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TEACHER INDUCTION AND CLASSROOM MANAGEMENT

By

BETTY EMILEAN CLEMONS

A doctoral dissertation submitted to the
College of Education
in partial fulfillment of the requirements
for the degree Doctor of Education
in Curriculum and Instruction

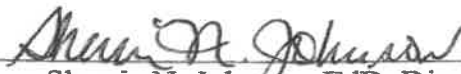
Southeastern University
May, 2020

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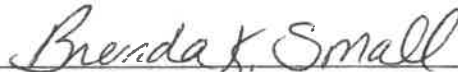
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James Anderson, Dean, Doctor of Education

DEDICATION

To my beautiful daughters and my sweet grandchildren, you are the lights of my life. Your support and smiles kept me moving forward toward the prize! To my mother whose love for education led her to pursue her high school diploma, receiving it at the age of fifty-three. It was her love for learning that has continually inspired me in the pursuit of education and discovery.

ACKNOWLEDGEMENTS

As I write this, just about to cross the finish line in this seemingly never-ending dissertation journey, I am reminded of the many people who spurred me on throughout the process. My dissertation committee—your continuous support and “holding my feet to the fire” kept me moving forward. When I lost momentum in my pursuit of the prize, your prodding and encouragement stirred up the grit to keep moving forward.

I am so grateful to staff and colleagues at Bartow High School, those who worked with me as I collected data through interviews and observations, as well as those who simply said, “You’ve got this!”, words that renewed my determination to battle through frustration and exhaustion.

It is impossible for me to wrap this up without acknowledging my wonderful, faithful high school friends, my church family, my brother, my sister, my sister-in-law—all who pushed me forward with supportive words of affirmation. You all will never know how much your words and your presence in my life during this time have meant to me!

ABSTRACT

Past research indicates that new teachers entering the classroom are not equipped with necessary training to effectively manage a classroom. Therefore, it is essential that schools provide induction programs that will provide necessary support, specifically related to classroom management. This qualitative study conducted in-depth research into participants' perspectives specifically related to teacher induction processes and classroom management across two high schools within the same district. Data within this study were collected through interviews and observations with first-through-third-year teacher induction participants at both study schools. The study has provided research on induction participants' perceptions of relevant content to be included within teacher induction processes. Additionally, this study confirmed that classroom management strategies presented during induction sessions positively influenced student behavior, with the implementation of procedures and routines promoting student engagement. Finally, the study has documented consistencies and inconsistencies across the two participating study schools.

Keywords: classroom management; teacher induction; implementation of procedures

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I. INTRODUCTION

Introduction

Published research indicated classroom management is, and has been, a primary concern for all teachers (Borden, 2013) and is especially challenging for the first-year teacher (Larmer, Baker & Gentry, 2016). Further studies specified that the ability to manage a classroom is critical to the success of the teacher (Lindroos, 2012). *The First Days of School*, a book recommended for beginning teachers, states “classroom management skills are of primary importance in determining teacher success” (Wong & Wong, 2018, p. 93). Wong et al. (2018) further established that a teacher’s ability to manage a classroom effectively creates an environment conducive to student engagement and productivity.

Historical research affirmed that the establishment of effective classroom management practices creates the foundation for learning within the classroom (Marzano, Marzano, & Pickering, 2003). Marzano et al. indicated poorly managed classrooms promote disorder and disrespect where “chaos becomes the norm” (2003, p. 1) and both students and teachers struggle. In contrast, well managed classrooms create an atmosphere where students and teachers can flourish (Marzano et al., 2003).

Regardless of the knowledge of the teacher, classroom management is the “driving force

behind a teacher's ability to be successful in the classroom" (Lindroos, 2016, p. 6). Without the intentional establishment of a positive learning environment where students are focused and engaged there is little likelihood learning will take place, thereby resulting in the beginning teacher's lack of success (Lindroos, 2016).

Results of a study conducted by Arthur Levine (2006) on teacher preparation indicated three out of five teachers surveyed stated they were not adequately prepared through their teacher education programs, specifically in the area of classroom management. Those teachers further stated their teacher training programs did not provide adequate practical opportunities in regard to managing the classroom (Levine, 2006). Lindroos (2016) underscored that "beginning teachers do not receive enough training in behavior management techniques" (p. 6) prior to entering the classroom. An additional study of teacher preparation programs supported previous research that beginning teachers often do not feel adequately prepared through teacher education programs within the areas of classroom and behavior management (Korpershoek, Harms, de Boer, van Kuijk, and Doolaard, 2014).

In essence, educators and researchers highlighted the challenges encountered by newcomers to the teaching profession and contend schools must provide necessary training within an environment of support for the beginning teacher (Ingersoll, 2012). Furthermore, Ingersoll ascertained that teachers who participated in some type of induction performed better in creating a positive atmosphere, thereby maintaining an environment promoting successful classroom management.

Analysis of data from this study determined perceptions of teacher induction participants relative to classroom management. Additionally, the data verified how teacher induction processes support the implementation of classroom management strategies within the classroom.

Finally, data gathered from the referenced study established how the strategies presented within the teacher support process specific to classroom management influenced student behavior.

Background of the Study

A major area of concern for teachers of all experience levels is that of classroom management, which ranks at the top for beginning teachers (Borden, 2013; Huth, 2015; Taylor, 2009). Marzano et al. (2003) contend the most important activity handled by the teacher will be related to classroom management. According to the National Council for the Accreditation of Teacher Education (NCATE), “research indicates that teacher preparation/knowledge of teaching and learning, subject matter knowledge, experience, and the combined set of qualifications measured by teacher licensure are all leading factors in teacher effectiveness” (NCATE, 2017, p. 3). Although prospective teachers may enter a teaching credentialing program based upon practical skills for teaching, they may not realize the significance of managing the classroom (Lindroos, 2012).

First-year instructors who lack adequate knowledge and skills related specifically to classroom management are typically unsuccessful (Kayikci, 2009). Teachers’ effective implementation of classroom and behavior management strategies is critical to maintain control in the classroom, establishing an environment for learning (Lindroos, 2012). Effectively managing a classroom is a significant factor in creating an environment that will lead to “higher order thinking and learning” (Choy, Wong, Lim, and Chong, 2013, p. 70).

According to Taylor (2009), classroom management is defined as “the process by which teachers create and maintain an environment in the classroom that allows students the best opportunity to learn” (p. 3). Wong et al. asserted that, in essence, classroom management is comprised of the “practices and procedures that a teacher uses to maintain an environment in

which instruction and learning can occur” (2018, p. 8). A statement by Wolfgang (2005) defined classroom management as the arrangement of student groupings within the classroom, along with materials, equipment, and furniture, in order to expedite the smooth transition from whole group to small collaborative group instruction. Evertson and Weinstein’s research defined classroom management as the action taken by the classroom teacher that promotes a supportive environment conducive to intellectual and emotional learning (2006).

Recognizing that numerous teachers enter the classroom today unprepared to effectively master classroom management, Levine confirmed findings derived from conversations with young teachers who contend they did not receive adequate practical training in managing a classroom, especially for students with special needs (Levine, 2006). Stough and Montauge, in a 2014 study, held that teacher preparation programs stress content knowledge over classroom and behavior management. Jones’ (2006) research indicated a majority of beginning teachers claimed they were inadequately prepared for the classroom.

To ensure first-year teachers’ success in meeting the challenge of managing a classroom, research has indicated the need for practical, hands-on opportunities in preparing teachers for the classroom (Larmer et al., 2016). Further study of first- and second-year teachers participating in a teacher induction program found that implementing strategies and techniques provided through classroom management training helped to “create a more positive learning environment” (Larmer et al., 2016). As compiled research established, classroom management, along with student discipline, consistently ranks as a significant concern of beginning teachers; therefore, it is imperative new teachers are provided with training on strategies that are effective within the classroom (Borden, 2013).

Marzano et al. (2003) determined that a classroom teacher's most important task on a typical day within the classroom environment is that of classroom manager. Learning and teaching cannot occur in a mismanaged classroom. Recognizing the significance of effective classroom management upon teacher success as indicated through research, schools must design teacher induction programs where novices are able to "teach, survive, and succeed as teachers" with programs focused on teacher success as well as "improving student growth and learning" (Ingersoll, 2012, p. 47). The ability to manage the overall classroom effectively, as well as address individual student behavioral issues greatly influences learning within the classroom; however, according to Lindroos (2012), teachers do not feel they are receiving adequate training within these areas.

In an interview with Marge Scherer, Linda Darling-Hammond contended that some type of professional learning for new teachers, or teacher induction support, exists in most areas of the United States. Darling-Hammond further indicated that "three-fourths of new teachers report they have participated in an induction program" (Scherer, 2012, p. 18). In fact, the percentage of first-year teachers who reported participation in some type of formalized teacher support program continued to increase over the past years (Ingersoll, 2012).

Based upon referenced research, additional training at the school level provides opportunity for greater success for the beginning teacher (Ingersoll, 2012; Larmer et al., 2016; Marzano et al., 2003). Ingersoll's review of teachers' classroom practices indicated that "beginning teachers who participated in some kind of induction performed better...maintaining a positive classroom atmosphere, and demonstrating successful classroom management" (2012, p. 51). A study of perceptions of beginning teachers after participating in an online workshop specific to classroom management indicated positive responses to the implementation of

strategies to aid in the creation of a “more positive learning environment” (Larmer et al., 2016, p. 34). Moreover, Larmer et al.’s research maintained that “addressing the challenge that beginning teachers face in creating a positive classroom environment is critical for teacher preparation” (2016, p. 35).

Building upon valuable information from referenced research, results of this qualitative study specified classroom management elements to be included within a teacher induction program, as well as the influence upon student behavior when learned classroom management strategies are implemented within the beginning teacher’s classroom. Additionally, this study verified consistencies within teacher induction processes at the two study schools.

Conceptual Framework

The conceptual framework for this study is derived from Jerome Bruner’s Theory on Constructivism, a behavioral theory, developed in 1960. A prominent theorist during what was referred to as the cognitive revolution, Bruner’s research greatly influenced the field of education (Smith, 2002). The Constructivist Theory maintains that “people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences” (2004). For this study, participants’ experiences with reflection upon those experiences is key within the teacher induction processes.

Bruner’s research suggested that “learning is an active process whereby learners construct their own learning based upon previous learning and experiences” (Culatta, 2019). Furthermore, Bruner’s theory concluded that the critical outcomes of learning must integrate the ability to adapt and learn through an individual’s personal experiences apart from formal education (2014). This theory is a framework for instruction based upon the study of cognition and the learner (Culatta, 2019). Professional development within the teacher induction

processes at the study schools as outlined in the study focused upon the learning and understanding of the participants and their ability to implement that learning within the classroom environment. Additionally, the Constructivist Theory supported the collaborative structure maintained within the teacher induction sessions, transforming the teacher learner from the role of passive recipient of information to an active participant within the learning process (2004).

Developing beginning teachers' capacity to instruct and handle situations in the classroom is one of the most important tasks assigned to colleges of education and teacher preparation programs (Choy et al., 2013). Behavior management is key in assisting beginning teachers in designing an atmosphere conducive to successful student learning (Marzano et al., 2003). Classroom management is "perceived as important by researchers and challenging by beginning teachers" (Choy et al., 2013, p. 71).

