participant #7, personal communication,
> May 21, 2019)

> The final interview question asked, *would you recommend this online training to a peer?*

This teacher responded, "Yes," adding,

> I think I would recommend it just for someone who is maybe, especially a mother who
> have three, four children, it might be better for her to do it online rather than have to do
> the in-person. It's just—to me, it's an easier way to get it done and you can go back and

you can look and see it, and you can look at your assignments. (Interview Participant #7, personal communication, May 21, 2019)

Analysis. The interview data from Participant #7 provided insight into his perceptions of the effectiveness of the online training. Participant #7 communicates his expectations using posted rules that are reviewed with students. He emphasized the importance of private corrections to student behavior, using this strategy as a way to both build relationships with students and respond to misbehavior. This teacher indicated an increase in his knowledge of best practices and ability to managing the classroom. Participant #7 is utilizing strategies taught within the online course. He specifically credits his current furniture arrangement and circulation techniques to the online training.

According to this teacher, training strengths include the ability to complete the training online privately, though he believed much of the content was directed towards core academic teachers. Participant #7 answered that he will continue to choose online professional development options in the future and would recommend this online classroom management training to a peer.

Themes

After analyzing the observation and interview data, four themes emerged to answer the guiding research questions:

Q1. How often do online classroom management professional development training participants implement and utilize (a) clear expectations, (b) a ratio of positive to corrective interactions of at least 3:1, and (c) effective corrections as demonstrated during a classroom observation?

Q2. What are online classroom management professional development training participants' perceptions of training effectiveness in the areas of (a) clear expectations, (b) ratio of positive to corrective interactions, and (c) effective corrections?

These themes were communicating expectations to students, maintaining positive relationships with students, correcting student misbehavior, and perceptions of training effectiveness.

Theme 1: Communicating expectations to students. Theme 1 consisted of two categories: (a) the beginning teachers visually present expectations, and (b) the beginning teachers review expectations. Approximately half of the online classroom management course is devoted the importance of creating a highly structured classroom environment and communicating clear expectations to students. The classroom observation data indicated that 15 of the 18 beginning teacher participants (83.3%) were observed communicating expectations to students. Examples of clear expectations were observed 27 times. Each participant interviewed also specified the use of clear expectations to students by way of classroom rules, procedures, or lesson or activity expectations.

The beginning teachers visually present expectations. This category is described as: participants post or model classroom expectations for students. During the interview portion of the study, all of the beginning teachers described a process for visually presenting their expectations for students. Two teachers post their rules on a poster or corkboard at the front of the classroom and four teachers post their daily expectations on the whiteboard. Two teachers also utilize a printed syllabus or Code of Conduct handbook. One teacher described a process for acting out and role-playing the classroom rules and procedures with students.

The beginning teachers review expectations. Another category, described as participants review expectations after extended breaks or when a new student joins the class, emerged within this theme. Participants 2, 3, 5, and 7 mentioned the need to review classroom expectations after holiday breaks or when a new student joins the class. "I have a PowerPoint that I do at the beginning of the year and we'll go through it throughout the year like between breaks and things like that," explained Participant #3. "Once we come back from our breaks like Thanksgiving break and Christmas break, I will do a quick little refresher for them," said Participant #3.

Theme 2: Building and maintaining positive relationships with students. Though I was primarily interested in the participants' ratio of positive to corrective interactions, it became clear that the beginning teachers had a thorough understanding of the importance of their interactions with students. The classroom observation data indicated that only 55.5% of participants maintained a ratio of three positive interactions for every one corrective interaction during their ten-minute observation. However, every participant interviewed readily discussed their methods for building and maintaining positive relationships with students.

Two specific categories, 1:1 interactions and non-contingent interactions, make up the second theme. Collected data suggested that each of the beginning teachers understood the value of relationships and sought ways to connect with their students in a meaningful way.

The beginning teachers have 1:1 interactions with students. The first category describes the participants' use of individual interactions with students, a strategy that helps to increase the ratio of positive to corrective interactions. Two teachers said that they greet and interact with students at the door between classes, two others said that they interact with students while walking in line or in the hallway. Two teachers mentioned their use of personal notes. "I think

that one-on-one interaction, whether in passing, anywhere in the school I think that probably is

the best way for me to establish those relationships," answered Participant #4.

The beginning teachers use non-contingent interactions. The next category, non-

contingent interactions, illustrated the type of interactions participants use to build and maintain

relationships with students. The term non-contingent interaction refers to providing attention to a

student regardless of how that student behaves or performs academically (Sprick, 2009). Like the

first, this is a strategy that helps to increase the ratio of positive to corrective interactions.

Participant #1 explained it this way:

> I think I would like to know my students more than just as students. I like to talk to
> them—about their interest in sports and just everything outside of school—and have that
> kind of personal relationship with them so that it's not just all business all the time.
> (Participant #1, Personal Communication, April 19, 2019)

Participants 1, 2, 3, 4, 5, and 6 explicitly referenced their desire to interact with students non-

contingently. The teachers expressed an interest in their students' extracurricular activities,

workplaces, and personal experiences. "I want them to have a voice in my classroom," said

Participant #5.

The participants' use of 1:1 and non-contingent interactions suggests their intention to

maintain a 3:1 ratio of positive to corrective interactions as taught in the online course.

Theme 3: Correcting student behavior. The third theme, correcting student behavior,

evolved from three categories: proximity, nonverbal signals, and private corrections. The

classroom observation data indicated that the beginning teachers utilized effective corrective

techniques; the observers noted 19 occurrences of effective corrections. The interview portion of

the study provided insight into the types of corrections employed.

The beginning teachers use proximity to correct student behavior. Proximity, moving

towards or having a physical presence near students engaging in misbehavior (Sprick, 2009), was

mentioned by five of the seven participants as a frequently used corrective technique. Those who use this strategy indicated proximity as a first response, before implementing more severe corrective consequences. "I like to walk around the room a lot so, proximity," said participant #5. "Proximity. That is the biggest thing that I use, yes," answered Participant #2.

The beginning teachers use nonverbal signals to correct student behavior. The classroom observation and participant interview data also indicated the use of nonverbal signals as a way to correct student behavior. Four of the interview participants specifically discussed their use of eye contact and hand gestures as a frequently used strategy. Participant #6 explained it this way,

> Sometimes kids in the back of the class, if I could make eye contact with them, I'll put my eyes up to your eyes with the two fingers like, 'I see you,' and then point to their assignment like, 'Get on task.' (Interview Participant #6, personal communication, May 14, 2019)

The beginning teachers use private corrections to correct student behavior. Finally, the use of private corrections emerged as another common strategy. Though planned discussions (Sprick, 2009) and other more formal models of student conferences are a common component of effective classroom management, the teachers in this study utilized in informal protocol. Participants 3, 4, 6, and 7 each discussed their methods and reasons for talking to students privately in response to misbehavior. Participant #6 explained it this way, "Then I always make it a point to go over and talk to that student. Or if we're in a critical position, I can pull them into the hallway and talk to them, like, 'Hey, what's going on?'"

Although it cannot be determined if this online training was the first or only exposure to the classroom management strategies discussed in these three themes, each are explicitly taught within the course completed by these beginning teachers.

Theme 4: Perceptions of Training Effectiveness. The fourth and final theme, perceptions of training effectiveness, was comprised of four categories each focused on the participants' overall learning and experiences. This theme helps to answer the second research question: *What are online classroom management professional development training participants' perceptions of training effectiveness in the areas of* (a) *clear expectations,* (b) *ratio of positive to corrective interactions, and* (c) *effective corrections?*

The beginning teachers' knowledge of classroom management best practices increased. During the interview portion of the study, participants were asked to rate their knowledge of classroom management best practices before completing the online training on a scale of 1 to 10 (1= novice; 10 expert). The teachers' responses ranged from 1 to 8 before completing the training; the responses ranged from 6 to 9 after completing the training. Every teacher indicated an increase in their knowledge of best practices.

The beginning teachers' ability to manage the classroom increased. While a thorough knowledge of best practices is valuable, I was particularly interested in the participants' ability to implement the strategies learned in the online course. When asked to rate their ability to manage the classroom on a scale of 1 to 10 before and after completing the online training, every teacher indicated in increase in their ability to manage the classroom. The teachers' responses ranged from 3 to 9 before completing the training; the responses ranged from 5 to 9.5 after completing the training. "I definitely improved and added things to my repertoire," said Participant #1. Participant #6 explained it this way,

> I felt like it gave me a clear picture of meeting expectations in the classroom, and modeling behaviors, and the whole toolbox, and what is okay and isn't okay. I feel like there were so many examples used on what to do in different situations that it didn't leave any questions left unanswered. (Interview Participant #6, personal communication, May 14, 2019)

"I think it's helped me to focus more on positive behavior instead of the negative behavior. I probably—even though this is my fourth year, this is probably the year that I've written the least referrals," answered Participant #4. When asked, *how was your experience with the online training positively impacted your effectiveness?* Participant #5 replied, "I think my overall confidence."

> ***The beginning teachers implemented the strategies learned.*** Interview Question #10 asked participants to rate the strategies taught within the online course as easy or difficult to implement within their specific context. Participant answers ranged from easy to moderately easy. Participant responses to this question suggest that the content within this online course was relevant to the participants and taught in a way that supports implementation.

> ***The beginning teachers would recommend this online training to peers***. Finally, when asked, "Would you recommend this online course to a peer," all seven interview participants responded that they would recommend the online classroom management training to others. The responses to this question suggest participant satisfaction with the online course.

Summary

This chapter presented the data that addressed the two research questions. Four themes emerged during data analysis. These themes were (a) communicating expectations to students, (b) building and maintaining positive relationships with students, (c) correcting student behavior, and (d) perceptions of training effectiveness. Participants were observed implementing the strategies taught within the online course, including the three best practices under study. The participant interview responses confirmed these findings with various explanations of visually presented expectations, positive interactions with students, and use of effective corrections. Conclusions, implications, and recommendations for further research are presented in Chapter 5.

Chapter 5: Conclusions and Recommendations

The purpose of this study was to evaluate the experiences and implementation practices of beginning teachers who completed online classroom management training during a Florida school district's New Teacher Induction program. This study examined the utilization of three classroom management strategies: clear expectations, a ratio of positive to corrective interactions of at least 3:1, and effective corrections, each explicitly explained and modeled as part of the online course. Participant perception data were also collected. The study was guided by the following research questions:

Q1. How often do online classroom management professional development training participants implement and utilize (a) clear expectations, (b) a ratio of positive to corrective interactions of at least 3:1, and (c) effective corrections as demonstrated during a classroom observation?

Q2. What are online classroom management professional development training participants' perceptions of training effectiveness in the areas of (a) clear expectations, (b) ratio of positive to corrective interactions, and (c) effective corrections?

The following conclusions were drawn regarding the effectiveness of online classroom management training for beginning teachers as part of new teacher induction.

Conclusions

In an attempt to support the needs of beginning teachers, many districts, including the one in this study, include small doses classroom management professional development opportunities as part of their new teacher induction program (Breaux & Wong, 2003; Ingersoll & Strong, 2011; Stobaugh & Houchens, 2014). Thus, there is a growing need for research that evaluates these methods of training (Christofferson & Sullivan, 2015). One noted weakness of professional

development research is the lack of monitoring participants' implementation of new skills, including accuracy and fidelity, as well as the results and changes in teacher skills and behavior (Dash et al., 2012; Marquez et al., 2016). Though many studies suggest a relationship between the use of various teacher induction components and teacher practice, most omit a detailed discussion of the curriculum used to change teacher behavior (Mrachko et al., 2017), and few examine what the beginning teachers were able to think and do. Previous research recommends an analysis of actual teaching practice to determine the effects of teacher induction processes on teacher behaviors (Marquez et al., 2016; Wang et al., 2008). This study used classroom observations and participant interviews to achieve this.

Research Question #1. Collected data from the classroom observations and participant interviews yielded conclusions regarding the participants' implementation of the three strategies under study: clear expectations, a ratio of positive to corrective interactions of at least 3:1, and effective corrections.

Classroom observation data. The majority of participants in this study (83.3%) were observed utilizing a strategy to communicate clear expectations to students. These included classroom rules, guidelines, procedures, activity expectations, agendas, and objectives. These methods were explicitly taught within the online course. This suggests the beginning teachers understood the importance of clear expectations and also how to implement this skill in their practice. Because a variety of types of expectations were observed, the implementation of clear expectations may be influenced by teacher style and specific student needs.

More than half of the participants (55.5%) were observed maintaining a ratio of positive to corrective interactions of at least 3:1. Though a ratio of interactions below 3:1 is generally not considered a proficient use of the skill, it is important to note that positive interactions may have

been given to students after the observer left the classroom. The observed implementation of this strategy is encouraging, as maintaining a high ratio of positive to corrective interactions with students is a generally difficult task for teachers of all levels (Brophy, 1981; Lewis et al., 2004; Matheson & Shriver, 2005; Sprick, 2009). This concept is also explicitly taught and modeled within the online course; participants were asked to provide a written explanation of the importance of this strategy and how they plan to provide positive interactions to students.