An additional study conducted by Choy et al. (2013) highlighted the significance of "addressing the challenge that beginning teachers face in creating a positive classroom environment" (p. 68). A positive environment where classroom management strategies and techniques are implemented successfully is "arguably the foundation" for learning to take place (Marzano et al., 2003, p. 12). It is evident that pre-employment teacher preparation is "rarely sufficient" (Ingersoll, 2012, p. 47) to provide the beginning teacher with the knowledge and skills necessary to teach successfully; therefore, it is the task of the schools to provide an atmosphere where "novices can learn how to teach, survive, and succeed as teachers" (Ingersoll, 2012, p. 47). Research consistently supported the belief that beginning teachers enter the classroom unprepared to handle the challenge of successful classroom management and, therefore, must receive support once they are employed at individual schools (Lindroos, 2012).

Underpinning of this study is based upon the recognition, through referenced research, of the significance of the beginning teacher's capability to successfully implement classroom and behavior management techniques (Lindroos, 2012). The theory of Constructivism is an approach to teaching and learning based on the principle that learning is the result of mental construction. Knowledge is not received from outside, but by reflecting on one's experiences, by fitting new information together with what we already know we construct knowledge in our head (Constructivism, 2002). Providing beginning teachers with additional training that better prepares them for the classroom requires collaboration, reflection, hands-on participation and self-examination—all significant components of Bruner's constructivist theory (Constructivism, 2002). Within teacher induction sessions, the teacher becomes the pupil, actively engaged within the learning process, adapting mental models to accommodate new experiences (Constructivism, 2002). As constructivism promotes a climate of shared responsibility among the student and the teacher, the teacher learners and the instructor within the teacher induction processes shared that same collaboration and responsibility, recognizing that interactions between instructor to learner and learner to learner are of equal importance (Constructivist Learning, 2018).

This study built upon previous research in providing a foundation for the success of the beginning teacher. Through working with beginning teachers, analysis of the data determined which elements of classroom management, from the perspective of the beginning teacher, are most helpful and should, therefore, be included within the induction program. In addition, this study explored the perceptions of the beginning teacher regarding the effect on student behavior once those strategies were implemented within the classroom. Finally, this research established consistency of the teacher induction processes specific to classroom management support within the two study schools.

Significance of the Study

A major role of the classroom teacher is that of classroom manager (Marzano et al., 2003). Based upon research, beginning teachers are not prepared to manage a classroom as they enter the profession of education and have a need for practical strategies to assist them in classroom and behavior management (Larmer et al., 2016). Classroom management is a concern for teachers of all levels (Huth, 2015); however, for the beginning teacher, classroom management ranks at the top (Taylor, 2009). The ability to manage the classroom is key to successful teaching and student learning (Lindroos, 2012). Therefore, once employed at the school level, it is critical the beginning instructor receives support specific to classroom management through a formalized teacher induction process (Ingersoll, 2012).

To provide beginning teachers with supports in areas relevant to the classroom and to enable school administrators to engage in continuous improvement specific to teacher induction, it is essential that feedback is gathered from participants. Therefore, this study queried participants in order to gather information that targeted elements of classroom management perceived by participants as worthwhile to include within the teacher induction program. Additionally, this feedback from participants provided information as to whether the implementation of classroom management strategies taught within the support sessions actually influenced student behavior. Thirdly, this study gathered data regarding consistency of teacher induction processes throughout the two study schools. Data gathered from this study has added to the research regarding relevance and value of teacher induction programs.

Purpose Statement

The purpose of this qualitative study was to gain an understanding of the perceptions of beginning teachers in relation to their participation in teacher induction processes specific to

classroom management. Specific to this study, the teacher induction process was defined as intensive support for first through third year teachers. The study sought to discover elements of classroom management that are worthwhile to include within the teacher induction process, based upon perceptions of the participants. Data collected were analyzed to determine whether the implementation of classroom management strategies studied within the induction processes influence student behavior and if these processes are consistent in the two study schools.

Overview of Methodology

A qualitative approach was employed for this study. This case study included face-to-face interviews and classroom observations. The qualitative data collected from this research was analyzed to determine teacher perceptions regarding elements of classroom management to be included within a teacher induction program, whether implementation of those strategies influenced student behavior, and finally, the consistency of teacher induction processes in two study schools within the district specific to classroom management training and support.

Evaluation results were used to propose improvements to the current teacher induction process as it relates directly to classroom management.

Research Design

The research design was a qualitative study. Qualitative data were collected through interviews and observations. Data collected were analyzed for patterns and categorized into themes. Participants were adult members of faculties at two similar high schools, with informed consent obtained prior to the observations and interviews. Participants included first, second, and third year teachers of various race, gender, and age who participated in the teacher induction program at each respective school. Upon written approval from Southeastern University's

Institutional Review Board (IRB), participants were contacted by email to arrange an appointment for the interviews and observations.

Research Questions

Data derived from this study sought to answer the following questions:

1. From the participants' perspective, what elements of classroom management training and support should be included within a teacher induction program?
2. How does the implementation of classroom management strategies within the teacher induction process influence student behavior?
3. In what way is teacher induction consistent across the two study schools in providing classroom management support?

Data Collection

The qualitative data were collected through two methods: interviews and classroom observations. Participants represented diversity in age, race, and gender groups. Consent from each of the participants was obtained for the interviews and observations. Data collected were reviewed, analyzed for patterns, and categorized into themes.

Interviews were scheduled with each participant (Appendix A) and were audio recorded and transcribed. Thirty-minute observations of first year participants' classrooms were conducted, specifically to observe implementation of classroom management strategies and to focus on conditions specific to classroom management (Appendix B).

Procedures

The study focused on teachers participating in teacher induction processes at two high schools within the same school district. A diverse group of participants, through interviews and observations provided feedback regarding perceptions of elements of classroom management and

support to be included within induction processes. In addition, feedback provided insight as to whether the implementation of classroom management strategies learned within the induction program influenced student behavior, as well as consistencies established within teacher induction programs specific to classroom management training and support in the study schools.

Face-to-face discussions were held with teacher induction participants, along with follow-up emails, inviting participation in the qualitative study. Interviews and observations were scheduled through email. The interview questions were designed to gain insight into teachers' perceptions of classroom management strategies within individual classrooms, as well as determine consistency of induction processes across schools specific to classroom management. Each participant was scheduled for a face-to-face interview and given a copy of the research questions (Appendix A). Each interviewee was required to read and sign the consent form (Appendix C). Each interview was audio recorded and transcribed by the researcher. Each participant was provided a copy of the transcription to ensure accuracy.

Classroom observations of teacher induction program participants focused on the implementation of classroom management strategies taught during teacher induction support sessions and their influence upon student behavior, as well as determine consistency of induction processes across schools specific to classroom management. Participants were scheduled for a thirty-minute classroom observation and given a copy of the observation instrument (Appendix B). Each participant was required to read and sign the consent form (Appendix C).

Limitations

Limitations of the study included the following:

- The study was limited to a small group of participants engaged in the teacher induction process.
- The study was limited to participants within two high schools.
- The study was limited due to few responses received at one of the high schools.
- The study was limited to schools within a single district.
- The study was bound by the questions asked during the interview.
- The study was limited to the perceptions of the interviewees.
- The study was bound by the items outlined within the observation instrument.
- There was potential for bias on the part of the interviewee due to loyalty to the school and leadership.

Definition of Key Terms

The following definitions clarify the meaning of the key terms specific to this study:

- *Teacher Induction:* A systemwide, coherent, comprehensive training and support process that continues for two or three years, becoming a component in the lifelong professional development program to keep new teachers teaching and improving toward increasing their effectiveness (Wong, 2004).
- *Classroom Management:* “The process by which teachers create and maintain an environment in the classroom that allows students the best opportunity to learn” (Taylor, 2009, p. 3).

Summary

The results of this study have contributed to current research regarding teacher induction processes specific to classroom management from the perspective of the induction participants. These results included interview data that will add to the dialogue of the types of elements related to classroom management that should be included within induction processes. Results of the classroom observations contribute to the conversations as to whether implementation of learned classroom management strategies influence student behavior. Results of data collection from participants at two schools within the district have addressed the question as to consistency of inductions processes.

This dissertation was a qualitative study with data collected based upon responses from participants within teacher induction at two high schools. This research required in-depth study into human behavior and participants' perspectives surrounding data collected from the interview questions (Appendix A) and classroom observations (Appendix B).

Data derived from this study has answered:

1. From the participants' perspective, what elements of classroom management training and support should be included within a teacher induction program?
2. How does the implementation of classroom management strategies within the teacher induction process influence student behavior?
3. In what way is teacher induction consistent across the two study schools in providing classroom management support?

II. REVIEW OF LITERATURE

The purpose of this chapter is to discuss teacher induction as it relates to classroom management from a teacher's perspective. Numerous studies on teacher induction processes exist that focus on various topics including teacher retention, teacher morale, and teacher preparation. Although this review resulted in discovering a voluminous presence of literature related to teacher induction, research correlating to the study's intended topic, a teacher's perspective of teacher induction as related to classroom management, is minimal.

This review of literature is organized into four major sections.

- Introduction
- Theoretical Framework
- Related Literature
 - Induction for New Teachers
 - Classroom Management
- Conclusion

Outlined within the introduction is a general overview and rationale for the study. The foundation for the intended research is discussed in Theoretical Framework. Related literature is organized into sub-headings directly correlating to teacher induction and classroom management. The findings of the related literature search are summarized within the conclusion.

Introduction

A major area of concern for teachers of all experience levels is classroom management, which ranks at the top for beginning teachers (Borden, 2013; Huth, 2015; Taylor, 2009). Marzano, Marzano, and Pickering (2003) asserted that the most important activity undertaken by the teacher is related to classroom management. According to the National Council for the Accreditation of Teacher Education (NCATE), “research indicates that teacher preparation/knowledge of teaching and learning, subject matter knowledge, experience, and the combined set of qualifications measured by teacher licensure are all leading factors in teacher effectiveness” (NCATE, 2017, p. 3). Although prospective teachers may enter a teaching credentialing program based upon practical skills for teaching, they may not realize the significance of managing the classroom (Lindroos, 2012). Wayne, Youngs, and Fleischman (2005) claimed that those new to the teaching profession cannot be completely equipped for the first day of school and must quickly learn required responsibilities through trial and error. Due to this concern, induction programs are put in place at many schools (Wayne et al., 2005).

Recognizing that numerous teachers enter the classroom today unprepared to effectively master classroom management, Levine (2006) confirmed findings derived from conversations with young teachers who contended they did not receive adequate practical training in managing a classroom, especially for students with special needs (Levine, 2006). A study conducted by Stough and Montague (2014) held that teacher preparation programs stress content knowledge over classroom and behavior management. Vern Jones’s (2006) research indicated a majority of beginning teachers claimed they were inadequately prepared for the classroom.

To ensure first-year teachers’ success in meeting the challenge of managing a classroom, there is a need for practical, hands-on opportunities in preparing teachers for the classroom

(Larmer, Baker, & Gentry, 2016). Further study of first- and second-year teachers participating in a teacher induction program found that strategies and techniques provided through classroom management training helped to improve the student environment (Larmer et al., 2016). As the compiled research indicated, classroom management, along with student discipline, consistently ranks as a significant concern of beginning teachers; therefore, new teachers must be provided training on strategies that are effective within the classroom (Borden, 2013). This literature review will not only provide a thorough background on the theoretical framework for this study, Jerome Bruner's theory of constructivism, but also explore current research on the topic of teacher induction.

Theoretical Framework

The framework for this study is based upon the constructivist theory (Constructivism, 2002). Also known as constructivism, the constructivist theory views knowledge as “constructed and contingent upon convention, human perception and social experience” (Mastin, 2009, para. 1). The roots of constructivism can be traced back to the Greek philosophers; however, it was in 1967 that Jean Piaget (1896-1980) first used the term “constructivist epistemology” (Mastin, 2009, para. 4)

Greatly influencing the field of education and building upon Piaget's findings, Jerome Bruner was a prominent theorist in the 1960s who developed the theory of constructivism (Smith, 2002). The constructivist theory maintains that human beings construct knowledge and understanding of the world through experiences and reflecting upon those experiences (Educational Broadcasting Company, 2004). For this study, participants' experiences, along with reflection on those experiences, are key within the teacher induction processes.