Nine of the beginning teachers (50%) in this study were observed utilizing effective correction techniques. Incidents of effective corrections were observed 19 times. Examples included the use of private corrections, nonverbal corrections, respectful redirection, and references to classroom expectations. This concept is explicitly taught within the online course; participants were also asked to reflect on the potential negative impacts of ineffective corrections. Similar to the use of clear expectations, multiple types of effective corrections were observed. Thus, how a teacher corrects student misbehavior may be influenced by each situation at hand.

Classroom management is not a one-size-fits-all process. Teachers must be taught multiple ways to implement best practices, including those to deliver clear expectations and effective corrections. This allows the teacher to select the most appropriate strategy to address student needs and his or her personal style. An online platform, without traditional time and logistical restraints, allows for this differentiation and extension.

Participant interview data. Every interview participant reported implementation of the strategies under study. All seven participants described their use of clear expectations, building and maintaining positive relationships with students (a broad strategy that leads to a high ratio of positive to corrective interactions), and effective corrections. The participants described a variety

of ways to deliver clear expectations to students and correct student misbehavior. The responses related to building and maintaining relationships with students were consistent, however. Every response focused on individual interactions or non-contingent interactions with students. The common use of these strategies suggests participant understanding of the importance of positive interactions—a concept that frequently appears in the literature as a measure of classroom climate (Mrachko et al., 2017). Though participants were not asked about their previous exposure to these best practices, the strategies reported mirrored those taught within the online course. This suggests that the content taught in this classroom management training was relevant and reflective of beginning teacher needs. Participant quotes such as, "I definitely improved and added things to my repertoire," from Participant #1 and "I mean it helped me with things that I like implement every day," from Participant #3 imply that the online delivery of the content was conducive to participant learning and implementation. Further, it can be inferred that the strategies taught within this online training should be included in future classroom management training opportunities.

Research Question #2. Data from the participant interviews were used to answer the second research question regarding participant perceptions of training effectiveness. The results of this study suggest that online professional development, in the area of classroom management specifically, is well-received by beginning teachers. Previous studies propose that the approach and delivery of classroom management professional development determines how well participants can utilize the skills taught (Lasley, 1989; Marquez et al., 2016). The method of delivery has the power to either generate enthusiasm in a topic or deter participation (Burkman, 2012). The interview participants in this study described the training as "convenient," "beneficial," and "valuable." This is an important finding as teachers tend to rate professional

development as useful only when the content is relevant to their own needs (Marquez et al., 2016).

The interview participants expressed appreciation for common attributes of online professional development. The data repeatedly points to the convenience of online learning as an important factor in participants' satisfaction; this aligns with the results of several previous studies (Burkman, 2012; Herbert et al., 2016; Nguyen, 2015; Stone, 2008; Vrasidas & Zembylas, 2004). The participants in this study agreed with Vu et al. (2014), who claimed the flexibility of an online professional development allows one to manage multiple responsibilities at work and at home. In fact, Participants 1, 4, 5, 6, and 7 claimed convenience as their main reason for recommending the online training to a peer. Participants also appreciated the use of videos, as well as the ability to interact with and receive feedback from the course facilitators.

Every participant noted an increase in their knowledge of classroom management best practices, as well as their perceived ability to manage the classroom. This increase in self-efficacy points to the effectiveness of the online platform as a training tool. According to Bandura (1977), self-efficacy is the belief that one will be successful in their performance (efficacy expectation) and the expectation that they will generate positive outcomes with their performance (outcome expectancy). He explained, "Efficacy expectations determine how much effort people will expend and how long they will persist in the face of obstacles and aversive experiences. The stronger the perceived self-efficacy, the more active the efforts" (p. 194). Examples of increased self-efficacy were present in the participant interview data. When asked, "How has your experience with this online training positively impacted your effectiveness in the classroom?" Participant #5 responded, "I think my overall confidence." Participant #6 answered, "I felt like it gave me a clear picture of meeting expectations in the classroom, and modeling

behaviors, and the whole toolbox, and what is okay and isn't okay." Participant #7 answered, "That's again, now knowing what the expectations are, and what I can do, and how to do it." Participant #2 described a feeling of confirmation. She explained, "I think that it just gave me a boost and saying, 'You're doing things right.'"

Though changing a teacher's beliefs does not always result in a change of practice (Barr et al., 1977), all seven interview participants credited elements of their classroom management practice to the online training. "I definitely improved and added things to my repertoire," said Participant #1. "I mean it helped me with things that I like implement every day," answered Participant #3. Participant #2 explained, "I always kind of knew that it was something important, but then once I watched the videos and I saw the different examples used then I started implementing that in my classroom."

Though individual classroom discipline data (i.e., office referrals and suspensions) were not collected as part of this study, Participant #4 verbally indicated a reduction in office discipline referrals after taking part in the online classroom management training. This is consistent with the results of previous studies suggesting reduced student suspensions and office discipline referrals following classroom management professional development (MacSuga & Simonsen, 2011; Netzel & Eber, 2003). "I think it's helped me to focus more on positive behavior instead of the negative behavior. I probably—even though this is my fourth year, this is probably the year that I've written the least referrals," explained Participant #4. She added, "From what I see from the number of referrals I've written, I don't have as many off task as I would normally." The participants in this study were not explicitly asked about the impact of this classroom management training on their classroom discipline data, but the response from Participant #4 suggests that other participants may have experienced a reduction in office

discipline referrals and a decrease in off-task behavior. Further, it is reasonable to assume that online classroom management training could be used as part of a plan to reduce office discipline referrals and decrease off-task behavior in the classrooms of both beginning and experienced educators.

Implications for Practice

If online classroom management professional development opportunities are offered to beginning teachers as part of their new teacher induction program, I encourage decision-makers to consider the findings from this study.

Implication #1: Online classroom management professional development should be self-paced and include a suggested timeline. I recommend utilizing a self-paced training model while also offering deadlines or benchmarks to keep participants on an appropriate timeline. This recommendation follows the understanding that participants in this study may have postponed training completion, which in turn delayed their learning and implementation of best practices. Participant #1 explicitly expressed his desire to have completed the course earlier in the year, stating, "It would have been easier had I done it earlier." Participant #6 also indicated a delay in course completion. She said, "If I'm being totally honest, at the time I was willing to wait because I had like four other trainings, all new teacher trainings I was trying to get done." Because self-determination (including self-motivation and time management) is the strongest determinant of online learner success (Beaudoin et al., 2009), it may be appropriate to support the beginning teachers with suggested pacing and completion deadlines.

Implication #2: Online classroom management professional development should include video. Another recommendation is to include video content into the online training. Participants indicated the use of videos as a major strength of the training in this study. Videos

may be in place of or alongside written text. While the use of video is unlikely to increase

participant learning without guided facilitation (Seago et al., 2018), videos may lead to higher

rates of engagement of the participant, increasing the impact of the professional development

(Shaha & Ellsworth, 2013). Participant #2 indicated a preference for face-to-face professional

development but would participate in an online training again as long videos were included. She

stated, "Again, I would prefer to be in person training. The strength of the videos was great

because it was like I was in person. I would do that again." This is consistent with previous

studies (Bransford et al., 2005; Dieker et al., 2009) that suggest videos help participants make

cognitive connections between his or her practice and the strategies taught.

      **Implication #3: Online classroom management professional development should
include opportunities for personal interaction.** Additionally, future online classroom

management training should allow for participant interaction with each other and the course

facilitator. Opportunities for teachers to actively learn strategies, collaborate with their

colleagues, and receive feedback promote sustained change in teacher practice (Sprick et al.,

2010). The online training in this study utilized voluntary discussion boards to facilitate

participant interaction. I believe that this feature was underused and underappreciated, as no

participant mentioned the benefit of collaborating with others concurrently completing the

course. On the contrary, feedback and interaction from the course facilitator was frequently

discussed as a training strength. In fact, Participant #6 believes she learned more in this online

training than she would in a traditional setting because of the individual feedback she received

from the course facilitator. "I'm used to online classes, you just get on, you submit your answer,

and it's done," she explained, "That challenge every time is what really made me think about it in

depth." I recommend that future online classroom management training models include ways for

participants to interact in a meaningful way. Though previous studies concluded convenience as more important to participants than face-to-face interactions with instructors and peers (Card & Horton, 2000; Maki et al., 2000), three participants in this study specifically addressed the lack of interaction with peers or facilitators as a drawback. This emphasizes the importance of personal connections with others as part of online professional development.

Implication #4: The findings of this study may apply to teachers of all experience levels. Though this study utilized a participant population of only beginning teachers, the results seemingly apply outside of new teacher professional development. If novice educators benefit from online professional development in the area of classroom management, so may experienced educators. Because additional training and travel fees are unnecessary, online professional development opportunities can be offered to faculties during the summer holiday, at the beginning of the school year, or by individual teacher requests.

Implication #5: Teacher preparation programs should consider online classroom management training. Because inadequate and ineffective pre-service training has been blamed for the lack of classroom management competence of new teachers (Baker et al., 2016; Chesley & Jordan, 2012; Eisenman et al., 2015; Garrett, 2014; Goodwin, 2012; Greenberg et al., 2014; Martin & Norwich, 1991), teacher preparation programs should consider utilizing online training methods. Preservice teachers could begin and continue their learning over the course of their program or as part of the internship practicum, without additional face-to-face hours added to their course load. This may also avoid the confusion of conflicting practices and opinions among program instructors (Conroy & Sutherland, 2012; McCann et al., 2005),

Recommendations for Further Research

      This study has added to the body of knowledge regarding online classroom management professional development for beginning teachers as part of a new teacher induction program. I recommend that future research adjusts the participant population, explores additional methods for data collection, and considers additional training topics.

      Recommendation #1: Evaluate the experiences and implementation practices of nonvoluntary participants. First, because the participants in this study had the option to complete their training online or in a face-to-face setting, each of the participants were, to an extent, volunteer learners. This is a characteristic of successful online learners, as well as being able to work independently, and hold high rates of self-discipline (Belanger & Jordan, 2000; Palloff & Pratt, 2001). Future studies should explore the learning and experiences of participants who were not offered a choice in delivery. Additionally, as experts attempt to identify the most effective and efficient ways to teach classroom management best practices to beginning teachers, comparative studies should be designed to explore the differences in participant satisfaction and implementation of skills between those that learn online and those that attend a face-to-face experience.

      Recommendation #2: Increase the length of participant observation. To answer research question #1, data were collected during a 10-minute observation. While 10 minutes provided enough data to answer the question, additional time may be necessary to gain a thorough understanding of participants' implementation of the strategies under study. For example, if no misbehavior correction was observed during the 10-minutes observation window, it may appear, looking at the observation form alone, that the teacher was not implementing effective corrections at all. I believe that this led to a lower count of participants implementing

effective corrections in this study. Future research might pre-correct for this by documenting effective and ineffective corrections, as well as making note when no corrections were necessary.

Recommendation #3: Collect additional data in the form of written reflections.

While the collected classroom observation and interview data sufficiently answered the guiding research questions, written reflections from the beginning teachers may have proved useful. Though the interview questions facilitated insightful conversation, the participants were not provided much time to reflect on their responses which may have impacted the data. Further, as only eight teachers agreed to participate in the interview, a greater number of participants may have agreed to provide their perceptions of training effectiveness in written form. In the future, participants could complete a series of reflection questions immediately following course completion or as part of a follow-up activity in the following weeks.

Recommendation #4: Evaluate the effectiveness of online professional development in other topics as part of new teacher induction. This study provided insight into the effectiveness of online professional development in the area of classroom management when offered during a new teacher induction program. Previous research recommends a professional development model that offers small doses of content at a time and is easily accessible (Birman et al., 2000; Slider et al., 2006). The beginning teachers in this study were able to complete the training in an appropriate amount of time, even with concurrent district requirements. Future research should evaluate this method of training for beginning teachers in other content areas, such as curriculum and instructional practices. The positive outcomes noted in this study may not be limited to the area of classroom management.

Summary

Researchers have clearly identified effective classroom management practices, yet the most efficient ways to teach them to beginning teachers is still unknown (Kennedy et al., 2016). Online professional development opportunities are growing in popularity (Higley, 2018; Vrasidas & Zembylas, 2004; Vu et al., 2014), though little research has been done to evaluate the impact of online professional development in the topic of classroom management as part of new teacher induction (Mitchell, Howard, Meetze-Hall, Hendrick, & Sandlin, 2017). The purpose of this study was to evaluate the experiences and implementation practices of beginning teachers who participated in online classroom management training as part of a new teacher induction program in a Florida school district. This study adds to the body of knowledge in two ways. First, it provides insight into the effectiveness of classroom management professional development when offered as part of a new teacher induction program. It also offers information about the use of online platforms as a way to train new teachers in the area of classroom management. Ultimately, the results are consistent with previous studies that found online learning is useful (Acar & Yildiz, 2016; Baker et al., 2016; Bush, 2005; Slider et al., 2006) and leads to equal or better learning outcomes than traditional learning experiences (Navarro & Shoemaker, 2000). Online professional development, in the area of classroom management, is a viable option as part of new teacher induction.

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Appendix A: Classroom Observation Form

Coaching Classroom Management

REPRODUCIBLE
FORM
3.4

Drop-In Observation (Classroom Management)

This form focuses specifically on essential classroom management behaviors of the teacher. When noting posted expectations, answer basic questions regarding them: Are they understandable? Age-appropriate? Stated positively? Are they used by the teacher in correcting misbehavior?

Teacher: _____   Date/Time: _____

Posted expectations:

Ratio of Interactions

+	−

Fluent corrections:

_____
Observer

Appendix B: Participant Interview Guide

Teacher Demographics
1. How many years have you been teaching?
2. What is your current role?

Classroom Management Practices
3. How do you communicate your classroom expectations to students?
   Describe a specific example of this?
4. How do you build and maintain positive relationships with your students?
   Describe a specific example of this?
5. In the event of student misbehavior, what strategies do you utilize most often?

Classroom Management Training Experience
6. On a scale of 1–10, with 10 being expert and 1 being novice, how would you describe your knowledge of classroom management best practices before the online classroom management training and why?
7. On a scale of 1–10, with 10 being expert and 1 being novice, how would you describe your knowledge of classroom management best practices after completing the online classroom management training and why?
8. On a scale of 1–10, with 10 being fully capable and 1 being incapable, how would you describe your ability to manage your classroom before the online classroom management training and why?
9. On a scale of 1–10, with 10 being fully capable and 1 being incapable, how would you describe your ability to manage your classroom after completing the online classroom management training and why?
10. Have you found it easy or difficult to implement the practices learned from this online course? Why or why not?
11. How has your experience with this online training positively impacted your effectiveness in the classroom?

Online Training Experience
12. What were the strengths of this online training?
13. What were the weaknesses of this online training?
14. How will these strengths and weaknesses affect your future decisions regarding online professional development?
15. Would you recommend this online classroom management training to a peer? Why or why not?

Appendix C: Coding Matrix

Themes	Categories	Descriptions	Evidence & Sub-Categories
#1. Communicating Expectations to Students	The beginning teachers visually present expectations.	Participant's post or model classroom expectations for students.	"I was like, this is a lot more effective. I put it on my phone. I just sit it up there so they can see it (1)." "The second day I will print it on my syllabus. The rules are listed out and then I print the syllabus for my kids. I have it posted online, and we go through the syllabus together and then I have them actually act out (2)." "So, at the beginning of the year I have… usually there's something posted (3)." "I have procedures because they still need the visual reminder and my voice to remind them every morning (3)." "I literally display the acronym out- like the expectations of what the conversation is, every transition we have. I do know we have everything champed out and I

			explain it to them (4)." "I usually post it in the classroom not just for the students to make reference, but in case I have to reference because 9 times out of 10 somebody won't comply (4)." "My rules written on the poster board that I made. I made it attractive on a billboard in the front of the room. I also went over it (5)." "The Titan target is on the board, my co-teacher and I do it every single morning (6)." "I have put stuff on a corkboard that's in the room, so they know what is expected and then, also, the first day of each semester this year, I went over it (7)."
	The beginning teachers review expectations.	Participants review expectations after extended breaks or when a new student joins the class.	"Once we come back from our breaks like Thanksgiving break and Christmas break, I will do a quick little refresher for them (2)." "I have a PowerPoint that I do at the

			beginning of the year and we'll do it through throughout the year like between breaks and things like that (3)." "I actually took it down for a short time. But after we came back from spring break it needed to go back up. Yeah, but and then I've also Incorporated some other things for classroom management if I have new students that come in (5)." "And then, any time that a student was added, I would give them a handwritten version of it to review (7)."
#2. Building and Maintaining Positive Relationships with Students	The beginning teachers have 1:1 interactions with students.	Participants interact with students individually. This strategy helps to increase the ratio of positive to corrective interactions.	"All of my students have a little piece of something that's important to them represented in my classroom for the entire school year (2)." "I'll try and talk to in line. 'I noticed you have…' (3)." "I think that one-on-one interaction, whether in passing, anywhere in the school I think that

			probably is the best way for me to establish those relationships (4)."
			"I address them every day at the door. "Hi, how are you?" I told them by the end of the first week I would have all their names (5)."
			"Sometimes I will, if I see they're really struggling with something or they're being unusually quiet, or I see some emotional distress or something like that, I'll write a little note fold it in half in front of them and walk away (5)."
			"I stand at the door in between every single class and greet them, "Hi, Jordan. Hi, Beth. Hi, Andrew. How was your weekend? Good morning. Did you do breakfast today, you look kind of sleepy? (6)."
			"I also make sure to write, "Happy birthday" on their desk when it's their birthday, make them feel special. For my casebook kids, I try every two or three

			weeks to write them a little personal Post-it note (6)." "If it's a minor thing, just a quick chat or they're doing something they shouldn't be doing or they're on their phone, she addressed it privately with them after class. I adapted that" (Corrective in nature, but evidence of 1:1)(7).
	The beginning teachers use non-contingent interactions.	Participants interact with students non-contingently; to get to know students on a personal level. This strategy helps to increase the ratio of positive to corrective interactions.	"I like to know my students. I would like to know my students more than just as students. I like to talk to them about their interest in sports and just everything outside of school and have that kind of personal relationship with him so that it's not just all business on the time (1)." That really at the beginning helps me see like I know which one of my kids is a surfer and which one works at Chick-fil-A and so then I just bring that up throughout the whole year, saying, "Hey." Even if I don't follow surfing

			at all, but I'll try to just make conversation with my kids and say, "It was a really good beach day the other day, did you go out surfing? (2)" "I also try to if I know that my kids play soccer. I know my kids are on the volleyball team. I will go the games knowing that I have students that are a part of a team and I'm there to support them, and that builds relationship. It just helps me get a good idea of my kids throughout my time (2)." "I try to get to know them (3)." "Yeah finding something to bond over (3)." "When something's not right, I wonder what's going on, but they'll talk to me and say, "Well, something's not right (4)." "So, I want them to have a voice in my classroom. Also, I don't want to be, "That's the teacher,

			we don't have rights (5)." "But I also want them to know that I care. I don't want them to think that they're in high school by themselves (5)." "Then they normally will tell me a tidbit about themselves personally and then I can apply that later (6)."
#3. Correcting Student Misbehavior	The beginning teachers use proximity to correct student behavior.	Participants use proximity to correct behavior (i.e. walk near student).	"And then proximity. That's if I have a chance. I mean it's hard sometimes for me to get around the room as much as possible (1)." "Proximity. That is the biggest thing that I use, yes (2)." "I've learned proximity is one thing, eye contact (4)." "I like to walk around the room a lot, so proximity (5)." "Or even going over to them, like, "Hey, I see you're doing this, but let's do this instead (6)."

| | The beginning teachers use nonverbal signals to correct student behavior. | Participants correct students using eye contact, hand signals, and other nonverbal cues. | "I like to start with just ignoring it to see if it's going to stop. and if it doesn't stop I'll typically make eye contact with them because I because- I teach up here on board and so I can turn around and scan while I'm teaching and if I am able to catch their eye contact I can just kind of give them like a [hand gesture] (1)."

"Yeah, or just or just a basic fingers to the lip. Yeah, it helps with a lot of them who are just chit-chatting (1)."

"Eye contact (4)."

"Okay, so if I'm doing a direct instruction where I'm speaking and they start talking I will walk and I will like put my fingers on their desk and keep on walking or if the I see they put their head down- and I get it, sometimes they're tired- but if it's something that they really need to be focusing on I'll tap desk and they'll look up at me and then they know what they |

			need to do and then I just keep on walking (5)."
			"Sometimes kids in the back of the class, if I could make eye contact with them, I'll put my eyes up to your eyes with the two fingers like, "I see you," and then point to their assignment like, "Get on task (6)."
	The beginning teachers use private corrections to correct student behavior.	Participants have private conversations when correcting behavior.	"And we try and have that discussion. But really what I do is have them go to the reflection area. It's They usually by the time they're done filling out that paper there calm enough to talk (3)."
			"As much as often have little one-on-one interactions, whether it's coming in, whether it's in a hallway in passing, or whether it's when students are having their behavior problems. There are a lot of my students who have behavior problems, and so I try to take advantage of those opportunities to take them aside to find out what's going on (4)."

			"Then I always make it a point to go over and talk to that student. Or if we're in a critical position, I can pull them into the hallway and talk to them, like, "Hey, what's going on? (6)."
			"I talk privately to them first give them a chance to fix it (7)."
#4. Perceptions of Training Effectiveness.	The beginning teachers' knowledge of classroom management best practices increased.	Participants' self-ratings of their knowledge of classroom management best practices increased.	"I thought- I knew that I needed to have them early on but I like, definitely needed more. I didn't' realize how much more I needed until I did (1)."
			"That was something where I think that my knowledge grew, but I always kind of knew that it was something important, but then once they watch the videos and I saw the different examples use then I started implementing that in my classroom (2)."
			"I think I started the ticket thing after like, thinking of rewards…positive. I think that was after that (3)."

			"Realizing the importance of actually doing it, because I just know if there's a lack of planning or if I'm unable to prepare my PowerPoint, that means the kids can't see what the expectations are, so it just helped me to realize the importance of having the visual representation that the kids are seeing (4)." "It gave me a few more ideas on the go. "Hey, that's a great idea. I'm gonna try that (5)." "Yes. [laughs] If I'm being totally honest, I felt like I learned more from the online, just because-- it wasn't you, there was another woman though who was questioning me back. I'm used to online classes, you just get on, you submit your answer, and it's done. [crosstalk] (6)." "Probably, mostly managing expectations. The [school] has the Titan Target that

			they want to implement, but I wasn't fully aware of the impact it had on the kids until I went through CHAMPS (6)."
			"Now that I know what you guys are teaching and wanted us to learn and how to maintain it, I now understand what you guys are trying to get through (7)."
	The beginning teachers' ability to manage the classroom increased.	Participants' self-ratings of their ability to manage the classroom increased.	"So, I definitely improved and added things to my repertoire (1)."
			"*Oh, I already do that*, and *oh I do this*, and so, I think that it just gave me just like a boost and saying, 'You're doing things right' (2)."
			"I mean it helped me with things that I like implement every day (3)."
			"From what I see from the number of referrals I've written, I don't have as many off task as I would normally (4)."
			"I think it helps me to just be able to be flexible with how I do it and helps me

			reiterate or continue with going through implementing consequences, following the behavioral ladder (4)."
			"I think it's helped me to focus more on positive behavior instead of the negative behavior. I probably- even though this is my 4th year, this is probably the year that I've written the least referrals (4)."
			"I think my overall confidence (5)."
			"I felt like it gave me a clear picture of meeting expectations in the classroom, and modeling behaviors, and the whole toolbox, and what is okay and isn't okay. I feel like there were so many examples used on what to do in different situations that it didn't leave any questions left unanswered (6)." "That's again, now knowing what the expectations are, and what I can do, and how to do it (7)."
	The beginning teachers implemented the strategies learned.	Participants found it easy or moderately easy to implement	"It would have been easier had it done it

		the strategies learned from this course.	earlier. So moderate (1)."
			"Easy. It's easy. I've been doing a lot of the things already and then I told you there's the new implementation of the doorbell, that was very simple, very easy (2)."
			"Easy. Yeah, very clear. How to implement, I guess. (3)."
			"I think it's easier only because it helps you have a good classroom. Like it reduces the opportunity for chaos. It increases structure so there can be higher level learning (4)."
			"I think I found it easier only because I think it's just the acronym itself is so easy, and it makes it simple of what's needed in the class (4)."
			"They're easy. Easy because I'm flexible. I really wanted to find something that worked and depending on the grade level that I have and the

| | | | particular classes (5)."

"I would say it's in the middle, only specifically, because I'm on a co-taught position (6)." |
| --- | --- | --- | --- |
| | The beginning teachers would recommend this online training to peers. | All participants answered that they would recommend this online training to a peer. | "Yeah. I definitely would, mainly for those strengths. I feel like the strengths definitely outweigh the weaknesses of it. And like I said, I work well in that type of a setting in comparison to some people that might not and that'd just be something I would communicate with- might say, 'If you're good at independent work and just doing it on your own and you understand better that way then I recommend it. But if you feel like you work better in a setting where multiple people are talking, and you have that face-to-face then you should do that (1).'"