The engaged learner, actively pursuing sense of his or her educational experiences are, in essence constructing knowledge (Boghossian, 2006). Bruner posited the teacher's role should not be limited to teaching information, but rather, facilitating the learning process (McLeod, 2018). The constructivist theory according to "Bruner's Theory on Constructivism" is the maintaining of one's new knowledge through assimilation and accommodation (n.d.) This statement is further clarified in the quote below:

Assimilating causes an individual to incorporate new experiences into the old experiences. Accommodation, on the other hand, is reframing the world and new experiences into the mental capacity already present. Individuals conceive a particular fashion in which the world operates (Bruner's Theory on Constructivism, n.d., para. 2).

Bruner stressed the significance of the teacher's organization in developing the learning environment (Bruner's Theory on Constructivism, n.d). Constructivism promotes shared responsibility within the classroom, encouraging collaboration and reflection throughout the learning process. The classroom environment is not only safe intellectually, emotionally, and physically, but is predictable, promoting positive interactions between teacher and students (Science Education Resource Center, 2018). The collaborative atmosphere encouraged within the constructivist theory supports the structure maintained within the teacher induction sessions, transforming the teacher learner from the role of passive recipient to actively participating within the learning process (Educational Broadcasting Company, 2004).

The keystone of this study is based upon the recognition, through referenced research, of the significance of the beginning teacher's ability to successfully implement classroom and behavior management techniques (Lindroos, 2012).

Constructivism is an approach to teaching and learning based on the premise that cognition (learning) is the result of mental construction. Knowledge is not received from outside, but by reflecting on our experiences, by fitting new information together with what we already know we construct knowledge in our head (Constructivism, 2002, para. 3).

Providing beginning teachers with additional training that better prepares them for the classroom requires collaboration, reflection, hands-on participation, and self-examination—all significant components of Bruner’s constructivist theory (Constructivism, 2002). Within teacher induction sessions, the teacher becomes the pupil, actively engaged within the learning process and adapting mental models to accommodate new experiences (Constructivism, 2002). As constructivism promotes a climate of shared responsibility among the student and the teacher, the teacher-learners and the instructor within the teacher induction processes share that same collaboration and responsibility, recognizing that interactions between instructor to learner and learner to learner are of equal importance (Science Education Resource Center, 2018).

Related Literature

Induction for New Teachers

Since the early 1990s, educators have promoted support for beginning teachers and, based upon research, determined that induction is valuable to the beginning teacher. Although it is recognized that learning to teach is progressive, induction focuses on the first year of teaching due to its significance in a teacher’s development. New teachers must learn their profession with few experiences and limited preparation while, at the same time, assuming responsibilities similar to those of experienced teachers (Wang, Odell, & Schwille, 2008). In recent years, first-year teacher support has developed into a key area of discussion within educational policy and

reorganization (Ingersoll, 2012), and researchers contend that schools must provide an atmosphere where “novices can learn how to teach, survive, and succeed as teachers” (Ingersoll, 2012, p. 1). According to Monica Fuglei (2013), induction programs are the key to teachers surviving the first year. Fuglei (2013) contended that, as with any profession, first-year educators must be equipped with necessary supports for success. Texas A&M’s induction program is noted for linking a focus to classroom management tools and discipline (Fuglei, 2013).

Induction, or support, for new teachers is a necessary component in the development of teachers. Kathryn Martin conducted (2011) a qualitative case study for a dissertation at the University of Hawaii at Manoa during the 2009-2010 school year and published in December 2011. Martin (2011) focused upon new teacher induction and teachers’ perceptions of the support during the first year of teaching. Participants included five teachers of young adolescents from three secondary schools in Hawaii, representing both traditional and alternative methods of obtaining educational certification. The objective of the study was to examine perceptions of beginning teachers in a “rural island with high levels of poverty” (Martin, 2011, p. 19).

Utilizing a phenomenological approach with qualitative methods, Martin (2011) collected data at the beginning, middle, and end of the school year in order to greater ensure that realistic perceptions were gathered. The study examined first-year teachers’ perceptions of these experiences: professional networking, school and district professional development, mentoring, and administrative support. Martin (2011) employed qualitative methods in the study through interviews, surveys, and document analysis. Martin’s (2011) interest in determining beginning teachers’ perceptions related to the induction support received during the first year related

directly to this researcher's study of teacher induction from the teacher's perspective. Martin maintained that, often defined as in-service support for beginning teachers, induction is undertaken once the educator has been onboarded, serving as a "bridge linking preservice and in-service education" (Martin, 2011, p. 1).

Data collected in the study (Martin, 2011) represented a broad view of teacher induction. Final conclusions drawn from the study indicated that new teachers need a support system and that teacher induction support processes should be mandatory and include effective mentoring practices. The similarities of Martin's study to this author's dissertation research were uncanny in the discussion of topics and the qualitative method of data collection.

Ingersoll and Strong, in a study published in 2011, found that beginning teachers participating in some type of induction process performed better at various aspects of teaching specific to classroom management, including keeping students engaged, maintaining positive environments, and demonstrating effective classroom management. The purpose of Ingersoll and Strong's study, published on June 1, 2011, was to explore the impacts of teacher induction support upon beginning teachers. Throughout the research, the researchers analyzed 15 empirical studies, some beginning in the 1980's, specific to the effects of teacher induction upon first-year teachers. The majority of the studies evaluated revealed the positive connection between teacher induction and the success of beginning teachers. Ingersoll and Strong (2011) focused upon three conclusions: "teacher commitment and retention, teacher classroom instructional practices, and student achievement" (p. 1). Data gathered revealed that first-year teachers participating in some type of teacher induction process has increased from 40 percent participation in 1990 to almost 80 percent by 2008.

When Ingersoll and Strong (2011) initiated the research, the first step was to communicate with experts within the field of teacher education, as well as those engaged in state educational organizations. Poring over hundreds of records dealing with teacher induction supports, the researchers narrowed the study to approximately 150 items. Continuing to review the documents gathered, Ingersoll and Strong (2011) reserved only those studies that met the three objectives outlined above, ultimately resulting in 15 documents retained for analysis. Several types of data and methods were utilized throughout the study including the assessment of “small samples of classrooms, as well as secondary analysis of large-scale databases to statistically investigate the association of induction with outcomes” (Ingersoll & Strong, 2011, p. 11).

Over the past decades, experts have recognized the need for greater support for those educators new to the field of teaching. Attention has focused upon a lack of support for the novice, along with a high number of teacher turnover. Recognizing the cost of continual training of beginning teachers, only to lose them the next year, states and school districts have developed programs for teacher induction and support (Ingersoll & Strong, 2011).

Conclusions established through Ingersoll and Strong’s research (2011), indicated overall support for the assertion that teacher induction programs, specifically teacher mentoring processes, have a positive effect upon the first-year teacher. Additionally, studies showed that first-year teachers involved within teacher induction processes experienced greater satisfaction, commitment, or retention. Regarding classroom practices, results disclosed that beginning teachers engaged in induction support process were more adept at keeping students engaged, and creating effective, interesting, high-quality lessons, as well as maintaining positive classroom environments and demonstrating successful classroom management. Lastly, research revealed

that students of those first-year teachers engaging in induction support experienced higher scores on academic achievement assessments (Ingersoll & Strong, 2011).

The relevance of Ingersoll and Strong's research (2011) findings to this study is significant. The data collected established the positive impact of teacher induction programs upon beginning teachers, along with the assertion that involvement within support processes resulted in the teacher's ability to maintain positive classroom environments, and improved classroom management (Ingersoll & Strong, 2011).

Educational reforms of the 1980s resulted in induction programs produced mainly by state agencies, aimed at increasing beginning teacher satisfaction and teacher retention. A review of teacher induction systems developed in the 1980s indicated they were "characterized by the concept of teacher mentoring—assigning an experienced teacher to provide assistance to the novice" (Arends & Rigazio-DiGilio, 2000, p. 3) with no mention of nurturing provided by school administration or other support staff (Arends et al., 2000). Conducted in 2000, Arends et al.'s review of previous literature aimed to explore the perception beginning teachers have related to mentors, induction program outcomes, and cost effectiveness of mentoring within induction programs. Additionally, Arends et al. (2000) sought to discover first-year teachers' concerns, effects of teacher induction programs upon the beginning teacher, and factors that impact the success of teacher induction programs.

Arends et al. (2000) thoroughly examined and summarized the findings of previous research regarding teacher induction from several countries and did not include live participants. The researchers gathered documents and reports through both electronic and manual searches including various databases and journals. Upon review of the research documents, 226 studies

were originally identified to be included within research, and upon further review, the number of documents to be reviewed for the research was reduced to 119 studies (Arends et al., 2000).

Noted as a key finding in the study, (Arends et al., 2000) virtually all school districts offered an induction process for beginning teachers. Although the length and formality of the induction varied from country to country, state to state, and district to district, the significance of involving new teachers in induction processes was recognized. Over the past ten years, there were concerted efforts to strengthen and formalize teacher induction programs within school districts (Arends et al., 2000). Within the findings, Arends et al. offered a note of caution: induction processes are not a “be-all and end-all” to resolving problems experienced by beginning teachers (Arends et al., 2000, p. 18).

Data collected through past studies document that beginning teachers who engaged in teacher induction were more effective teachers in their early years due to learning from guided practice rather than depending upon trial-and-error alone (National Commission on Teaching and America's Future, 1996). Weiss and Weiss (1999) indicated that, although most states were required at that time to implement teacher support processes, the types of support differed widely from state to state and district to district, with no specific guidelines.

Currently, more than half of the states within the U. S. require districts to develop induction programs for new teachers, resulting in more new teachers receiving support than ever before. Although teacher induction programs differ in length and concentration from district to district or school to school, topics focus on teachers who are new to the school, with the overall goal to develop the proficiencies of the beginning instructors, as well as increase the novice teachers' enjoyment of the teaching profession (Keilwitz, 2014). Although the content and funding of these programs vary, state policies do ensure the assignment of a mentor to new

teachers, along with the development of a formalized induction program (Goldrick, Osta, Barlin, & Burn, 2012).

Classroom Management

Based upon research, beginning teachers are not prepared to manage a classroom as they enter the profession of education and have a need for practical strategies to assist them in classroom and behavior management (Larmer et al., 2016). Classroom management is a concern for teachers of all levels (Huth, 2015); however, for the beginning teacher, classroom management ranks at the top (Taylor, 2009). According to Jennifer DiBara, (2007), the ability to manage personal, social, and mental health needs of students, as well as behavioral problems, may be greater than teachers' abilities.

A study by Voss, Wagner, Klusmann, Trautwein, and Kunter, (2017) which took place in Germany, involved teacher education students who participated in a mandatory induction program for beginning teachers. As a part of Germany's formal teacher education process, students participated in two phases: the first, taking place at university level while completing degree requirements, and the second, a required 1.5 to 2-year induction program. During the post graduate induction phase, also referred to as the Referendariat, teacher education students were appointed to schools where they were assigned to mentor teachers in a type of internship/student teaching capacity (Voss et al., 2017). The focus of the investigation (Voss et al., 2017) centered on two outcomes: classroom management knowledge as a cognitive outcome and emotional exhaustion as an emotional outcome.

Methodology employed within the study (Voss et al., 2017) included an analysis of data from previous research tracking two different cohorts, measuring them at the beginning and end of the first year of teaching. Cohort 1's first point of evaluation was at the beginning of the first

year of teaching, with the second point of evaluation at the end of the first year of teaching. Cohort 2's first point of evaluation was at the beginning of the second year of teaching, while in the induction phase, and the second point of evaluation was at the end of the second year of teaching, their completion of the induction phase. The sample involved 746 teacher candidates. Teachers participating within the study observed five brief video sessions, designed by the researchers (Voss et al., 2017) that were related to significant classroom management settings. Following each video session, the participants completed question surveys related to the video content. The answers were coded using a coding scheme judging answers as "right or wrong" (Voss et al., 2017, p. 174). Classroom management knowledge was evaluated using a standardized testing instrument, enabling the researchers to gather a true measure of the teachers' understanding of classroom management, rather than relying on teachers' self-reporting expertise (Voss et al., 2017).

Voss et al. (2017) presented evidence that, although the first years of teaching were tremendously challenging for teachers, there was a significant increase in classroom management knowledge during the teacher induction phase. Contrary to Voss et al.'s (2017) expectations, none of the variables included within the study substantially contributed to the change in classroom management knowledge. Voss et al. (2017) asserted that a significant strength of the study was the large sample involving two cohorts which were evaluated twice throughout the German induction phase. This enabled the researchers to explore actual changes in their understanding of classroom management while participating in the teaching induction phase. All teachers involved in the study had at least one class of mathematics, a requirement in Germany and, thereby, limited the generalizability of the results (Voss et al., 2017). Voss et al. (2017), in

the concluding statements, emphasized that, theoretically, teacher induction programs do promote the growth of beginning teachers' understanding of classroom management.

The ability to manage the classroom is key to successful teaching and student learning (Lindroos, 2012). Therefore, once employed at the school level, formalized teacher induction support specific to classroom management is critical for the beginning teacher (Ingersoll, 2012). First-year instructors who lack adequate knowledge and skills related specifically to classroom management are typically unsuccessful (Kayikci, 2009). Teachers' effective implementation of classroom and behavior management strategies is critical to maintain control in the classroom and to establish an environment for learning (Lindroos, 2012).

Effectively managing a classroom is an important factor in creating an environment that will lead to "higher order thinking and learning" (Choy, Wong, Lim, & Chong, 2013, p. 70). In a four-year longitudinal study, Choy et al. (2013), sought to explore the development of the beginning teacher's perceptions of pedagogical knowledge specifically related to lesson planning, instructional strategies, and classroom management during the first three years of teaching.

Participants of the study were enrolled in the one-year Post Graduate Diploma in Education (PGDE) pre-service teacher education program at the National Institute of Education (NIE), Singapore. There were 1000 participants involved in the study, completing the Pedagogical Knowledge and Skills in Teaching (PKST) survey (Choy et al., 2013) at three data collection points: the end of the pre-service education programme, the end of the first year of teaching, and, finally, the third year of teaching. Of the 1000 participants completing the survey, 358 of them completed the survey at all three data collection points. Choy et al. (2013) asserted

that the rate of response declined significantly at the end of the first and third year of teaching, noting the lengthy timeframe of the study most likely contributed to low survey responses.

In the results of the study, Choy et al. (2013) found that during the first three years after completing the teacher programme, the pedagogical knowledge of beginning teachers increased substantially. Moreover, Choy et al., (2013) insisted that the first three years of teaching experiences are crucial to the development of beginning teachers” (p. 77). Findings of the study maintained teachers perceived the development of lesson plans and managing the classroom as survival-related concerns, some referring to the first three-years of teaching as learning to survive and/or sink or swim (Choy et al., 2013).

Marzano, Marzano, and Pickering (2003), in the book *Classroom Management That Works*, explored the significance of classroom management. The first sentence states, “teachers play various roles in a typical classroom, but surely one of the most important is that of classroom manager....Effective teaching and learning cannot take place in a poorly managed classroom” (Marzano et al., 2003, p. 1). Although classroom management has been a primary concern of teachers since the beginning of formalized education, according to Marzano et al. (2003), the study of effective classroom management is a fairly new trend.

Analyzing student data assimilated over a period time, Marzano et al. (2003) utilized meta-analysis, to amalgamate effective schools research over the past three decades. A method enabling the researcher to develop generalizations, the utilization of meta-analysis involved reviewing the results and conclusions of over 100 individual reports. Results of the meta-analysis created the foundation for Marzano et al.’s (2003) recommendations and findings. Although Marzano et al.’s entire study analyzed eight areas, this dissertation study focused on classroom management, a topic specifically related to the topic of the dissertation.

Marzano et al., (2003) asserted that classroom rules and procedures were directly associated to classroom management. According to the study (Marzano et al., 2003), the incorporation of rules and procedures within the classroom environment had a great impact upon student behavior and learning. Data analyzed from Marzano et al.'s (2003) study indicated that effective use of classroom management strategies within the classroom substantially reduced disruptions to the instruction. Furthermore, when effective classroom management strategies were implemented in the classroom, student engagement rates outscored engagement rates in those classes where classroom management techniques were not utilized (Marzano et al., 2003).

In a 2010 qualitative study conducted in a high school in Western New York, Kathryn Gallup's purpose for research was to "determine teachers' perceptions of classroom management factors that contribute to their stress and the likelihood that they will seek consultation from school counselors" (Gallup, 2010, p. 31). The data collection method included a Likert-type Scale formatted survey to gather information on teacher attitudes and concerns specific to factors contributing to stress as related to classroom management. One hundred and twenty teachers were invited to participate in the research, selected based upon their daily implementation of classroom management skills. Sixty-eight of the surveys were returned to the researcher, resulting in a 57% return rate. Of the 68 returned, six were not completed and were removed from the data collection.

Results were examined to determine factors identified by participants as causing stress related specifically to classroom management (Gallup, (2010). Further analysis of the data indicated that classroom management is a major concern identified by both new and experienced teachers. Forty percent of participants who returned surveys experienced stress related to

students' behavioral problems (Gallup, 2010). More than 50% of those participating indicated they experienced moderate stress resulting from students' mental health needs (Gallup, 2010).

Gallup maintained classroom management was identified as a major concern by both new and experienced teachers. Moreover, "managing student behavior problems, as well as the personal social, or mental health needs of students may be beyond teachers' preparation or current abilities" (Gallup, 2010, p. 7). According to Gallup, (2010) teachers were also required to establish an environment that supports academic success and well-being for the students, along with the promotion of positive student behavior. Gallup maintained there is a close connection between effective classroom management and the academic success of students. In the study, Gallup (2010) discovered that every participant in the study experienced some level of stress related to aspects of classroom management.

Peter Hudson (2012) found that "managing challenging students could lead to emotional exhaustion" (p. 72) on the part of the teacher. Hudson, in a qualitative study published in 2012, investigated how ten primary beginning teachers were supported at their school during the first year of teaching, focusing on beginning teachers' perspectives of induction support. Hudson's (2012) data collection methods included a Likert scale survey, written response questionnaire, interviews, and focus group discussions.

Hudson (2012) directly linked working with challenging students to "managing negative behaviors and stress" (p. 72) and asserted the importance of gaining the beginning teacher's perspective on experiences in order to provide them with quality support. Six of the ten participants in Hudson's study (2012), when asked to identify one of the greatest achievements of the first quarter of the first year of teaching, concentrated on classroom management, with

nine of the ten involved in the study indicating classroom management was also the greatest challenge.

In the conclusion of the study, Hudson (2012) asserted that managing student behavior was a crucial concern for the first-year educator. Further, Hudson (2012) stressed the importance of timely, effective induction, along with ongoing support for beginning teachers. Details within the evaluation of Hudson's study (2012) related directly to this researcher's analysis of literature due to the similarities of focus including teacher perspective and conclusions regarding the positive impacts of teacher induction support upon the beginning teacher, specifically related to classroom management.

Negative behaviors disrupt instruction and prevent learning; therefore, possessing necessary skills to defuse problematic behaviors is critical for the classroom teacher. Leslie Ellis (2018) contended "how a teacher perceives his or her classroom management plays a large role in effective teaching, learning, and student behavior" (p. 38). Ellis' (2018) focused upon teacher turnover, with student behavior issues, or classroom management, indicated as one of the main reasons new teachers leave the profession after the first year of teaching. Ellis, in a qualitative case study conducted in 2018, explored ten teachers' perceptions of their own classroom management, perceptions of school administration's classroom management, and finally, to determine professional development strategies that would strengthen management skills within the classroom. Emergent themes included classroom management strategies, clear expectations, and professional development. As a result of the study, professional development sessions were conducted to reinforce positive classroom management and organizational strategies (Ellis, 2018).

Katyellen Lindroos conducted a qualitative study in December, 2012, to explore the correlation to classroom management preparedness received in credentialing programs and the teachers' perceived confidence and preparedness in the classroom. Lindroos' (2012) rationale for the study was based upon the significance of the implementation of successful classroom and behavior management strategies. Purposive sampling was utilized in Lindroos' research and took place at one elementary school site in California.

For the study, Lindroos (2012) created a survey focusing on how the teachers perceived their own preparedness for classroom and behavior management upon entering the field of education. The anonymous survey was created on SurveyMonkey, with 31 general education teachers anonymously surveyed and 28 responding. Major themes were examined including: the importance of preparation for classroom and behavior management, teacher dissatisfaction with knowledge of management strategies, and how the lack of these management strategies influences teacher job satisfaction.

Findings of Lindroos' research (2012) indicated that, a significant number of teachers were not satisfied with the preparation for classroom and behavior management received in their credentialing programs or prior to entering the classroom. Additionally, Lindroos (2012) found that additional training in the area of classroom and behavior management could positively impact teachers' confidence regarding managing the classroom. Lindroos (2012) emphasized the significance of classroom management preparation and asserted that, without the ability to implement effective behavioral and classroom management strategies, teachers will not experience success in the classroom. Further, Lindroos (2012) maintained that effective classroom and behavior management greatly impact student achievement in the classroom, yet past studies revealed teachers doubt they received adequate training within this area.

Conclusion

Quality new teacher induction is critical in the development of teachers (Ingersoll & Strong, 2011). Classroom management is a primary concern for all teachers (Borden, 2013) and is especially challenging for the first-year teacher (Larmer, Baker & Gentry, 2016).

Wong and Wong, in *The First Days of School*, a book recommended for beginning teachers, stated “classroom management skills are of primary importance in determining teacher success” (Wong & Wong, 2018, p. 93). Wong and Wong, (2018) further contended that a teacher’s ability to manage a classroom effectively creates an environment conducive to student engagement and productivity.

According to Martin’s study (2011), teachers often struggle when entering the profession and are most likely to be less successful than skilled, veteran teachers (Martin, 2011). A review of current research pertaining to the topic of teacher induction as related to classroom management revealed that, although copious studies exist on the topic of teacher induction itself, little research has been done to explore the effectiveness of classroom management strategies related directly to the discussion of such within teacher induction processes. To greater ensure beginning teachers thrive and grow into effective, competent educators, it is critical that they receive intense support from experienced colleagues—with lesson planning, classroom instruction, and simply troubleshooting areas of need (Scherer, 2012).

Harry Wong (2004) asserted that the success of today’s teachers determines the success of tomorrow’s generation of students. Moreover, Wong (2004) maintained that the success of these beginning teachers “can be ensured by providing them with a comprehensive, coherent” foundation of support (p. 1). Based upon review of past research, teacher induction is a valuable and essential component of new teacher development (Hudson, 2012), yet reviewed literature

failed to explore specifically the connections between classroom management and teacher induction itself.