"Yes, I thought that it was very beneficial looking through and I just think that's something that any teacher at that level- |

			they can always get the benefit from that. Even if I were a veteran teacher teaching for 25 years, I still think that that would be good to watch and just be, *are you doing these things? Are you not doing these things?* If there's anything that you're still struggling with and here's ways that you can manage that (2)."
			"Yes, because I think that I has valuable information that you cannot have successful classroom without a good classroom management, like without good classroom management, you can't (3)."
			"I would recommend it to a peer if they needed something that was convenient for them (4)."
			"I would. The ease of doing it on your own time (5)."
			"Yes. I would recommend if they wanted more of a challenge and they really wanted to dig

			deeper for the responses and be questioned and kind of really figure out what their teaching style is or classroom management style is, if they didn't want to give up a whole day to go do it (6)."
			"I think I would recommend it just for someone who is maybe, especially a mother who might have three, four children, it might be better for her to do it online rather than have to do the in-person. It's just- to me, it's an easier way to get it done and you can go back and you can look and see it, and you can look at your assignments (7)."

Appendix D: Interview Transcriptions

Interview Participant #1

Interviewer: Okay, and we're at _____ high school. So, how many years have you been teaching?

Participant #1: This is my second year.

Interviewer: And tell me what you're teaching.

Participant #1: Algebra 1 and Algebra 2. Freshmen, Juniors, Seniors.

Interviewer: All right. So, we're going to start with first three questions just about your classroom management practices. There's no right or wrong answer. The first one is how do you communicate personally your classroom expectations to students. Like how do you do that in your style? And do you have a specific example?

Participant #1: I'm a very routine style person a very ritualistic person. So, I try to have like a set of steps for just about everything. For example, every Monday we take- we do a problem of the day every morning and I just keep the giant stack of problem of the day sheet templates right over there on that desk. The kids walk in they grab the template, they go sit down and do the problem of the day on Mondays- and I don't have to tell them.

Interviewer: Because it's consistent.

Participant #1: Because I've done it since the beginning of the year. It took a while.
And I use timers a lot. I didn't think timers were going to be necessary. So, I started using it. I was like, this is a lot more effective. I put it on my phone. I just sit it up there so they can see it.

Interviewer: How do you build and maintain positive relationships with your students? And do you have a specific example?

Participant #1: I like to know my students. I would like to know my students more than just as students. I like to talk to them about their interest in sports and just everything outside of school and have that kind of personal relationship with him so that it's not just all business on the time.

Interviewer: So, you probably resonated with the contingent non-contingent stuff from the I in STOIC.

Participant #1: Yeah. I forget what her name was but there whenever I was in undergrad we watched a video on a woman who did a TED Talk one of the things that always stuck with me was kids not going to learn from a person they don't like.

Interviewer: Rita Pearson

Participant #1: That's it. If they don't like you, they're not going to- they won't have any drive to do well for you.

Interviewer: In the event of student misbehavior, what are your go-to strategies?

Participant #1: Typically, I have a range. I like to start with just ignoring it to see if it's going to stop. And if it doesn't stop I'll typically make eye contact with them because I because- I teach up here on board and so I can turn around and scan while I'm teaching and if I am able to catch their eye contact I can just kind of give them like a [hand gesture].

Interviewer: Nonverbal signals. Yeah. It's my 100% go tip.

Participant #1: Yeah, or just or just a basic fingers to the lip. Yeah, it helps with a lot of them who are just chit-chatting.

Interviewer: That way you're not putting it on stage necessarily, right? Good. Okay, give me one more?

Participant #1: and then proximity. That's if I have a chance. I mean it's hard sometimes for me to get around the room as much as possible. But especially with us trying to utilize Algebra Nation a little bit more whenever if I am playing a video or something, getting them practice through that video, I can walk around when someone misbehaves, and I can just kind of tap there – yeah.

Interviewer: So, on a scale of 1 to 10- 10 is you're an expert and one is you're a novice- how would you describe your knowledge of classroom management best practices before you took this online training?

Participant #1: I was probably close to a five. I've got my knowledge. I had my practice from my first year, but I had definitely had a room to improve.

Interviewer: Okay. So, it's a five because of one year of experience? Okay. Now the same question 1 to 10 after completing the course.

Participant #1: Probably closer to a 7 ½. I don't think I'd get to a 10 but I definitely have a lot of room for growth still. There's definitely pieces that- at this point with only 20 days before we take our final exam- I can't really make the changes that I think that I should have made earlier because it's not going to click in 20 days right where we are now. Whereas had I been able to do that earlier in the year first day I could have nipped this in the bud.

Interviewer: but think about next year that's exciting. Right? So, you mentioned had you done it earlier in the year- were you hired later, or did you just not start the course to later?

Participant #1: I just didn't start the course till later. I just I hate being out of the classroom like had I been able to do the one before, earlier I would have. I don't like being, out of the classroom. It's a big thing for me.

Interviewer: All right. So, you are a great candidate for the online. On a scale of 1 to 10. 10 is being fully capable fully confident fully able and one is incapable. How would you describe your ability to manage the classroom before the training?

Participant #1: That was probably more of a seven. I think what I did, I was good at but what I didn't know I didn't do. Yeah, but what I was doing I was good doing it consistently.

Interviewer: Okay. So now this is the same thing- 1 to 10 fully capable and incapable after the training.

Participant #1: Probably 8 or 9 because what I was doing, I was still good at, but I still haven't grown to a 10. So, I definitely improved and added things to my repertoire.

Interviewer: Okay. Have you found an easy or difficult to implement the practices learn from this training?

Participant #1: It would have been easier had it done it earlier. So moderate.

Interviewer: And that's something that we really need to know. You're not the only one to say that but that's, that's the point but a self-paced course, how do we encourage them to start earlier. So that makes perfect sense. How has your experience with this online training positively impacted your effectiveness in the classroom? Is there something specific that you feel like you can kind of owe to the training?

Participant #1: Definitely a lot of my lot of my class management like rituals, or routines.

Interviewer: So, when you said routines and procedures is it what routines and procedures you chose to implement or is it just the realization that you needed to have them?

Participant #1: Both. Definitely both. I thought- I knew that I needed to have them early on but I like, definitely needed more. I didn't realize how much more I needed until I did. Because I didn't realize that types of situations I was going to run into.

Interviewer: Okay. So, you've got four more questions about this online training. Tell me some of the strengths of this particular online training.

Participant #1: The pacing is definitely- because sometimes it's just hard to sit down and do something like "I gotta do this time"- takes me like five hours.

Interviewer: But you were able to start and stop as you need it. Yeah? Okay.

Participant #1: That definitely helped- so that's a plus. But like you said, getting that pacing set up to where I finished earlier, would have been better. Or doing it self-paced but like the month before school or something. Would have been better.

Interviewer: Okay, so strengths we mentioned the self-paced- the fact that we could start and stop – anything else?

Participant #1: I like the videos.

Interviewer: Okay, the videos- videos of me teaching or the videos integrated?

Participant #1: The videos of you where you're laying out the whole- the training. Yeah that was nice because it was like, it's as if you're actually there. I kind of would have liked if they were like numbered. Just for me because I'm seeing, *I should be here now*, I should be here now, like 1 2 3 4. Because I found myself going through when I was trying to see what I still had to do- not knowing which module that went with that- I need to do this. I know I need to do this section, but I don't know where that section falls in the module. So, I would find myself clicking through like… I'm better with numbers. Easy communication. The comments. Someone, person could comment.

Interviewer: Discussions or on the submissions?

Participant #1: The submissions. Being able to get that feedback on the submissions because sometimes I was kind of confused about what the question was asking for.

Interviewer: And then and you have one of my coaches, probably yeah, talking back and forth.

Participant #1: Yeah, exactly and she would message me and say this- I was more looking for that. *Oh, okay. I didn't even.* So, I can make the corrections and yeah, then I would see too- because when she'd say, "We're looking more like this" and like, *Oh I didn't even think about that* and then like rewatching, *that does make a lot of sense.*

Interviewer: Like anything, sometimes we have to hear it more than once that's another benefit of online. Let's go right to the weaknesses.

Participant #1: Mainly the ones we just talked about. The numbered modules, the number of modules. It just would have been a little easier for me to follow. The deadline thing, or the earlier thing more than that deadline thing, having it earlier so that you can finish it before school starts and have it not to do during school. That way those things can be implemented from day one would have been nice.

Interviewer: I have two more- how will these strengths and weaknesses affect your future decisions regarding online PD?

Participant #1: I like online personally because I am good... decent at doing stuff on my own and sometimes, whenever I'm put in a big setting of people, I'm a little more reserved than I would be if I were going out on my own because I'm like a student - I don't want to say something and then there'd be like a conflict like, "No I disagree with that," or anything.

Interviewer: And the last one would you recommend this online training to appear why or why not?

Participant #1: Yeah. I definitely would, mainly for those strengths. I feel like the strengths definitely outweigh the weaknesses of it. And like I said, I work well in that type of a setting in comparison to some people that might not and that'd just be something I would communicate with- might say, "If you're good at independent work and just doing it on your own and you understand better that way then I recommend it. But if you feel like you work better in a setting where multiple people are talking, and you have that face-to-face then you should do that."

Interviewer: anything else you want to say about the whole thing?

Participant #1: I liked it. I would have liked the face to face more had I been able to get there without missing class. But I dislike missing class more than I like face to face.

Interview Participant #2

Interviewer: Okay, _____. So the first question says how many years have you been teaching?

Participant #2: I am in my fourth year.

Interviewer: Okay, and then what is your current role?

Participant #2: Yes, I teach Algebra 1 and Algebra 2.

Interviewer: Okay, perfect. All right, so the next three questions ask about your specific classroom management practices. The first is how do you communicate your classroom expectations to students, and do you have a specific example? We've all got our own style with this- what do you do?

Participant #2: The first few days of school is when I lay that foundation for my expectations in my classroom. The second day I will print it on my syllabus. The rules are listed out and then I print the syllabus for my kids. I have it posted online, and we go through the syllabus together and then I have them actually act out. I'll tell them, "Okay, when I'm speaking, you raise your hand." Then just have them act it out with me and then even as far as cellphones are a pretty big thing. I'm sure you know that's a huge issue, so I'll tell them, "Cellphones are allowed at certain times." But, then I'll have them act it out where I'll have one kid go up and pretend that they're a teacher and then have some other kid pull out their cellphone and turn on some noise and have it start ringing while the kid is pretending to teach and then we just talk about how that's a distraction.
So that's the first days are really spent acting it out in class and having my kids really understand what I expect from them and that sticks with them. Once we come back from our breaks like Thanksgiving break and Christmas break, I will do a quick little refresher for them.

Interviewer: That's so awesome. Basically, what I've got here is that you've got a syllabus and that includes your rules and procedures and then you review it with the students, and you role-play?

Participant #2: Yes.

Interviewer: Okay, so then let's talk about how you build and maintain your positive relationships with students. What are your specific examples for that? How do you do that?

Participant #2: In the very beginning of class development, an assignment of mine is for all of my students to bring in a picture of something that's important to them, so either something that represents them or a picture of themselves or a picture of a family member and then I have a collage in my classroom and we stick it up on the collage. All of my students have a little piece of something that's important to them represented in my classroom for the entire school year. They'll come up and the first few days of school, again, they come up and they'll present it and they'll explain what the picture is and why it's important to them.

Interviewer: They get to present it in front of their classmates?

Participant #2: Yes, if they want to. If they don't want to, I don't want to make them nervous, but I give them the option to do that.

Interviewer: Nice. Okay, to you and classmates and that helps them find commonalities with one another, get to know each other- so that's your building positive relationships. Do you have anything else you want to add as far as maintaining them or anything else that you may do?

Participant #2: That really at the beginning helps me see like I know which one of my kids is a surfer and which one works at Chick-fil-A and so then I just bring that up throughout the whole year, saying, "Hey." Even if I don't follow surfing at all, but I'll try to just make conversation with my kids and say, "It was a really good beach day the other day, did you go out surfing?" That tells me a lot about my kids, and I try to—

Interviewer: Engage in conversation?

Participant #2: Throughout the year, yes. I also try to if I know that my kids play soccer. I know my kids are on the volleyball team. I will go the games knowing that I have students that are a part of a team and I'm there to support them, and that builds relationship. It just helps me get a good idea of my kids throughout my time.

Interviewer: All right, so in the event of student misbehavior, what strategies do you utilize most often?

Participant #2: Proximity. That is the biggest thing that I use, yes. I don't ever raise my voice with my kids. I think that's a waste of time. I just get really close to them and then if I need to if that does not work, I will move them in the classroom and that has a—I really have not had any issues. I don't have kids that misbehave after that, so if proximity does not work, I will move

them and then they're fine. I think that a lot of my kids don't want to disappoint me. Like when I catch them and they know that I'm coming over there and I'm standing over them, they're aware of why I'm there and then, they cut it out really quick. I think that definitely works for me.

Interviewer: I wonder if the reason why they don't want to disappoint you is because you've taken the time to get to know them and build a relationship with them. Okay so I wrote down proximity and then, if necessary, seat change. Would you agree with both of those?

Participant #2: Yes.

Interviewer: Okay. All right, so the next three are about this specific classroom management training experience. On a scale of one to 10, so 10 is expert and one is completely novice. How would you describe your knowledge of classroom management best practices before this online training? Where would you say that you were?

Participant #2: I would say about an eight.