III. METHODOLOGY

Introduction

A major role of the classroom teacher is that of classroom manager (Marzano, Marzano, & Pickering, 2003). Beginning teachers are not prepared to manage a classroom as they enter the profession of education and have a need for practical strategies to assist them in classroom and behavior management (Larmer, Baker, & Gentry, 2016). Classroom management is a concern for teachers at all levels (Huth, 2015); however, for the beginning teacher, classroom management ranks at the top (Taylor, 2009). The ability to manage the classroom is key to successful teaching and student learning (Lindroos, 2012). Therefore, once employed at the school level, support specific to classroom management through a formalized teacher induction process is critical for the beginning teacher (Ingersoll, 2012).

Gathering feedback from beginning teacher induction participants is essential in order to improve support methods provided to the beginning teachers in areas relevant to the classroom. Moreover, analysis of the data gathered from participant feedback offers administrators insight on continuous improvement that can be offered through teacher induction support sessions. The objective of this study was to gather information that targeted elements of classroom management that the participants perceived were worthwhile to include within the teacher induction program. Additionally, the data derived from feedback from participants of the study was analyzed to determine whether the implementation of classroom management strategies taught within the support sessions influenced student behavior. Thirdly, during the study, data were gathered to determine the consistency of teacher induction processes at the two

participating schools. Data gathered during this study added to the research regarding relevance and value of teacher induction programs.

Statement of Problem

The purpose of the conduction was to gain an understanding of the perceptions of beginning teachers in relation to their participation in teacher induction processes specific to classroom management. The teacher induction process was specifically defined for purposes of this study as intensive support for first through third year teachers. The researcher's objective of conducting this study was to discover elements of classroom management, from the participants' perspective, that are worthwhile to include in the teacher induction process. The collected data were analyzed to determine whether the implementation of classroom management strategies presented during the induction processes influence student behavior and if these processes were consistently implemented within the two study schools.

Research Design

A qualitative case study approach was employed for this research due to the focus on the phenomenon of teacher induction. The case study took place during the 2019-2020 school year and included face-to-face interviews with seventeen first-through-third year teachers at two high schools within the same school district. Additionally, a single classroom observation was conducted for each of the seventeen participants. Therefore, the study was bounded by the uniqueness of those involved, the timeframe, and the place(s) where the study took place. In order to gain an in-depth understanding of teachers' perceptions of teacher induction as related to classroom management and its effectiveness, data collection methods involved conversations through interviews between the researcher and each participant. This method provided an

opportunity for the participants to openly share thoughts and opinions of personal experiences within the induction sessions.

The observation data provided the researcher the opportunity to examine whether participation within the induction sessions resulted in the implementation within the classroom of strategies reviewed throughout the sessions. Conclusions could then be determined as to the implementation and its impact on student behavior and classroom management. The qualitative data collected during this research were analyzed to determine teacher perceptions regarding which elements of classroom management strategies to include in a teacher induction program, whether implementation of those strategies influenced student behavior, and to examine the consistency of teacher induction processes specific to classroom management training and support in two study schools within the district. Evaluation results were used to propose improvements to the current teacher induction process that relate directly to classroom management.

The collected data were analyzed for patterns and categorized into themes. Participants were faculty members at two similar high schools and had provided informed consent prior to the observations and interviews. Participants were first, second, and third year teachers of both genders, various races, and age groups and had participated in the teacher induction program at each respective school. The researcher engaged in conversations with those involved in the teacher induction programs to provide background and information about the study, thereby enabling the development of a positive rapport between the researcher and the teachers involved in the study and the researcher. Participants were then contacted by email to arrange an appointment for the interviews and observations.

Participants

The study was conducted during the 2019-2020 school year and included first, second, and third year teachers engaged in teacher induction processes at two high schools, School A and School B, within the same school district. Overall, a diverse group of seventeen participants were involved in the study including nine first-year teachers, five second-year teachers, and three third-year teachers. The study group provided feedback through interviews and observations regarding perceptions of elements of classroom management and support to be included within the induction processes.

Thirteen teachers at School A participated in the study: eleven females and two males. Female participants included eight Caucasians, two Hispanic, and one African American. The two males participating were both Caucasians. Five participants at School A had received certification through colleges of education and eight were in the process of gaining teacher certification through alternate means. Six participants were first-year teachers, five were in the second year of teaching, and two were third-year educators.

Four teachers at School B participated in the study. Those participants included three Caucasian females and one Caucasian male, with all four participants certified through colleges of education. Responders in the study at School B included three first-year teachers and one third-year teacher.

Role of the Researcher

According to Creswell (2018), case study researchers engage in actual, current studies where real-time data can be collected without being impacted by the passage of time. As the principal at School A, this researcher took careful action through bracketing to ensure the participants felt comfortable and did not feel threatened by the researcher's position of authority

(Creswell, 2018). The researcher's putting aside preconceived notions, opinions, and expectations of the teacher induction processes was vital to ensure greater credibility of the participants' responses. Non-threatening dialogue and frequent visits to classrooms were normal professional interactions that routinely engaged with all teachers employed at the researcher's site and did not target study participants. Through conversations and dialogue related to the research, positive rapport was established between the researcher and the participants, thereby forming a trust in the researcher's motives on the part of the participants.

Measures for Ethical Protection

The study was reviewed and approved by Southeastern University's Institutional Review Board and adheres to Ethical Conduct of Research (Publication Manual of the American Psychological Association, 2010). Participants were not required to participate in the study and were advised by the researcher that they could withdraw from the study at any time without penalty or consequence. Each participant was required to read and sign the consent form (Appendix C) prior to participation in the study.

Research Questions

The objective of the case study was to answer the following questions:

1. From the participants' perspective, what elements of classroom management training and support should be included within a teacher induction program?
2. How does the implementation of classroom management strategies within the teacher induction process influence student behavior?
3. In what way is teacher induction consistent across the two study schools in providing classroom management support?

Data Collection

Instruments Used in Data Collection

The qualitative data were collected through two methods: interviews and classroom observations. The collected data were reviewed, analyzed for patterns, and categorized into themes. Interviews were conducted with each participant (Appendix A) and were audio recorded and transcribed. The researcher conducted one thirty-minute observation of each study participants' classroom, with the specific goal to observe implementation of classroom management strategies and to focus on conditions relevant to classroom management specifically (Appendix B).

Procedures

The focus of the study centered on teachers who were using teacher induction processes at two high schools within the same school district. A diverse group of participants provided feedback through interviews regarding perceptions of elements of classroom management and the quality of support included within induction practices and observations of participants' classrooms were conducted by the researcher. Data obtained from the observations provided insight as to whether the implementation of classroom management strategies that were offered during the induction program influenced student behavior. Additionally, the data identified consistencies that were present within teacher induction programs specific to classroom management training and support in the study schools.

Interviews and observations were scheduled through email. The researcher conducted face-to-face interviews with teacher induction participants. The interview questions, designed by the researcher and reviewed by a committee of experts, were crafted to gain insight into the teachers' perceptions of classroom management strategies within individual classrooms, as well

as to determine consistency of induction processes specific to classroom management across schools. Each participant was scheduled for a 30-minute face-to-face interview and given a copy of the research questions prior to the interview (Appendix A).

During the classroom observations of teacher induction program participants' classrooms, the researcher focused on the implementation of classroom management strategies taught during teacher induction support sessions and the influence of the strategies upon student behavior. Additionally, observations were conducted to determine the consistency of the teachers' implementation of induction processes specific to classroom management across schools. First, second, and third year teachers who had participated in the teacher induction program were scheduled for a thirty-minute classroom observation and given a copy of the observation instrument prior to the observation (Appendix B).

Data Analysis

After the interviews and observations were conducted, the researcher reviewed the collected data from both study schools and organized the data according to themes. The data were analyzed to determine the perceptions of teacher induction participants relative to classroom management. The data identified participants' perspectives of how the teacher induction processes supported their implementation of classroom management strategies within their classroom. Additionally, the data were studied to determine similarities between the two study schools' induction processes. Finally, data gathered during the research reflected the influence of the presented strategies on student behavior.

Limitations

Qualitative research requires an extensive collection of data, can be time consuming, and lengthy (Creswell, 2018). Oftentimes, the researcher must spend time in the field collecting data and “establishing rapport” with those participating in the study (Creswell, 2018, p. 47).

The study was limited by the following boundaries:

- The study was limited to a small group of participants who were currently engaged in the teacher induction process.
- The study was limited to participants at two high schools.
- The study was limited due to fewer responses received at one of the high schools.
- The study was limited to schools within a single district.
- The study was bound by the questions asked during the interview.
- The study was bound by the items outlined within the observation instrument.
- Recognizing that the researcher was the principal of School A, there was potential for bias on the part of the interviewee due to loyalty to the school and leadership

Summary

This qualitative case study required in-depth research into human behavior and participants’ perspectives specifically related to the teacher induction processes at two high schools and classroom management strategies learned by participants during the induction process. This dissertation study has contributed valuable information to current research regarding teacher induction processes as related to classroom management from the perspective of the induction participants. Findings from the data derived from this study have added to the dialogue by identifying types of elements related to classroom management that should be included in induction processes. The classroom observation data contributed to the

conversations that examine the possible influential relationship of student behavior and the implementation of classroom management strategies. Results of the data from participants at two schools within the district have addressed the question of consistency of induction processes.

IV. RESULTS

Introduction

A major role of the classroom teacher is that of being a classroom manager (Marzano, Marzano, & Pickering, 2003). Beginning teachers are not prepared to manage a classroom as they enter the profession of education; therefore, they have a need for practical strategies to assist with classroom and behavior management (Larmer, Baker, & Gentry, 2016). Classroom management is a concern for teachers at all levels (Huth, 2015). However, for the beginning teacher, classroom management ranks at the top (Taylor, 2009). The ability to manage the classroom is key to successful teaching and student learning (Lindroos, 2012). Therefore, once employed at the school level, the beginning teacher must be provided specific classroom management support through a formalized teacher induction process. (Ingersoll, 2012).

Gathering feedback from teacher induction participants is essential to improve the support methods provided to the beginning teachers in areas relevant to classroom management. The objective of this study was to gather information about elements of classroom management that participants perceived were worthwhile to include in a teacher induction program. Moreover, an analysis of the data gathered from participant feedback can provide administrators insights regarding the improvement of teacher induction support sessions. Additionally, the data derived from participant feedback were analyzed to determine whether the implementation of classroom management strategies taught during the support sessions influenced student behavior. Thirdly, during the study, data were gathered to determine the consistency of teacher induction processes at the two participating schools. Data gathered during this study added to the research regarding relevance and value of teacher induction programs.

Statement of Problem

The purpose of the study was to gain an understanding of the perceptions of beginning teachers in relation to their participation in teacher induction processes specific to classroom management. The teacher induction process was specifically defined for purposes of this study as an intensive support for first through third year teachers. The researcher's objective in conducting this study was to discover elements of classroom management, from the participants' perspective, that are worthwhile to include in a teacher induction process. The collected data were analyzed to determine whether the implementation of classroom management strategies that were presented during the induction process influence student behavior and if these processes were consistently implemented between the two study schools.

Data Collection

The qualitative data were collected through two methods: interviews and classroom observations. Participants represented diverse ages, races, and genders. Consent from each of the participants was obtained for the interviews and observations. The data were reviewed, analyzed for patterns, and categorized into themes.

Interviews were scheduled with each participant (Appendix A), conducted by the researcher, and were audio recorded and transcribed. Thirty-minute observations of first year participants' classrooms were conducted by the researcher to observe specifically the implementation of classroom management strategies and to focus on conditions specific to classroom management (Appendix B).