Interviewer: Okay, and tell me why?

Participant #2: I've read. I've been to a Marzano conference in the summer. I've read the books by Harry Wong. I've had a lot of meetings with my previous employers, where I would ask them very specifically to come into my classroom and watch my classroom management and give me feedback. I, especially in my first year of teaching that was very important to me- making sure that I had laid that foundation and I understood because I wasn't an education major. I wanted to make sure I was doing everything I needed to do. I would have my assistant principal, my principal come into my classroom, and we would have meetings and really perfect everything. I do think that at this point, I feel pretty comfortable with classroom management. Obviously, I can still continue to learn but I do feel pretty solid with that.

Interviewer: On that scale of 1 to 10, how would you describe your knowledge of classroom management best practices after completing this training? This is not necessarily your use of it because the next question says, fully capable or incapable of using the strategies and whatnot, but just of your knowledge is really where we're at now.

Participant #2: Right there- probably like a nine.

Interviewer: Okay, and tell me why.

Participant #2: Because I feel like I can always keep learning. I don't think I'll ever be out of time. I don't think I'll ever consider myself a full ten, but I can give it a nine. One thing that I did take away that was important is I got an attention signal. I didn't really have that beforehand, and so I got a little doorbell, that I got my name on, so that came after I did the champs training. That helps me out. That was something where I think that my knowledge grew, but I always kind of knew that it was something important, but then once they watch the videos and I saw the different examples use then I started implementing that in my classroom.

Interviewer: That's awesome. The next question is very similar. On a scale of 1 to 10 with 10 being fully capable and one being incapable. How would you describe your ability to manage your classroom before the online classroom management training?

Participant #2: I would say with my little knowledge, I would rate that as eight as well.
Interviewer: You say that it's similar to your knowledge because what you knew you implement?

Participant #2: Yes.

Interviewer: Then again, same question after the training. One to 10 on fully capable or incapable.

Participant #2: Nine.

Interviewer: Okay. Have you found it easy or difficult to implement the practices learned from this online course, why or why not?

Participant #2: Easy. It's easy. I've been doing a lot of the things already and then I told you there's the new implementation of the doorbell, that was very simple, very easy. The kids caught on to it very quickly and I continue to use it in my classroom.

Interviewer: You added some things to your toolbox?

Participant #2: Yes. Absolutely.

Interviewer: How has your experience with this online training positively impacted your effectiveness in the classroom? I will put the attention signal piece, but is there anything else that doing this online training you think impacted your effectiveness?

Participant #2: I think it just reminded me of everything that I'm doing is good to be doing because I know not everybody does it. It was nice to see when I was going through the videos and watching and doing the modules. It was nice to see that. *Oh, I already do that*, and *oh I do this*, and so, I think that it just gave me just like a boost and saying, "You're doing things right."

Interviewer: Confirmation.

Participant #2: Confirmation, yes that's the word I was looking for, confirmation.

Interviewer: All right. We've only got four quick questions left and this is specifically about the online training not necessarily about your practices. What were the strengths of this online training?

Participant #2: It's a video. I like videos more than the—
Interviewer: Than the text?

Participant #2: Yes.

Interviewer: Tell me why.

Participant #2: I need more visual. I like to see things presented in that way.

Interviewer: We filmed it as if you—Well, my goal was it to be almost as if you were like in a training. You know what I mean?

Participant #2: Yes, because I would have- honestly, looking back at things- I wasn't aware. I thought that I had missed the deadline to go to the face to face one so that's why I signed up for the online course. I much rather prefer to be in person. I get more from that. Yes, I like the visual part with the video.

Interviewer: Do you feel like because you had the videos, you were okay with not going face to face?

Participant #2: I would. Yes, I do. I think that helped me out. It was a good option to have.

Interviewer: Any other strengths other than the videos?

Participant #2: I'm familiar with Canvas so I liked the Canvas.

Interviewer: Okay. All right. We talked about the strengths but now what are the weaknesses? What are the things that could have changed or that were difficult?

Participant #2: I would say the other was a really good structure. That I liked how there are reflection questions. I would just say more videos- I don't know just doing more of that- But I think that you guys had a lot of it. Really not much. I really think that you guys did a great job with the setup of it and the presentation. I think that the text, it is important to have in case people don't want to watch the video and want to read through it then I think that's definitely important. I really don't have anything not negative. Everything was perfect.

Interviewer: Last two questions. How will these strengths and weaknesses affect your future decisions regarding online professional development?

Participant #2: Again, I would prefer to be in person training. The strength of the videos was great because it was like I was in person. I would do that again.

Interviewer: Okay. Then the last one says, "Would you recommend this online classroom management training to a peer? Why or why not?

Participant #2: Yes. Yes, I thought that it was very beneficial looking through and I just think that's something that any teacher at that level- they can always get the benefit from that. Even if I were a veteran teacher teaching for 25 years, I still think that that would be good to watch and just be, *are you doing these things? Are you not doing these things?* If there's anything that you're still struggling with and here's ways that you can manage that.

Interviewer: That's awesome. Okay. Is there anything else that you would want to say about that online training?

Participant #2: Okay. I think you're great. If you created it, you did a really great job.

Interviewer: Thank you.

Participant #2: Yes, it was very organized and very informative. Just good things to say about it.

Interview Participant #3

Interviewer: Alright. Tell me your current role.

Participant #3: Fifth grade teacher.

Interviewer: All right. So, let's first talk about your classroom management practices. How do you communicate your classroom expectations to students? We all have different ways of doing it. What's your way to communicate expectations?

Participant #3: So at the beginning of the year I have… usually there's something posted.

Interviewer: I see procedures posted.

Participant #3: Yeah for the morning. I have procedures because they still need the visual reminder and my voice to remind them every morning. I have a PowerPoint that I do at the beginning of the year and we'll do it through throughout the year like between breaks and things like that. But I do really a lot of reminders. I guess- "We're gonna get in line. Okay, how do we get in line?" "Remember?" It's usually very quick. But just that quick refresher.

Interviewer: Do you have classroom rules or do you feel like you've relied more on procedures?

Participant #3: We do. Because I was ESE for so many years, I am very structured, and I set clear expectations. I try to set my expectations very clear from the beginning. So, it's not really rules like, "No talking" this or that… more positive.

Interviewer: So that's the next question is how do you build and maintain positive relationships? I wrote down morning meeting.

Participant #3: I try to get to know them. We do team building, fun activities. Like today, they earned their Falcon party for their good behavior out in line, and like the media center and things. All right, we could do all these different things about a board game party. Would that be so fun? But then really it was for community building because they were playing games together. They had to read the rules. So it was really- they had a lot of fun but my strategy was they've been getting a little snappy. Yeah, so it brought it together and the kids that don't usually mesh together were together playing games. So, I think doing things like that throughout the year.

Interviewer: Okay, so for building relationships, you've got team-building amongst themselves, you do a morning meeting, and use positive rewards… anything else you want to add.

Participant #3: I try to get to know them. I'll try and talk to in line… "I noticed you have."

Interviewer: Every teacher has said that so far.

Participant #3: Yeah finding something to bond over.

Interviewer: Okay. So the next one asks about misbehavior. We know that there's not a one-size-fits-all approach, right? Every infraction has multiple different teacher responses that might be appropriate and so- in the event of student misbehavior what strategies do you utilize most often?

Participant #3: So, at the beginning will try to draw attention to someone nearby who's doing what they're supposed to be doing. I give out tickets, and it's for a book raffle, but they get really excited about it. But that is usually enough because I've spent the time to build relationships. To give someone one because they're doing their work, that's enough to get the people around them to start doing what they need to do. I do have a cool-down area. And you're not in trouble when you go there, that's really just… "We need to take a break, just go to break. It's okay. Come back. Whenever you're ready."

Interviewer: An opportunity to self-correct.

Participant #3: Yes, and I have a reflection area in the front where that chair is and they have a paper to fill out. They could they could just go there or I'll ask them… but if it's gotten to a point where I've asked… because I've had one. She won't go there, but that's fine. "You have two minutes set the timer to do blank." Yeah, and then that's like that's my last resort. I mean referral would be my very, very last resort. I've only I've written one referral this year.

Interviewer: That means you're utilizing strategies that deescalate it so that you don't have to get to that point.

Participant #3: I have one. She's tough and you have to like… but really in here, I think because we built that relationship. I don't have the problems that she has with others.

I taught ESE for a year. Just one year that was but still I try to make sure that they know why, because I know I before I took any behavioral training, management trainings. I try to be very clear. It's like "This is why this is happening. Do you know why this is happening? I didn't do anything"… and we try and have that discussion. But really what I do is have them go to the reflection area. It's usually by the time they're done filling out that paper they're calm enough to talk.

Interviewer: Exactly. They deescalated.

Participant #3: And then we can talk about it and their parent has to sign. That's another. That's great communication there… so they don't want to go there.

Interviewer: Okay. So, when we have misbehavior you use positive narration and that means that you tend to narrate other positive behaviors going on in the room, and use the tickets, and then you've got a cool-down area and I'm going to call it kind of like at that conference space or a reflection space. What else is kind of in your toolbox? Let's say you're teaching, and you see that kind of emerging misbehavior.

Participant #3: Because we have tables, sometimes I will ask them to move maybe move away from their table to an empty table.

Interviewer: Seat change.

Participant #3: And it's… I don't have that many difficulties so that like, that's it. That's all I have to do.

Interviewer: Okay. So, the next questions are about… it's a set of five and it's more about your experience with the training and how it has impacted your classroom. Okay, and so on a scale of 1 to 10, 10 being an expert one being a novice, how would you describe your knowledge of classroom management best practices?

Participant #3: So I had taken a CHAMPS training my first year, so I mean, but of course that was… I'd probably say a six because I like the things that I used.

Interviewer: Okay. So tell me why- it's because you had some established practices?

Participant #3: Yeah, 6 or something, I guess because I've yeah. Just because of my background I've done so many trainings.

Interviewer: Okay. So then, same scale 1 to 10 after the training. Where would you put yourself?

Participant #3: Probably nine.

Interviewer: Okay, so big growth and tell me why.

Participant #3: I think it was a good, like for me, because I can do it at home at my own pace because I did it online. I could focus more. Sometimes, for me when I go to an in-room training, they're not always the best person to be near. You can get distracted. So, I think because I was able to take my time on it and really just focus in on things that maybe I hadn't focused on in the past.

Interviewer: The next question is very similar, and this is about your ability to manage the classroom. So again, 10 being fully capable and one being incapable, how would you describe your ability to manage your classroom before the training- even if you knew what to do. Where were you really?

Participant #3: Seven?

Interviewer: Okay, and you have a reason why?

Participant #3: I think there's just because… it's only my second year in the classroom. There are just things that come up that you didn't think about teacher planning week- when you're supposed to be ready for children to come in your room. There are things that you don't… "Oh shoot, I should have had a procedure for doing…."

Interviewer: It's just things come up that you don't know, and there's always room for room for growth. So that's kind of why you're putting yourself in a seven? I think it's not because you were doing things wrong. I think that you're just self-aware enough to know that there was room for growth. So, then the same question- 10 being fully capable 1 being incapable- your ability to manage after the training?

Participant #3: I don't know, nine.

Interviewer: Okay growth again. Is there anything specifically that you can remember you took away or implemented?

Participant #3: I think I started the ticket thing after like, thinking of rewards…positive. I think that was after that. I don't even remember when I started but I didn't finish till like January. It took me a long time, but it was nice that I could do that when I had the time and could focus on it.

Interviewer: Okay, have you found an easy or difficult to implement the things that you learned from the course?

Participant #3: Easy.

Interviewer: Which means they were practical?

Participant #3: Yeah, very clear. How to implement, I guess.

Interviewer: Oh good. Okay. Last question for this little category. How has your experience with this online training positively impacted on your effectiveness?

Participant #3: I mean it helped me with things that I like implement every day. So, I guess my classroom management is on point.

Interviewer: It's a really good feeling to feel that way.

Participant #3: I would say I definitely think of it as a strength.

Interviewer: The first question is just what were the strengths of this training and I already wrote down because you mentioned a strength was that it was at home and self-paced and I put "not near a bad partner" because I get that- other strengths?

Participant #3: I'm trying to think- I feel like overall- I think it was pretty easy to navigate.

Interviewer: That's great. Okay, weaknesses. Let's talk about how it could be better or improved either the process or the training itself.

Participant #3: I feel like, and I don't know if I'm remembering this wrong, when you are in the assignment, you can't see the text- the page they had the videos and stuff. Right? So that was, I feel like I had to go back and forth. So, you needed to open up a…

Interviewer: Window or pull up Microsoft Word

Participant #3: Yeah to navigate. I really don't know how you could fix that. So, I that's the only thing and it's when I do my lesson plans online, too. I hate having to flip back and forth and that sometimes is a deterrent for sitting down to do things like that.

Interviewer: Okay, anything else?

Participant #3: That's it. Overall, I thought it was pretty good.

Interviewer: Okay, so these strengths and weaknesses that we mentioned, how will they affect your future decisions regarding online PD? If we had more online PD outside of Champs, like what if other things…

Participant #3: I probably would still try them out. I generally like online courses. And honestly, I just hate sometimes training and then you have the one person who wants to raise their hand every five seconds to ask things are already said and that just …

Interviewer: Yeah, so you really are an online independent learner.

Participant #3: Yeah, I did my masters online. I was like, I can't go to school, but I'll yeah do it online.

Interviewer: And then the last one, would you recommend this online training to a peer? Why or why not?

Participant #3: Yes, because I think that I has valuable information that you cannot have successful classroom without a good classroom management, like without good classroom management, you can't.

<div align="center">Interview Participant #4</div>

Interviewer: How many years have you been teaching?

Participant #4: This would be my fourth year.

Interviewer: All right, tell me what your current role is at _____.

Participant #4: Six and seventh grade science teacher.

Interviewer: When it comes to communicating your expectations to students, we all have different ways that we do this. How do you communicate your expectations to students? What are your go-to strategies?

Participant #4: Well, I think maybe that's one thing that, I think, I probably could work on it a bit better. But really, in association with the acronym, I literally display the acronym out- like the expectations of what the conversation is, every transition we have. I do know we have everything CHAMPed out and I explain it to them.

Interviewer: Great.

Participant #4: That's how I communicate expectations.

Interviewer: You champ it out, and you do it posted? You champ it out where they can see it?

Participant #4: Yes. I've learned to put my CHAMPS on PowerPoint.

Participant #4: I usually post it in the classroom not just for the students to make reference, but in case I have to reference because 9 times out of 10 somebody won't comply. [unintelligible 00:02:27] So that's a management tool to remind myself with what the expectations are. It cuts down behavior issues because the expectations very clear. And you're just like, it just makes sense, it tells them how to do it. From what I see from the number of referrals I've written, I don't have as many off task as I would normally. If there's a reminder and you have your reminder, you have to go through the consequences for not following the expectations.

Interviewer: The next one is about relationships. Again, we all have our own strategies. How do you build and maintain positive relationships with your students?

Participant #4: As much as often have little one-on-one interactions, whether it's coming in, whether it's in a hallway in passing, or whether it's when students are having their behavior problems. There are a lot of my students who have behavior problems, and so I try to take advantage of those opportunities to take them aside to find out what's going on, or just to [unintelligible 00:04:52] misbehavior, because a lot of times there are underlying factors, they'll bring this [unintelligible 00:04:55] into class, or they'll come in angry. Sometimes you can just tell, if I'm accustomed to my students, I could just tell. When something's not right, I wonder what's going on, but they'll talk to me and say, "Well, something's not right," or even if they don't want to talk, I'll just give them the opportunity to maybe go somewhere and chill, get yourself together. I think that one-on-one interaction, whether in passing, anywhere in the school I think that probably is the best way for me to establish those relationships.

Interviewer: Great. I wrote down one-on-one interactions, and really what you're describing too is some non-contingent attention.

Participant #4: Correct.

Interviewer: I wrote down both of those things. Would you say that that's your go-tos?

Participant #4: Absolutely.

Interviewer: Then, the next question says, alright, well, "In the event of misbehavior, what strategies do you utilize most often?"

Participant #4: I would say depending on the severity, I've learned not to respond in yelling. I think that's one of the first things I've learned from my first year, because my first year I was yelling badly. I've learned proximity is one thing, eye contact. If it's a student who is verbally disruptive, I'll give him a verbal redirection and if that does not assist, then I'll move their feet. I literally have a, not a change of plan, but I have a structural consequence list where if they don't follow procedures the first time, we'll do this the second time. The second time in addition to what the school provides. They do private conferences with the students, even that it's like it's [unintelligible 00:07:00]. These are the consequences that I implement when they're not following procedures that are instructed.

Interviewer: That's great. The next three questions are about your specific experience with this training. On a scale of one to 10, and 10 is an expert and one is a novice, how would you describe your knowledge of classroom management best practices before you took this online training? This is not necessarily implementation, but just your knowledge of best practices. Where would you put yourself?

Participant #4: I would say before it was probably like a—I would say it's between a three and four and then going into the class, I could just see that like a refresher. I will probably say that went to a six or a seven [crosstalk] but realizing the importance of actually doing it, because I just know if there's a lack of planning or if I'm unable to prepare my PowerPoint, that means the kid can't see what the expectations are, so it just helped me to realize the importance of having the visual representation that the kid is seeing. I think it helps me to just be able to be flexible with how I do it and helps me reiterate or continue with going through implementing consequences, following the behavioral ladder. That's what I think.

Interviewer: What you're saying is because it's posted, you can't argue that they weren't told, therefore you have a little bit more ground to stand on when you want to be able to follow through? I completely agree.

Participant #4: Exactly.

Interviewer: Awesome. Good. You answered the next question which was what about after the training. The next one is on a scale of one to 10, 10 means fully capable and one means

incapable. How would you describe your ability to manage your classroom before the classroom management training and then after?

Participant #4: I don't know. I know it sounds redundant. I know I'm not perfect, because I think the classroom management is one of the components I could focus on, but I would say before it would be like a three or four or four and a half if I worked on it. But then going through the training, and helping me refocus on what's important, because I feel there are certain things that I should focus less on and focus more on. For instance, I would maybe next year focus more on utilizing the classroom management to support the academics. I won't say it's necessarily at a 10, would probably be at maybe a five or six, because I feel like they work in conjunction. I feel I've got the classroom management down, but it's not showing how I want it to be academically. 10 would be like, classroom management is perfect, academic would be—that- but it's not like that. So, I would say it was like a three or four and now it's like a five or six.

Interviewer: Have you found it easy or difficult to implement the practices learned from this online course? Why or why not?

Participant #4: I think I found it easier only because I think it's just the acronym itself is so easy, and it makes it simple of what's needed in the class [crosstalk]. I think it's easier only because it helps you have a good classroom. Like it reduces the opportunity for chaos. It increases structure so there can be higher level learning. Implementing it, if I do I've realized [unintelligible 00:16:36] because I did this, I could do this better. Whether there was something instructional, whether there was something classroom management wise. It's just after going through this training and using these tools, it's like now I can see how I can improve. It literally makes more room for academic stuff when the classroom management sees this input.

Interviewer: Right, I agree. Awesome. We've only got I think four more questions for you. How has this experience with the online training positively impacted your effectiveness? I know that you've said a couple of things, but is there one or two things that you know you took away from this course that has positively impacted your effectiveness in the classroom?

Participant #4: I think it's helped me to focus more on positive behavior instead of the negative behavior. I probably- even though this is my fourth year, this is probably the year that I've written the least referrals.

Interviewer: That's fantastic.

Participant #4: It's just not something I would work with because of the population and the culture in my school. I know that referrals either have a lot of weight or it's like they don't care about it. It forces you to deal with the situation head-on and have a more positive solution. Because writing the referrals doesn't solve the problem. It's just targeted on somebody else.

Interviewer: I am so impressed with that.

Participant #4: Yes. I still write a few but it's not the solution.

Interviewer: Right, I get it. The next three questions are about the classroom management course specifically like alone. What are the strengths of this online training?

Participant #4: Well convenience is one of the main things. It was convenient for me because I can do it at my own time. I don't think anything was too lengthy, so it worked with my schedule. I think because it wasn't just reading paragraphs because there was a video component, it was more engaging than just reading text. That to me, engaging. The other strength was, I wasn't very interactive with people, but I do know that platform did allow for some interactions with others.

Interviewer: It did yes.

Participant #4: I think that's good because other people can get feedback. I didn't talk to a lot of people but I do know speaking on [unintelligible 00:19:26] champs in general, hearing other people's feedback, people who don't use champs or the people who do [unintelligible 00:19:33] you get to [unintelligible 00:19:37] okay well they do this, they do that. I think even though it was online, I feel having that opportunity to interact and discuss with other colleagues was beneficial.

Interviewer: That's great. The same thing, what were the weaknesses?

Participant #4: I think, I don't know. Can't possibly tell [unintelligible 00:19:58] the weakness.

Interviewer: Say it again?

Participant #4: I feel like I've noticed the positive that I can interact. I feel like it was partly the feel, wanted that one on one maybe not with people so much but maybe the instructor. If you understand like maybe having a one on one interaction with the instructor which the instructor like [unintelligible 00:20:19] I could have had other questions but I didn't- going out of my way to send an email or doing something like that, it just wasn't something I would- that was my first resort. Another one was I'm pretty sure they were necessary but maybe the quizzes, maybe because I was somebody who was already—I had been trained on CHAMPS. It was like to go back and get the quizzes I know they offer –

Interviewer: There weren't any quizzes but I think you're talking about the submissions where there were questions for you to answer at the end of every –

Participant #4: It makes sense though but at the same time I think it will be evident, even though you answer questions, it will be evident in your actual practice versus several questions you answer online.

Interviewer: Was it the time element that maybe was your biggest turnoff for answering the questions? Or was it just kind of having to prove yourself?

Participant #4: Having to prove myself because I think if you wanted to know how I ran my—I mean the training was helpful trust me, I bought it. But like I said you can have somebody who

can sit through the trainings or go online through the modules. But that doesn't necessarily mean that they're implementing it. I feel like could they have made another- maybe if there was another avenue to prove that you actually implemented your training then that would be great, like maybe a video submission. They could have an option- I didn't know. But maybe like something to prove that I actually used it because I was like this kind of thing [unintelligible 00:22:06] not really done to the point of what I learned like it is so different like that. But its [unintelligible 00:22:10] to go through it and I'm already [crosstalk], that's my fear. Interviewer: All right strengths and weaknesses, how would these strengths and weaknesses affect your future decisions regarding online professional development? Is it something that you're still open or interested in?

Participant #4: I really think I prefer in person.

Interviewer: Okay

Participant #4: Like, it was convenient. Like it's convenient at the end of the day, but I felt like for the last training I went to- I think it was on diversity and equity- I'm able to pick more from it. There was more value and that delivery, that one-on-one delivery from the instructor and then being able to express the importance that you will go back to the training in classrooms, why you have to do this and why you need to do that. That same importance echoes through all of my trainings. It's just like you literally…

Interviewer: Right I see that. Well, I would have loved to have you in person but now I get to hear all your good ideas online. [laughs] Okay so you think that after this you will be looking for a face to face?

Participant #4: Yes, if it's still will be a requirement for stuff that for my classroom that I really want to do, it will probably be face-to-face. If it's stuff that when I came it's training like something that just I don't understand it if they told me I got to do it then I probably would do it online.

Interviewer: Last question would you recommend this online classroom management training to a peer? Why or why not?

Participant #4: I would recommend it to a peer if they needed something that was convenient for them. But I really think that online… I remember the first in-person training I got for CHAMPS. There was more life to it and there was more importance to it and they were able to echo why you need to have it the structure your class. To those teachers who either are new to the classroom, like- we all struggle with classroom management. If there's a time to know the importance of classroom management it would be your first year. Because there's so many things you're juggling, you're not even talking about differentiating instruction, you're not talking about data, you're not talking about parent contact, you're not talking anything like that. You're just trying to have a structured classroom where the chairs aren't flying everywhere. I think that having classroom management would be really good for peers who have it in-person presented their first time training, but for me, like I said that I wasn't completely new to it so it was really convenient.

Interview Participant #5

Interviewer: How many years have you been teaching?

Participant #5: This is my first year.

Interviewer: Awesome and what is your current role at _____?

Participant #5: Criminal Justice program instructor.

Interviewer: Wow, how fun and that comes from your past career?

Participant #5: Yes

Interviewer: All right. So, the first three questions are all about your specific classroom management practices, you know, we all do things a little bit differently. There's you know, so many tools in the toolbox. What tools do you use to communicate classroom expectations?

Participant #5: My rules written on the poster board that I made. I made it attractive on a billboard in the front of the room. I also went over it. I actually took it down for a short time. But after we came back from spring break it needed to go back up. Yeah, but and then I've also Incorporated some other things for classroom management if I have new students that come in. I'm still shocked- I'm getting some new ones every now

Interviewer: Isn't that crazy?

Participant #5: I know and I give them my expectations.

Interviewer: How do you do that?

Participant #5: I tell them. Okay. This is what I expect. This is what happens if you… like the electronic policy. Put your phone in what I call a cell phone jail- actually hanging in the front of my classroom. I say, I can clearly look it up for you. That it's in the student code of conduct. I am requesting you to do this I need you to do it for me now.

Interviewer: Okay. So next question is the same thing. What tools in the toolbox do you use? This is about building and maintaining positive relationships with students. How would you say you do that?

Participant #5: Candy- candy is always a wonderful thing.

Interviewer: Okay, so external motivation like- extrinsic.

Participant #5: Yeah. "Oh I want that. I want that. Can I sit here?" "You can sit here as long as you promise not to be this close to my desk. I expect you to expect you to not have outburst and talk and get up and walk around. If you feel the need to do that. Please go in the back of the

classroom" and you know or take a walk down the hall and come back in just a moment. That way I allow them the- instead of trying to- I choose my battles, you know, I choose them wisely. I have four children my own and they're all very different.