Procedures

Participants of the study included teachers from two high schools within the same district who were involved in teacher induction processes at the respective school. A diverse group of

participants provided feedback regarding their perceptions of the induction process and gave suggestions regarding the elements of classroom management and support services that should be included in future induction processes. In addition, the participants' feedback provided insight as to whether the implementation of the classroom management strategies that had been taught during the induction program had any influence on student behavior. Furthermore, the feedback established consistencies within teacher induction programs specific to classroom management training and support in the study schools.

Face-to-face individual discussions were held with 17 teachers who were participating in a teacher induction process. The conversations were followed-up with emails and the researcher invited them to participate in the qualitative case study examining teacher induction processes. Interviews and observations were scheduled through email. The interview questions were designed to gain insight into the teachers' perceptions of classroom management strategies within individual classrooms, as well as to determine consistency across schools of the induction processes specific to classroom management.

Prior to involvement in the study, each participant was required to read and sign the consent form (Appendix C). Each participant was scheduled for a face-to-face interview and was provided a copy of the research questions (Appendix A). The interviews were audio recorded and transcribed by the researcher. Transcripts were validated for accuracy by each participant.

Observations of teacher induction program participants' classrooms were conducted to ascertain whether the implementation of classroom management strategies taught during induction support sessions influenced student behavior, as well as to determine consistency of the induction processes specific to classroom management across schools. Participants were

scheduled for a thirty-minute classroom observation and given a copy of the observation instrument (Appendix B). Prior to participating in the case study, each contributor was required to read and sign the consent form (Appendix C). The collected data were analyzed for patterns and categorized into themes.

Upon completion of data collection, the process of analyzing the results of the interviews and observations began. The interview transcripts were reviewed for clarity and completeness, followed by the identification of overarching ideas and commonalities. The transcripts were slowly read again with common themes highlighted in various colors. Major themes were identified based upon common occurrences within interview feedback. Patterns and themes were recognized through the process of reading, re-reading, noting commonalities, and repeating the process. Reoccurring topics were coded as significant themes to identify within the data.

The same process was followed in the review of data collected through observations. The observations were initially scanned quickly with notes made in the margins regarding teacher actions and environment characteristics. An analysis was made of the ratings documented during the observations:

- Strongly disagree
- Disagree
- Agree
- Strongly Agree
- Not Observed

Evidence and comments of the various ratings were analyzed for commonalities among participants. The observation documents were carefully reviewed once again, with prominent themes and overarching ideas highlighted.

Participants

Participants were faculty members at two similar high schools and had provided informed consent prior to the observations and interviews. Those involved were first, second, and third year teachers of various races, ages, and genders who had participated in the teacher induction program at each high school. The researcher engaged in dialogue with those involved in the teacher induction programs to provide background and information about the study, thereby promoting the development of a positive rapport between the researcher and the teachers involved in the study. Contributors were then contacted by email to arrange an appointment for the interviews and observations.

Research Questions

Findings: Research Question 1

Research Question 1: From the participants' perspective, what elements of classroom management training and support should be included within a teacher induction program?

Emerging themes. To determine the answer to this question, interview responses from all participants were analyzed. Upon disaggregation, data revealed the emergence of four major themes that participants concluded should be included in teacher induction sessions as the most beneficial for first through third year teachers. Topics indicated by participants as those that should be included within teacher induction processes included:

1. Procedures were cited by seven participants as a significant topic to address during teacher induction processes. Not only was this topic noted by the researcher through

classroom observations as significant to learning but was also cited during interviews as a necessary and helpful component of teacher induction. A statement made by a first-year struggling English teacher at School A is an example of the importance of the implementation of procedures in the eyes of classroom teachers, “Having something for the students as soon as they walk in the door...something posted for them to do. Having expectations and rules posted on the walls and refer to them frequently” (Teacher I, 2020, p. 1).

2. Exceptional Student Education and Individual Education Plans were cited by six participants as a necessary topic to include in teacher induction support sessions. One of the participants with an education background teaching at School B noted the importance of, “...paying more attention more to the ESE students, because you have few classes on those in college” (Teacher O, 2020, p. 3)
3. Daily routines and processes—attendance input, referral processes, school/district policies—were cited by four interviewees as a topic to address during induction sessions. In discussing the significance of new teachers’ better understanding daily routines across the campus, a first-year instructor teaching an elective at School A commented when referencing Focus, the school district’s attendance and grade manager computer program, “Focus to me was very confusing...so taking attendance and grades...was a little challenging at first. Something that defines all the acronyms because there’s a lot of acronyms around here!” (Teacher J, 2020, p. 3).
4. Collaboration with peers. Teacher H, a participant teaching at School A, emphasized the importance of peer collaboration. “Mentor teachers have helped us along. We get to

meet with other veteran teachers and that has been a support as well, just to hear their strategies...being able to bounce ideas off each other” (Teacher H, School A, 2020).

Implementation of procedures. As a result of the analysis of data collected from both School A and School B, the implementation of procedures was noted by participants during interviews as a critical component of teacher induction processes. The observation data showed that when procedures were in place within the classroom, the teacher was better prepared for the lesson, resulting in greater student engagement. Lessons reflected greater intentionality, with strategies designed to focus on student needs, thereby maintaining student interest, and promoting engagement. The presence of procedures within the classroom created a more structured environment that positively impacted instruction, student engagement, and the classroom itself. During the researcher’s conduction of observations within classrooms where procedures were implemented with fidelity, students were engaged in assigned learning/activities, teachers were prepared and circulating, and the classroom was organized and uncluttered.

Participants’ interview comments and the researcher’s classroom observations echoed previous research regarding procedures outlined in *The First Days of School: How to be an Effective Teacher* (Wong & Wong, 2018). Wong et al. asserted that “effective teachers establish classroom management procedures that create consistency” (Wong et al., 2018, p. 13). Additionally, according to Marzano and Marzano, “The most obvious aspect of effective classroom management involves the design and implementation of classroom rules and procedures” (2003, p. 13). A first-year elective teacher, when asked about the impact of procedures in his classroom, stated that, “it created a more controlled environment, and I think it also made (the students) more apt to be ready to learn...” (Teacher J, p. 2, 2020). Participants’

comments verifying that they recognized the significance of the implementation of procedures in the classroom confirmed the need to include procedures in the teacher induction processes. A second-year teacher who had struggled throughout her first year of teaching made a profound comment when discussing procedures during the dissertation interview. “Starting off and beginning the year with a plan with rules and expectations for the students...has helped with classroom management and helping me feel more comfortable with what I was doing...” (Teacher A, p. 1, 2020).

Based upon the observation data gathered in this study, students in a classroom without procedural structure were seldom authentically engaged in learning. Thirteen out of seventeen teachers who were observed had effectively implemented procedures within the classroom. When observing teachers who had effectively implemented procedures within the classroom, the researcher noted the remarkable connection of procedures in place with smooth transitions and the general routine of the classroom. There were several commonalities evident within those classrooms. For example, the classrooms were uncluttered and inviting, with a warm atmosphere. Students entered the classroom in an orderly manner, proceeded to previously assigned seats, and began bell work without receiving any instructions from the teacher, indicative of the establishment of prior routines. Furthermore, once the teacher began the lesson, students responded in a manner that, again, indicated previously established routines. These classrooms where procedures were present reflected teacher intentionality and student engagement throughout the entire class period.

Four of the seventeen teachers had not effectively implemented procedures within the classroom environment. The four participants who had not implemented procedures were first- and second-year teachers. Throughout the scheduled observations, it was evident through both

student and teacher behavior observed in the classroom that four of the seventeen teachers had not effectively implemented procedures within the classroom environment. Behavior in those classrooms was characterized by a lack of student engagement with no routines in place for the students to follow. In classrooms where procedures were not implemented, the teacher was unprepared to teach a lesson adequate to keep students engaged for an entire period.

Furthermore, there was greater disorganization with a less prepared teacher and students not engaged in learning. Classrooms with observations in place were organized with students engaged in learning with less disruptions caused by students off-task. During an interview, one participant at School B who entered the profession midway through the semester and had struggled with classroom management, indicated that upon receiving assistance from a mentor with procedures, acknowledged that, once implemented, the “classroom management strategies had a positive influence on student behavior” (Teacher R, 2020, p. 4).

Conversely, in classrooms where procedures were consistently implemented, the environment operated as a “well-oiled machine”, with an obviously prepared teacher and students engaged in the learning activities provided. It was noted that when procedures were in place, students were familiar with those procedures and developed routines and were, therefore, engaged in the learning tasks. There was an observed difference in the classroom where procedures had been implemented and where they had not been put into place.

When queried during the interview process, participants stressed the importance of the implementation of procedures within the classroom environment, signifying that having procedures in place provided greater consistency and routines for students, thereby promoting student success. Procedures were cited by seven participants as a significant topic to address during teacher induction processes. When asked question five: “From the new teacher’s

perspective, “What have you learned specifically regarding the implementation of classroom procedures?” Teacher A replied, “Honestly, that it's crucial to managing a classroom, because if you, if you (sic.) don't have the procedures in place they kind of run all over you.” When asked the same question during her interview, teacher B vehemently stated, “Stick to them. You know, once they are stated, don't, don't let things slide so the kids know exactly there's no wiggle room. This is how it is; this is how it will be. So, I think that's, that's so far, my tune, well, one and a half years now has been working for me, just from day one.” When interviewing teacher J regarding procedures, the following statements were documented:

“I've learned that they are completely necessary, and that when the classroom is disorganized, to say the least, my stress level increases exponentially when the control of the classroom isn't there. So a properly planned environment, and a properly followed set of specific rules in the classroom, has made, consistency that they can stick to...As far as classroom procedures go it's just the more work I put into it, the smoother it goes in the class.” (2020, p. 3).

Second-and-third-year teachers who were interviewed remarked that they had learned, the importance of procedural implementation beginning with day one of the school year during their first year of teaching. Teacher A, a second-year teacher who struggled with classroom management her first year commented that, “I feel like, with learning those strategies last year, it really helped me at the beginning of this school year, as far as how to run a classroom...” (2020, p. 2). Another second-year teacher participant who established a positive learning environment with authentic student engagement in her classroom stated, “I learned that last year and starting off this year I knew my procedures, starting from day one.” (Teacher B, 2020, p. 3). In those classrooms where the implementation of procedures was absent, there was less instruction and

the ratings further reinforcing Marzano et al.'s research (2003) that the effective implementation of procedures profoundly influences student behavior and learning in the classroom.

Table 1 provides a visual analysis of the observation data results of the conditions observations conducted with the seventeen participants in School A and School B. The table documents the rating of the conditions within the classrooms as strongly disagree, disagree, agree, strongly agree, and not observed. Each column records the total number of classrooms that fell within each category of the researcher's observation ratings of the conditions in the classrooms. For example, when rating question number one, 9 teachers had effectively implemented classroom procedures.

Table 1

Conditions Observations Rating Results

Conditions Within Classrooms Observed	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Observed
1. Classroom rules and procedures for managing the classroom are in place and operating efficiently.	3	2	3	9	
2. There is a climate of openness, respect and rapport in the classroom.	2	1	4	10	
3. Classroom interactions exhibit sensitivity, responsiveness, regard, and consideration between the teacher and students.		2	5	9	1
4. Interactions among students are characteristically considerate.		2	6	8	1
5. Behavioral expectations and problem-solving strategies are clearly defined.	1	3	3	10	
6. Monitoring of student behavior is consistent and preventative.	2	2	3	10	
7. Positive behavior is pervasively encouraged and reinforced.	2	2	2	11	
8. Classroom interactions are characterized by on-task student behavior.	2	2	4	9	
9. Responses to student misbehaviors are appropriate and subtle. *Note: 5 of the 7 classrooms rated as not observed did not experience any misbehaviors.			5	5	7
10. Students who are off task are redirected by the teacher. *The 5 classrooms rated as not observed did not experience any off-task students.	1	3	2	6	5
11. Physical space is organized in a purposeful, flexible manner to maximize the learning process by accommodating a variety of learning experiences.			4	13	
12. Effective behavioral strategies are incorporated into classroom instruction.		2	5	8	2

Note: Table 1 provides a visual analysis of the observation data results of the conditions observations conducted with the seventeen participants in School A and School B. The table documents the rating of the conditions within the classrooms as strongly disagree, disagree, agree, strongly agree, and not observed. Each column records the total number of classrooms that fell within each category of the researcher's observation ratings of the conditions in the classrooms

Exceptional student education (ESE) & individualized education plans (IEPs). The second theme that emerged from interview dialogue with participants was that of ESE/IEPs. Participants stressed their lack of knowledge and feelings of inadequacy they experienced when tasked with providing accommodations for students with special needs, as well as the completion of IEPs. In response to the interview question asking what other topics should be included within teacher induction, a participant who taught at School B commented that programs “could implement some more strategies for ESE, due to the large population” in the county where research was conducted (Teacher P, 2020, p. 3). Participants stated that they were not prepared to effectively employ the Enrich program. Enrich is the platform utilized by the school district where both study schools were located. One School A participant remarked that guidance on using Enrich would “help new teachers because a lot of them I know, even second-year teachers still struggle using Enrich and finding out what their special needs accommodations are....” (Teacher A, 2020, p. 2.).

In addition to the frustration teachers expressed related to the development of student individualized education plans, teachers expressed concern, as well as a lack of knowledge, regarding their own abilities to plan for, develop, and provide adequate accommodations for the special needs students assigned to them. This feeling of inadequacy was expressed through a comment made during interview dialogue, “I have four of six classes that are support-facilitated, so there are a lot of those students with IEPs, 504s, and all those things. I am concerned as far as what exactly are the accommodations each of them needs” (Teacher I, 2020, p. 2). Teacher A, an ESE support teacher, emphasized that presenting strategies at the very beginning of the school year on how to provide accommodations for special needs students would be more beneficial to new teachers.

When asked what should be changed within the teacher induction support program, teacher G noted that new educators need to understand IEPs and “how serious they are”. Rather than simply being told to do an IEP, “new teachers should be walked-through the process so that they understand it better and recognize its importance.” A teacher at school B commented that topics within the teacher induction session could include “paying more attention to ESE students because you have few classes on those in college.” The noted comments by participants of the need for additional support to accommodate students with disabilities presented a legitimate concern. Eight of the thirteen teachers at School A entered the profession with no education background, had no prior classroom experiences, and had not previously participated in any type of classroom practicum or student teaching opportunity.

Daily routines. When participants were asked for personal perceptions of the topics that were pertinent to include within teacher induction processes, several of them expressed concern with various items such as accurate inputting of attendance and the referral process for disruptive students, as well as overall school policies. It became apparent, through interview dialogue, that induction participants desired greater support specific to school and district policies, along with general operation and management programs and processes. For example, a beginning teacher employed with School A mentioned the need for assistance with topics seemingly as simple as how to call in for a substitute, accessing leave time, and the location on campus of other subject area departments would be helpful (Teacher M, 2020). Two teachers specifically referred to the possibility of the development of a cheat sheet for staff that would include necessary information and guidelines for attendance, referrals, and lunches, as well as instructions for basic expectations at the school. One beginning teacher noted, “I really do think that a cheat sheet of some form, whether it’s a basic one with Focus. That was my biggest issue originally, I didn’t

even know how to do the attendance” (Teacher A, 2020, p. 4). Another teacher summed up the need for help with daily routines in her response, “It would have been helpful having some things for them, a map of the campus, the duty roster, the daily calendar...and everything. Sometimes, it’s a little overwhelming” (Teacher I, 2020, p. 4). The emergence of this theme was a noteworthy discovery because the coverage of these operational processes had not been deeply explored within past induction sessions. The responses obtained during the interviews provided vital feedback that will guide the planning of future induction sessions regarding the significance of seemingly simply daily routines and occurrences.

Collaboration with peers. A fourth theme that emerged specific to the elements to be included within teacher induction processes was the opportunity for new teachers to collaborate with peers. Expressing the enjoyment experienced when given the opportunity to brainstorm and collaborate during the induction sessions or while collaboratively planning throughout the general school day, a participant from study school A voiced, when asked about supports provided through the induction process, “One of the most meaningful things for me was when we were sharing the different strategies we were implementing. We could have examples and good input of what other colleagues were doing in their classrooms” (Teacher E, 2020, p. 1). Conveying pleasure when given the opportunity to visit other classrooms and observe another educator’s instruction, Teacher G, a teacher of students with disabilities at study school A, commented, “I like the camaraderie of new teachers because you might have an idea that I never thought of and you might tell me how to implement it” (2020, p. 2). The participants queried shared their desire for extended time to collaborate, along with added opportunities to visit the classrooms of fellow teachers who taught the same subject areas, as well as those teaching in other disciplines.

Overall, interview data indicated that first-through-third year participants within induction sessions enjoyed working with colleagues whether through classroom observations, general brainstorming opportunities, or peer mentors. Working with other colleagues provided the beginning teacher with worthwhile experiences within the classroom, as well as general knowledge of the school and culture (Lynch, 2016). Participant feedback conveyed that simply having someone to talk to face to face, along with the opportunity to share concerns and successes, positively impacted the beginning teacher. A first-year math teacher at School A noted that her mentor, "...made sure we had support in case we needed any more resources or someone to talk to about anything" (Teacher C, 2020, p. 1).

Findings: Research Question 2

Research Question 2: How does the implementation of classroom management strategies within the teacher induction process influence student behavior?

Observations were conducted utilizing an instrument that rated the teacher on several areas that described the conditions of the classroom environment. Results of those ratings revealed that procedures were effectively in place within thirteen of the seventeen classrooms observed, noting that 100% of the seventeen teachers participated in induction processes at School A or School B. Interestingly, the researcher's findings of the condition of the classrooms during observations verified that when procedures and routines were in place in the classroom, the environment shifted from one of non-structure and disengagement to a structured, calm atmosphere where students were focused and engaged in the learning process. Evidenced by on-task student behavior, teacher intentionality and attentive behavior, and structure routines, this suggested that the implementation of procedures influenced the entire learning environment, in essence, setting the stage for, essentially, what would happen in a given classroom. In the study,

the significance of the teacher's ensuring that procedures were effectively in place provided evidence there was a greater likelihood of student engagement within a structure classroom.

While visiting the classrooms for the observations, the researcher noted an atmosphere where order existed due to procedural implementation. The culture for learning was one of a positive nature, and it was apparent the students were aware of the expectation for learning. Students were on-task, working independently or collaboratively without requiring guidance or redirection. When students needed to ask questions, leave the classroom, or turn in assignments, there was a process that students followed without disruption or a loss of instructional time as evidenced from the observation data. Students were familiar with the routines that had previously been put in place by the teacher.

Furthermore, the observation data indicated that the demeanor of classroom teachers who had implemented procedures and routines effectively displayed positivity and contentment during instruction and management of the classroom. The researcher perceived during the observations that teachers with procedures implemented within the classroom structure were able to facilitate learning rather than spend instructional time dealing with behavioral management. Those classroom teachers lacking the consistency of procedures struggled to manage student behavior and, due to continual behavioral disruptions, lost valuable instructional time. In classrooms where procedures were not in place and there was no redirection for misbehaviors, the observation data provided evidence that outbursts, disengagement, and loud talking ensued with no repercussions. In fact, in five of the seventeen classrooms, there was no redirection of students who were off-task.

Upon analyzing the observation data and the realization of the connection of procedural implementation to the aspects of classroom operation and learning, the significance of effective

application of procedures was confirmed. Data results of this study answered research question 2, validating that the implementation of procedures taught within teacher induction processes positively influenced student behavior.

Findings: Research Question 3

Research Question 3: In what way is teacher induction consistent across the two study schools in providing classroom management support?

The teacher induction support process at both study schools was consistent in implementation, content, and follow through. Both School A and School B provided mentors for beginning teachers and continued to support new teachers beyond the first year. The most notable difference, however, was the recognition that School B did not employ a formal monthly induction session with beginning teachers. While School A implemented a formal monthly induction support session for first through third year teachers. One reason for this difference could be that the need at School A was greater, given the staff and student populations were larger and had a greater number of first through third year teachers. Therefore, there was a higher number of new teachers requiring a formal plan of support at School A. Due to lower numbers, School B supported the beginning teacher informally, based upon their needs. In conducting interviews and observations of teachers at both study schools, there were no apparent variations in teacher and student behavior. Analysis of observation and interview data indicated teacher and student needs were consistent at both study schools, with participants demonstrating similar needs through interview dialogue and classroom observations.

Additional Findings

Theme Development

Six themes were specifically noted upon analysis of the feedback resulting from interviews and observations with the overarching theme of procedures acting as the determinant of the classroom operations and learning. The effective implementation of procedures was an overarching theme, and established the learning environment as positive or poor, with other themes falling within those areas. Data collected from observations of the 17 classrooms involved in the study included:

1. Teachers had effectively implemented classroom procedures in 12 classrooms.
2. A climate of openness and rapport was evident in 14 classrooms.
3. Classroom interactions exhibited consideration and sensitivity between the teacher and students in 14 classrooms.
4. Interactions among students demonstrated consideration in 14 classrooms.
5. Behavioral expectations were clearly defined in 13 classrooms.
6. Consistent monitoring of student behavior in 13 classrooms.
7. Positive behavior was reinforced and encouraged in 13 classrooms.
8. Students were pervasively on-task in 13 classrooms.
9. Responses to misbehaviors were subtle and appropriate in 10 classrooms. However, it is important to note that 5 of the 7 classrooms rated as not observed did not experience any misbehaviors.
10. Students off-task were redirected by the teacher in 8 of the classrooms. Again, it is important to note that the 5 classrooms rated as not observed did not experience any students off-task.

11. Physical space was well-organized and encouraged student learning in all 17 classrooms observed.

12. Effective behavioral strategies were incorporated into instruction in 13 of the classrooms observed.

Undesirable learning environment. An undesirable learning environment was characterized by a lack of organization with no structure or procedures in place and a general observation of disorder with often tumultuous behaviors. Observations conducted by the researcher indicated the following elements of the learning environment.

1. Procedures or routines were not perceived as in place in the classroom and students were not guided by specific expectations; therefore, the atmosphere appeared unstructured, disorganized, and, at times, somewhat chaotic. Students were walking around the room, talking to one another, and ignoring the teacher.
2. Teachers were unprepared with lessons that were not engaging and did not fill the entire instructional session. Students finished assignments early and no additional lessons were provided for them. They were permitted to put their heads or simply do nothing.
3. Students were off-task, engaging in side conversations, immersed in cell phones, with some students sleeping. The teacher had not established procedures or expectations for student behavior within the classroom.
4. The teacher was at the desk or was circulating with no perceived intentional student monitoring or student tracking plan in place.
5. Little conversation was observed between teacher-to-student or student-to-student indicating a lack of established relationship and rapport.

6. There was no redirection of off-task or inappropriate student behaviors.

Positive learning environment. A positive learning environment was characterized by an inviting, uncluttered atmosphere that was organized and exhibited positivity through conversation and action. Upon entering the structured classroom, the visitor felt comfortable with no presence of tension. Observation data indicated the following components establish a positive learning environment.