I let the students know- I address them every day at the door. "Hi, how are you?" I told them by the end of the first week I would have all their names. They're like "No way." I'm like, "Okay, let's go" and I let them quiz me by the end of the first week and they're like, "Wow, you named all of us. And they were like you only have seven to remember. I have a hundred sixty-six." But I also want to let them know that if I mispronounce your name, please correct me because if I don't say it correctly and I'm going to have it wrong all year long and I don't want to do that to you. It's your name and I need to get it correct.

No, and then if I do make a mistake, if I say something or do something- and I stand corrected.

You know, if you have something different to show me, please do because I want to hear your interaction with me. So, I want them to have a voice in my classroom. Also, I don't want to be, "That's the teacher, we don't have rights."

Interviewer: It sounds like you have a lot of respectful interactions. You try to model that. Okay. So, in the event of student misbehavior, what strategies do you utilize most often?

Participant #5: I like to walk around the room a lot, so proximity. It's hard for me to sit still. Okay, so if I'm doing a direct instruction where I'm speaking and they start talking I will walk and I will like put my fingers on their desk and keep on walking or if the I see they put their head down- and I get it, sometimes they're tired- but if it's something that they really need to be focusing on I'll tap desk and they'll look up at me and then they know what they need to do and then I just keep on walking.

Interviewer: So, it sounds like you're using proximity and movement and nonverbal signals.

Participant #5: Sometimes I will, if I see they're really struggling with something or they're being unusually quiet, or I see some emotional distress or something like that, I'll write a little note fold it in half in front of them and walk away. "Okay. Can I help?" Leave it at that so that way if they choose to share with me whatever because boy, let me tell you some things that I've been shared with this year. But I also want them to know that I care. I don't want them to think that they're in high school by themselves. I tell them every day. If there's only one thing you learn every day from any class, I want it to be mine. If you have a question that may be a little bit off topic but yet, it comes to your mind, "Oh, hey, could you help?" "Absolutely. Let's go with it." Sometimes I will change my whole entire lesson because maybe, like the Jacksonville Landing shooting last year. Oh my gosh. Trying to do current events, but then she was like, "I really don't want to talk about it." I'm like, "Okay." "Because I was there." I'm like "What? Oh my God. Maybe I need to not try use so many current events sometimes until I kind of feel it out a little bit."

Interviewer: So, on a scale of 1 to 10 10 being an expert and one being a novice. How would you describe your knowledge of classroom management best practices before this online training?

Participant #5: I think I'm somewhere between seven and eight. Because I had worked at schools as a school resource officer. I've had a lot of time in the classroom. You know, "Hey can you come in and talk to the kids about this this and this?" So, I am quite familiar with how it works. How it should work, you know. Called in to clean up the mess after it didn't work. So, I've seen both sides of it. So, I think I think a pretty solid 7-8.

Interviewer: Okay great. So, then the same thing on a scale of 1 to 10. How about after you took the training?

Participant #5: Probably a nine. It gave me a few more ideas on the go. "Hey, that's a great idea. I'm gonna try that."

Interviewer: So just added some tools to your toolbox. Perfect. Okay, so same thing scale of 1 to 10. This is 10 being fully capable and one being incapable. How would you describe your ability to manage your classroom before you took the training?

Participant #5: Before I probably felt like honestly a nine.

Interviewer: That's great. Confident.

Participant #5: Very.

Interviewer: It's because you've had prior experience?

Participant #5: Never let them see you sweat either.

Interviewer: Okay. Now what about after the training?

Speaker 2: After? I think it gave me a little bit more probably like nine and a half. I don't want to go like say 10 because there's certainly still some things that I see looking back on this year that I am definitely going to do differently next year.

Interviewer: Right.

Interviewer: Have you found it easy or difficult to implement the practices that you learned from the online course, why or why not?

Participant #5: They're easy. Easy because I'm flexible. I really wanted to find something that worked and depending on the grade level that I have and the particular classes.

I have to adjust them with my CJ3. Literally, if I wanted to curl up and fall asleep under my desk, I could. They do their own thing and they're doing it. They're staying on track doing what they need to do. You know, it was hard for me to kind of let that go. Because you know being a police officer and investigator. It's like I want to do everything my way and control and but whereas with the ninth grade I can't really do that. I know seniors can do fingerprint dusting and

it's okay- they will clean up. The ninth graders- when we did the projects of painting I will never repeat again in my classroom.

Interviewer: So how has your experience with this online training positively impacted your effectiveness in the classroom? Anything specific you can fit comes to mind.

Participant #5: It is going to be different ideas on how to, maybe, lay out the physical layout of the classroom. That has been one thing that I have constantly had to readjust all year. I had tables together with desks, if you will, and I had to break them up Friday.

Interviewer: Okay. Anything else that- it says, how was your experience with the online training positively impacted your effectiveness?

Participant #5: I think my overall confidence.

Interviewer: Okay, that's a good one. All right. So, the last four questions are quick. This is just about the online training platform itself. What were the strengths of this online training?

Participant #5: Doing it on my time.

Interviewer: So, you like the self-paced nature.

Participant #5: So, I want to get it done. Okay. Like the way it was mapped out because I am not a person who operates well with, "Well we might do it this week. We might do this week." No, I could see what I needed to do. Get it done and completed.

Interviewer: Okay, so you like the way that the modules kind of led right one into the other?

Participant #5: I did. I just I think overall it was it was a great experience just being able to do it at my pace. Because I don't want to bring up old school government, but I don't like doing things and not getting paid for it. Even though this is a lot of what happens being a teacher. But I've also found that if you learn to manage your time wisely that doesn't necessarily have to happen. No, I will use my lunch time to do my grading and things like that where, you know, people will use that time to visit other teachers. I don't need to do that because I've always been kind of on my own. And I think that that's a personal issue because it's a trust issue with the world itself. Just being able to do that and knowing, *Okay, I have seven more to go*. How my mind works. *Okay, I finish 3, 7 to go and I did one more today, I guess six to go*.

Interviewer: What were the weaknesses of this training? Can you think of any?

Participant #5: I don't think there were any. Well, perhaps let me just say this would be- if it dealt with elementary or primary levels it really doesn't pertain to me, but I know I got to do it anyway.

Interviewer: Okay, how will these strengths and weaknesses affect your future decisions regarding online professional development. Is that something that you would still be interested in for other things?

Participant #5: Oh yes.

Interviewer: Okay, and lastly, would you recommend this online classroom management training to a peer.

Participant #5: I would.

Interviewer: and why?

Participant #5: The ease of doing it on your own time. Honestly, I don't sit well doing lectures. I gotta be moving.

<center>Interview Participant #6</center>

Participant #6: Okay.

Interviewer: All right. Now tell me where you're teaching again?

Participant #6: I'm co-taught Environmental Science.

Interviewer: All right. How many years have you been teaching?

Participant #6: Just since October.

Interviewer: Okay. This is year one.

Participant #6: Brand new, yes.

Interviewer: The first three questions are about your specific classroom management practices. The first question is, how do you communicate your classroom expectations to students? What strategy do you use to do this?

Participant #6: For our school, we have a Titan Target. It says, "Today I will," and we normally write what the assignment is on the board, "So that I can," "I will know I'm successful when."

Interviewer: Great.

Participant #6: The Titan target is on the board, my co-teacher and I do it every single morning. We normally throw the standard in there and then we say, "I know I'm successful when," and if there's an assignment, it's "When they've completed said assignment" or "When I can understand the difference A and B" or whatever maybe for the day.

Interviewer: What about behavioral expectations? Does your classroom have rules or procedures?

Participant #6: Yes.

Interviewer: Okay. Are they posted? Are they taught to the students?

Participant #6: Yes. I like to lead by example. So, if I'm wanting them to sit quietly when they're doing group work or something, I'll go over to their group and I'll sit with them, and I'll talk at the tone that they're expected to talk for that assignment. I'm big on lead by example, show by doing. When I see they're off task, I go over and I start reading the assignment to them, and then help them answer the first question. Normally, they can take it from there. I'm not big on "Just do it," because they're freshman. They're more defiant. They're more defiant than my seven-year-old. [chuckles]

Interviewer: Absolutely.

Participant #6: They don't want to do it, just because you told them to do it. I've learned through them that doing by example or leading by example is the best way.

Interviewer: Awesome. How do you build and maintain positive relationships with students? What strategies do you use for this piece of classroom management?

Participant #6: I stand at the door in between every single class and greet them, "Hi, Jordan. Hi, Beth. Hi, Andrew. How was your weekend? Good morning. Did you do breakfast today, you look kind of sleepy?" Just interacting there with them that way and then too just asking questions or upon helping them one on one on the assignment like, "How can we relay this to you?" Then they normally will tell me a tidbit about themselves personally and then I can apply that later. I also make sure to write, "Happy birthday" on their desk when it's their birthday, make them feel special. For my casebook kids, I try every two or three weeks to write them a little personal Post-it note.

Interviewer: That's so great.

Participant #6: To let them know, "I'm keeping an eye on you. I know what your grades are, I can see them. Those two As you have, they're amazing, but that F you have, let's work on that. Come see me during office hours and I can help you or go see XY teacher. They're aware that you're going to be coming at office hours to work on this." Doing it that way.

Interviewer: Yes, that's great. Okay.

Participant #6: It's one of my favorite part.

Interviewer: I bet. Then, in the event of student misbehavior, what strategies do you utilize most often?

Participant #6: First, I try to lead with compassion. Because a lot of times, the students, they just act out in defense if they're just harshly corrected. Normally, my first instinct, I'm like, "Okay, why do they react that way? What's going on?" I try to lead with compassion. Then to go up to them, I don't do like-- I've seen teachers who will banter back and forth in front of the class, and it's like, it just eggs them on.

Interviewer: It does.

Participant #6: Students may think like, "This student had one up on that teacher," if the teacher just talks. Like, did a banter back and forth, like the student had the last word, but then I always make it a point to go over and talk to that student. Or if we're in a critical position, I can pull them into the hallway and talk to them, like, "Hey, what's going on?"

Interviewer: You're utilizing private conversations?

Participant #6: A lot, yes.

Interviewer: Okay, anything else?

Participant #6: Redirection.

Interviewer: Verbally, or non-verbally, or both?

Participant #6: Both. Sometimes kids in the back of the class, if I could make eye contact with them, I'll put my eyes up to your eyes with the two fingers like, "I see you," and then point to their assignment like, "Get on task." They're pretty good about it. Or even going over to them, like, "Hey, I see you're doing this, but let's do this instead."

Interviewer: When you think about that training experience, on a scale of 1 to 10, 10 being an expert and 1 being a novice, how would you describe your knowledge of classroom management best practices before the online training?

Participant #6: Probably a 1.

Interviewer: Wow, you would say the one, just because you are a brand new?

Participant #6: Just I'm brand new, I didn't go to school to be a teacher. My first day in the classroom was October 16, my first day of work.

Interviewer: Oh, my goodness.

Participant #6: I had heard about things, so maybe I could say a two, but I had never seen anything in effect, like on movies or the teachers I had. I wanted to say I was totally ignorant. I had some expectations and I had done my research, but I really-- the first time I heard the word CHAMPS, I had no idea what it was.

Interviewer: Then what about on a scale of 1 to 10, the same thing after the training, where would you put yourself?

Participant #6: Probably somewhere between like a 5 and a 7, depending on which domain. I felt like—

Interviewer: Shall we say a 6? [laughs]

Participant #6: Yes. [laughs] If I'm being totally honest, I felt like I learned more from the online, just because-- it wasn't you, there was another woman though who was questioning me back. I'm used to online classes, you just get on, you submit your answer, and it's done. [crosstalk]

Interviewer: Right, you had feedback submissions.

Participant #6: Yes, and that challenge every time is what really made me think about it in depth.

Interviewer: Good. Yes, that was one of my coaches providing feedback. That's awesome.

Participant #6: If I'm being totally honest, at the time I was willing to wait because I had like four other trainings, all new teacher trainings I was trying to get done. I was like, "My gosh, I don't have time to sit here and answer all these. I just need to get this done," but then I realized, the courses are already checked off as completed and she was just committed to helping me better myself and understand it. Then I was like, "Okay." I didn't feel so rushed to get it done and then I took the time, so I messaged back and forth with her-- [crosstalk]. That was really helpful.

Interviewer: Okay, so you would say it was a six, and that's just because of learning freely from feedback on submissions and just exposure to the content?

Participant #6: Yes.

Interviewer: Okay. Then the next question's very similar. On a scale of 1 to 10. Ten [10] is fully capable and one is incapable. How would you describe your ability to manage your classroom before the training?

Participant #6: I would say a 3 or 4.

Interviewer: That's simply because?

Participant #6: I had an idea of what is okay and isn't okay just from all the how-to books I read as a parent, I guess. My daughter's now in second grade. If I hadn't had that experience though, I probably would say zero. Just not having had that experience in a classroom yet, so not really knowing what is and isn't okay or what I should or shouldn't be doing within the classroom.
Interviewer: Okay. Now, then, what about after the training, where would you say your number was?

Participant #6: A 9.

Interviewer: Wow. Tell me why.

Participant #6: I felt like it gave me a clear picture of meeting expectations in the classroom, and modeling behaviors, and the whole toolbox, and what is okay and isn't okay. I feel like there were so many examples used on what to do in different situations that it didn't leave any questions left unanswered.

Interviewer: Nice, so you had a great experience?

Participant #6: Yes.

Interviewer: Okay. All right. Then have you found it easy or difficult to implement the strategies and the practices that you've learned?

Participant #6: I would say it's in the middle, only specifically, because I'm on a co-taught position.

Interviewer: That's true.

Participant #6: It's more managing that with my co-teacher.

Interviewer: That makes it really unique. How has your experience with this online training positively impacted your effectiveness? Is there anything specifically that you're like, "Wow, I can credit this to..."?

Participant #6: Probably, mostly managing expectations. The [school] has the Titan Target that they want to implement, but I wasn't fully aware of the impact it had on the kids until I went through CHAMPS. I know the CHAMPS acronym kind of goes along with it-

Interviewer: It does.

Participant #6: [unintelligible 00:14:06] for it. Kids love to know what to expect. Sometimes they ask questions before you can finish explaining the direction.

Interviewer: Yes. You CHAMP it out without the acronym. You just go through it in your brain and make sure you've got what they need to know up there, that kind of thing?

Participant #6: Yes.

Interviewer: That's awesome.

Participant #6: Like, "For this assignment, you'll stay in your seats. We will keep our voices in a whisper." Sometimes I let them move freely to the class, sometimes they have to raise their hand. It also depends on the class period.

Interviewer: Of course.

Participant #6: I will change my acronym very quickly between class periods.

Interviewer: As you should. You're using it as a roadmap for you?

Participant #6: Yes.

Interviewer: That's great. I love that. That's what I always tell my secondary people, "You don't have to put those letters on the board but you, by golly, need to make sure they know them."

Participant #6: Yes.

Interviewer: Can you think about what the strengths of this online training were?

Participant #6: The individual feedback, where she's able to or whoever's on there is able to challenge what you write, to make you think deeper about your responses.

Interviewer: Okay. That's great. Anything else?

Participant #6: I would say it's more flexible. It's flexible but it's not, I guess. Like finding time to weave out to do it, but you can do it on your own time, too.

Interviewer: Right. The whole self-pace thing.

Participant #6: Self-paced. Yes, exactly. Then we'll do like one module a day, spend the day. I would feel so overwhelmed with everything just starting out and I only had a few months to get it all done, so I'll be able to pace it out and do like a module every other day until it is completed, rather than cramming it all into one day.

Interviewer: Likewise then, what are the weaknesses?

Participant #6: I guess the personalization of it. Just, I don't know the face from the other side. I like the face-to-face interaction with you to see your passion, and joy, and motivation behind teaching it. I like the personal interaction.

Interviewer: Okay. Anything else you want to mention for weaknesses or strengths?

Participant #6: No, I don't think so.

Interviewer: Okay. How will these strengths and weaknesses affect your future decisions regarding online PD?

Participant #6: I think it just depends on what the training is, what it embodies. Because I do like going to meetings, and meeting people, and collaborating, and networking, and hearing other people's experiences kind of thing, just to help to feel like you're not alone. Sometimes I feel like

you can be like, "Oh my gosh, am I the only one that's experiencing this? Then too the freedom to do the online PD at your leisure in your own time frame is incredible given the crazy schedules that we have, or I have. Yes, definitely. I feel the online, like other online modules, like 30-minute modules, here and there, and I love them.

Interviewer: Okay. All right. Lastly, would you recommend this online classroom management training to a peer? Why or why not?

Participant #6: Yes. I would recommend if they wanted more of a challenge and they really wanted to dig deeper for the responses and be questioned and kind of really figure out what their teaching style is or classroom management style is, if they didn't want to give up a whole day to go do it.

<div align="center">Interview Participant #7</div>

Interviewer: All right, _____. How many years have you been teaching?

Participant #7: Well, would have actually been my third year teaching.

Interviewer: All right. Now, tell me what your current role is?

Participant #7: I am a first aid teacher and an athletic trainer.

Interviewer: The first three questions are about your specific classroom management practices. The first one is, how do you communicate your classroom expectations to students? What tools do you use? Do you have a specific example?

Participant #7: For classroom management, for this year, I have put stuff on a corkboard that's in the room so they know what is expected and then, also, the first day of each semester this year, I went over it and then, any time that a student was added, I would give them a handwritten version of it to review.

Interviewer: That's great. How did that work for you?

Participant #7: Most of the time, no issues. It's the basic stuff that almost every teacher tells them so a lot of times you get the zombie look.

Interviewer: Okay. The next question is about relationships, what tools do you use? How do you build and maintain a positive relationship with your students?

Participant #7: Well, I have tried, and this is something that I picked up when I was in Orange County, I got to teach next to Dr. Phillips, I'll just call it, The Sports Medicine Academy. We were all in the same area. Through watching a lady, at Dr. Phillips who had been there for 30 years, watching how she handled kids who might have been a distraction or however you want to work that. Her big thing is unless it was something major, and that is the fighting or, maybe, it's a swearing contest across the room with somebody. If it's a minor thing, just a quick chat or they're

doing something they shouldn't be doing or they're on their phone, she addressed it privately with them after class. I adapted that. Then, if they repeat offender then, that is which would get mom or dad or from time to time, maybe, a guidance counselor involved depending if one of the kids that has an IEP or whatever. That was something that I took from her and brought over that I do.

Interviewer: That's excellent. Your answer is that anytime that there's issues that need to be discussed, you make sure that you do it privately and not in front of everybody? That builds respect too. That's that positive relationship piece.

Participant #7: Then, obviously, if it's something that, maybe, is across five, six, seven students in a class period, maybe like, for example, we're doing a group assignment and the level of noise is just increasing, then I might address the whole class as one but those are far and few between.

Interviewer: That leads us to the next question. In the event of student misbehavior, if it happens, what strategies you utilize most often?

Participant #7: I do exactly what I just said. I talk privately to them first give them a chance to fix it. Then before I reach out to mom and dad, I always reach out to the guidance counselor to see what luck or how successful they've been with mom or dad and what's the best way to get a hold of mom or dad. After that, then I normally try to get a hold of mom and dad talk and obviously nowadays for 70% 80% of them, when you get a whole of mom and dad, the problem fixes itself. There's the few that you may have to involve an administrator but far between.

Interviewer: Nice, from that, I've got posted expectations- that you review and you stay consistent with, you build relationships by keeping things respectful, making sure that you're addressing issues privately. That also carries in when there's misbehavior, you make sure that you handle it offstage and allow time for some self-correction. Then you eventually have to reach out to parents when you have to. The next set of questions is about your specific experience with the training. On a scale of 1 to 10, with a 10 being an expert and a 1 being a novice, how would you describe your knowledge of classroom management test practices before you took the online training?

Participant #7: Myself a 5.

Interviewer: Do you have a reason why?

Participant #7: I did my two years in _____ County and then I went to _____ County and I did not have to teach. I was out of the classroom for basically four years.

Interviewer: I gave you a five and you said it's because you have your two years of experience but you have taken your time off. On a scale of 1 to 10 same thing, 10 being an expert one being a novice, where would you put yourself after your training, this is just your knowledge of practices.

Participant #7: I would say an eight or a nine. If we can do half, put me at an 8 1/2. I believe and the reason I say that is to repeat the last part of what I said last is now that I know what you guys

are teaching and wanted us to learn and how to maintain it, I now understand what you guys are trying to get through.

Interviewer: On a scale of 1 to 10 this time, 10 is being fully capable and 1 is incapable, how would you describe your ability to manage your classroom before the online training?

Participant #7: That one I'm going to put myself about a 6.

Interviewer: Probably for the same reasons? Little bit of experience?

Participant #7: Yes. Also, the athletic trainer part. The classroom is different, it's outside, but I still have to be able to somewhat create an environment for the kids to be able to get stuff done in or have stuff done to them. I think that's why that's a 6.

Interviewer: Then what about after the training?

Participant #7: After is almost the same score for the first one. Probably an 8 1/2, 9. That's again, now knowing what the expectations are, and what I can do, and how to do it.

Interviewer: Have you found it easy or difficult to implement the different strategies that you learned in this online course?

Participant #7: This is probably an interesting answer, I would say 60% of it I think I knew how to do and I just need a little refresher on how to do and I think I do it well. There's still that 40% that as a teacher, honestly, only having three years and I think it's going to develop the more years. I think there's a lot of new teachers that beat themselves up after year one and say, "I can't do this, this, and this." rather than understanding you're not going to-- It's like when you go in for your teacher evaluation, you're not going to get all fours. You're not going to get all fives. You're not going to get that your first year. You shouldn't expect that.

Interviewer: How has your experience with this online training positively impacted your effectiveness? Is there something specific you can say that you've maybe implemented or done?

Participant #7: I would have to say, and I make sure I'm saying this right, there was a stoic S-T-O-I-C. I have implemented that, and that was something new to me. That has positively affected my teaching. I think S and O are my two big ones. I don't want to just let kids pick their seats right. I didn't like that. I picked up real quick who were my talkers to one another and made sure to separate them and made sure that it wasn't just the ones in front of the other. I made sure to put one in the front of the room and one in the back of the room. I reorganized-- It's a portable, but I reorganized the portable that I could get around and actually observe and watch kids when they're taking a test, when they're doing something, so that they know that I am there and I am present. They understand that-- and I hate to say this, but I'm not an older teacher who sits in the front of the classroom and taps her desk and yells out commands.

Interviewer: You had tools from those specific pieces that you feel really helped you?

Participant #7: Yes, correct.

Interviewer: That's awesome. All right. You only got three quick questions left. This is specifically about the online training, the platform that the flow of it, how it went for you. Are there any strengths that you can remember, strengths of the online training?

Participant #7: A positive for me and a strength, I'm just going to say is the fact that I could do it online. I guess another strength is I could do it privately. I could at the end day if I didn't have to work practice. When I did some of it in the afternoon. I could lock myself in the portable and no one, but me and a computer. Or I could come home to my computer and I could do it sitting in a living room. I would say a strength is a compatibility, the availability of how we can do the training.

Interviewer: Okay, so we talked about the strengths. What about weaknesses?

Participant #7: To me, I understand that a lot of these techniques can be taken to my class as first aid, but the way I felt was a lot of these things that were picked, I had to think very hard how to answer certain questions relating it to first aid. I went back and looked briefly at some stuff. I could see myself even as a gym teacher or an art teacher having a hard time figuring out how certain examples. A lot of the examples in it to me felt like it was directed towards someone who's going to be a math teacher.

Interviewer: In a traditional classroom, right.

Participant #7: To me, that was my complaint. That would be my weakness of it is. The teachers that have these kids four days a week and it's a major subject and they have to pass it to graduate certain strategies fit better for those classrooms. Other than that, no I got nothing.

Interviewer: All right. These strengths and weaknesses that you've described how will they affect your future decisions regarding online professional development?

Participant #7: I will choose online option. The more options I have for anything with teaching, anything with a school district, if it's offered online and I can maybe do it Saturday and Sunday and I don't have to miss a day or miss a practice on a Monday through Friday, I'm obviously going to sign up for it.

Interviewer: All right. Lastly, would you recommend this online classroom management training to a peer? Why or why not?

Participant #7: Yes. I will say either way for a first year or we'll go back to a group of people who were more than five years. I think it allows you to-- and often times- I would watch something and then I would do the assignment the following day because I would allow myself maybe to think about it or whatever. I think I would recommend it just for someone who is maybe, especially a mother who might have three, four children, it might be better for her to do it online rather than have to do the in-person. It's just- to me, it's an easier way to get it done and

you can go back and you can look and see it, and you can look at your assignments. You can make sure.

Appendix E: IRB Approval

ABILENE CHRISTIAN UNIVERSITY
Educating Students for Christian Service and Leadership Throughout the World

Office of Research and Sponsored Programs
320 Hardin Administration Building, ACU Box 29103, Abilene, Texas 79699-9103
325-674-2885

March 25, 2019

Kaytlynn Milliken

Department of Educational Leadership

Abilene Christian University

Dear Kaytlynn,

On behalf of the Institutional Review Board, I am pleased to inform you that your project titled
"Online Classroom Management Professional Development for Beginning Teachers: An Investigation of
Implementation",

(IRB# 19-025   ) is exempt from review under Federal Policy for the Protection of Human Subjects.

If at any time the details of this project change, please resubmit to the IRB so the committee can determine
whether or not the exempt status is still applicable.

I wish you well with your work.

Sincerely,

Megan Roth

Megan Roth, Ph.D.
Director of Research and Sponsored Programs