1. Procedures and structures were in place and students were perceived to be familiar with routines.
2. The teacher was prepared with engaging, rigorous instruction.
3. Students were on-task and engaged in the assignment, albeit some were passively engaged rather than authentically engaged.
4. The teacher was circulating throughout the classroom, tracking and monitoring students.
5. A positive, respectful rapport was demonstrated student-to-teacher, as well as student-to-student.
6. Classroom management appeared effortless due to prior consistent procedural implementation of routines and procedures.

Based upon behaviors viewed by the researcher, the presence of procedures effectively implemented determined successful instruction of the classroom teacher, as well as authentic learning of the students within the classroom.

Evidence of Quality

The study was reviewed and approved by Southeastern University's Institutional Review Board and adheres to the Ethical Conduct of Research (Publication Manual of the American

Psychological Association, 2010). Contributors were not required to take part in the study and were advised by the researcher that they could withdraw from the study at any time without penalty or consequence. Each participant was required to read and sign the consent form (Appendix C) prior to participation in the study. Interview transcripts were provided to those involved to ensure validity and accuracy. Another evidence of quality implemented in this study was interrater reliability. This study and the corresponding data were reviewed multiple times for accuracy by committee members.

Summary

This qualitative case study required in-depth research into participants' perspectives specifically related to teacher induction processes and classroom management. The results of this dissertation study have contributed to current research regarding teacher induction processes as related to classroom management from the perspective of the induction participants. These results included interview data that have added to the dialogue of the types of elements related to classroom management that should be included within induction processes. Data derived from the results of the classroom observations contribute to the conversations as to whether implementation of classroom management strategies influence student behavior. Results of the data from participants at two schools within the district have addressed the question as to consistency of teacher induction processes.

V. DISCUSSION

Introduction

A major role of the classroom teacher is that of classroom manager (Marzano, Marzano, & Pickering, 2003). Beginning teachers are not prepared to manage a classroom as they enter the profession of education and have a need for practical strategies to assist them in classroom and behavior management (Larmer, Baker, & Gentry, 2016). Classroom management is a concern for teachers at all levels (Huth, 2015); however, for the beginning teacher, classroom management ranks at the top (Taylor, 2009). The ability to manage the classroom is key to successful teaching and student learning (Lindroos, 2012). Therefore, once employed at the school level, support specific to classroom management through a formalized teacher induction process is critical for the beginning teacher (Ingersoll, 2012).

Gathering feedback from beginning teacher induction participants is essential in order to improve support methods provided to the beginning teachers in areas relevant to the classroom. Moreover, analysis of the data gathered from participant feedback offers administrators insight on continuous improvement that can be offered through teacher induction support sessions. The objective of this study was to research elements of classroom management that participants perceived as worthwhile to include in teacher induction processes. Additionally, the data derived from participant feedback was analyzed to determine whether the implementation of classroom management strategies taught within the support sessions influenced student behavior. Thirdly, during the study, data were gathered to determine the consistency of teacher induction processes at the two participating schools. Data gathered during this study added to the research regarding

the relevance and value of teacher induction programs.

Statement of Problem

The purpose of the study was to gain an understanding of the perceptions of beginning teachers in relation to their participation in teacher induction processes specific to classroom management. The teacher induction process was specifically defined for purposes of this study as concentrated support for first through third year teachers. The researcher's objective in conducting this study was to discover elements of classroom management, from the participants' perspective, that are worthwhile to include in a teacher induction process. The collected data were analyzed to determine whether the implementation of classroom management strategies that were presented during the induction processes influence student behavior and if these processes were consistently implemented between the two study schools.

Data Collection

The qualitative data were collected through two methods: interviews and classroom observations. Participants represented diverse ages, races, and genders. Consent from each teacher involved in the study was obtained for the interviews and observations. Data collected were reviewed, analyzed for patterns, and categorized into themes. Interviews were scheduled with each participant (Appendix A), conducted by the researcher, and audio recorded and transcribed by the researcher. Thirty-minute observations of first year participants' classrooms were conducted by the researcher to observe specifically the implementation of classroom management strategies and to focus on conditions specific to classroom management (Appendix B).

Procedures

The study focused on teachers participating in teacher induction processes at two high schools within the same school district. A diverse group of participants, through interviews and observations provided feedback regarding perceptions of elements of classroom management and support to be included within induction processes. In addition, feedback provided insight as to whether the implementation of classroom management strategies learned within the induction program influenced student behavior, as well as consistencies established within teacher induction programs specific to classroom management training and support in the study schools.

Face-to-face discussions were held with teacher induction participants, along with follow-up emails, inviting participation in the qualitative study. Interviews and observations were scheduled through district email. The interview questions were designed to gain insight into teachers' perceptions of classroom management strategies within individual classrooms, as well as determine consistency of induction processes across schools specific to classroom management. Prior to involvement in the study, each interviewee was required to read and sign the consent form (Appendix C.) Each participant was scheduled for a face-to-face interview and provided a copy of the research questions (Appendix A) prior to each researcher-conducted interview. Additionally, each interview was recorded and transcribed by the researcher.

The purpose of the classroom observations was to determine whether the implementation of classroom management strategies taught during teacher induction support sessions influenced student behavior. Additionally, the observations provided insights regarding the consistency of induction processes across schools specific to classroom management. Participants were scheduled for a thirty-minute classroom observation and given a copy of the observation

instrument (Appendix B). Prior to involvement in the case study, each participant was required to read and sign the consent form (Appendix C).

Summary of Results

In this summary, the researcher briefly addresses each research question.

Research Question 1

Research question 1: From the participants' perspective, what elements of classroom management training and support should be included within a teacher induction program?

Data results indicated four main topics identified by teacher induction participants as significant elements to be included within teacher induction processes.

1. Implementation of procedures.
2. Exceptional Student Education (ESE) and Individualized Education Plans (IEPs).
3. Daily routines including attendance, referral processes, school/district policies.
4. Collaboration with peers.

Implementation of Procedures

The topic referred to most frequently throughout the interviews was that of the implementation of procedures in the classroom. According to Wong and Wong (2018) a procedure is a process for getting things done in the classroom. Marzano, Marzano, and Pickering (2003) define procedures as expectations for specific behaviors. "Most behavior problems in the classroom are caused by the teacher's inability to teach students how to follow procedures" (Wong and Wong, 2018). Procedures, when taught to students and reinforced consistently, become classroom routines, thereby lessening distractions that can waste time and interfere with student learning. Students know what to expect and can focus on learning. (Linsin, 2009).

Interview dialogue reflected teachers' recognition of the need for the topic of classroom procedures to be reviewed during induction sessions at the start of the school year, thereby enabling the teachers to implement those strategies beginning on the first day of school. When discussing classroom management and procedures during an interview, a beginning teacher at School F stated, "A great beginning timeline would be in August...you know, just to begin right in the classroom" (Teacher F, 2020, p. 2). Referencing the benefits of teacher induction, Teacher M commented, "The biggest thing that I got from it, is to have your procedures and classroom policies in place...very clear. Lay them out from the beginning, let the kids know what they do when they come into class..." (2020, p. 1). Teacher F's comment correlated with Wong and Wong's (2018) statement that the success of the teacher is dependent upon what the teacher does on the first day of school and that teachers have a plan to put structure in place from day one.

Exceptional Student Education (ESE) and Individual Education Plans (IEPs)

Understanding how to complete and implement Individual Education Plans for students with special needs was a topic that participants stressed as significant for inclusion within teacher induction. Tasks required of teachers not only include the development of the IEP plan based upon student needs, but also include the preparation of accommodations outlined within the student plans. In essence, feedback indicated the need to not only increase training and assistance that focused upon special needs students and processes required for the development of accommodations to meet student needs, but also on the actual development and submission of individual education plans. Navigating those requirements is difficult for new teachers entering the field with participants noting their feelings of inadequacy in meeting the needs of ESE students enrolled in their classrooms. Referencing accommodations for assigned special needs students, one teacher asked,

What things am I supposed to be writing down for each of them? I think I'm supposed to take notes periodically on how they're doing and whether they're on target with what they are supposed to be doing, and I don't know all of that. I don't understand all of that. That would be a great thing to get more training on (Teacher I, 2020, p. 2).

Walking teachers through the actual formulation of an individual education plan, rather than simply telling them to get it done, was emphasized as a need for new teachers. A second-year teacher at School A acknowledged, "I was just asked to do a notice to a parent with a prior notice. I was like, how do I do this? I had to research it myself because I kept on emailing (the school facilitator) and I didn't get a response...so I had to learn it myself." (Teacher G, 2020, p. 2). The expectation that new teachers will understand this process without proper training places the beginner in a situation that contributes to feelings of helplessness. Further input from the above referenced teacher suggested a step-by-step outline of the IEP process including contacts that can assist the new teacher in IEP development. Responses were similar when talking with participants at School B.

I think they could hit on the disabilities that students have and what they're faced with, and how to handle those specific situations, as well. Sometimes our students have behavior issues that are a little different from a gen-ed (general education) and for teachers to understand how to handle that is very important (Teacher P, 2020, p. 3).

Referencing practices put in place in her classroom that were specific to special needs students, Teacher O, an English teacher at School B, commented, "Making sure you are paying attention to them, making sure you are going around and checking for their chunking information" (2020, p. 2). In order to meet the needs of the high number of special needs students in her classes

throughout the day, Teacher O has learned to implement other strategies including flexible seating, music, and interactive activities.

Teachers want to meet the needs of students but require additional help to do so. A first-year teacher at School A expressed her appreciation for a topic that was covered during one of the teacher induction sessions, “I have been impressed with some of the things they have been teaching...then ESE students and ways that we can better their education and understand them better, those things have been helpful” (Teacher I, 2020, p. 3)

Daily Routines

Daily routines were categorized as topics that included attendance-taking processes and student referral completion, as well as general school and district policies. Participants expressed that increased discussion of these topics throughout induction processes helped to alleviate feelings of inadequacy and promote a sense of greater preparedness. Although feedback from participants on this topic were varied, overall, it was evident that increased information regarding the general operation of classrooms and the campus itself, was desired.

Understanding Focus, the grading and attendance platform used by the school district where the two study schools were located, was referenced the most times through interview dialogue as the daily routines needing the most attention. Seven out seventeen teachers referenced the need for greater emphasis on inputting attendance and grade reporting through Focus during teacher induction sessions. Those seven were participants at School A. No teachers from School B referenced the need for greater assistance in the areas of inputting grades or attendance in Focus. A third-year teacher at study school A commented how collaboration with colleagues provided ideas on handling student absences, distributing and collecting student papers, and organizing student work for grading (Teacher E, 2020).

When asked what topics would be helpful to include induction processes, responses from six participants indicated the need for a cheat sheet or manual of some type outlining school policies and systems such as instructions for writing referrals, information on inputting teacher absences, and requesting a substitute. Interestingly, this was the only area where participants supplied a possible solution to the perceived need indicated through their feedback.

Five of the seventeen participants indicated that the timeline for presenting specific topics could be more effective if designed around the school calendar. For example, cover topics as they are needed throughout the school year. Although this suggestion would improve the effectiveness of teacher induction in supporting teachers, it would create a challenge because most critical topics are needed at the start of school.

The emergence of this theme was significant in the study because these operational processes had not been deeply explored within past induction sessions. The responses obtained during the interviews provided vital feedback that will guide the planning of future induction sessions regarding daily routines and processes.

Collaboration with Peers

Participants indicated a desire for greater collaboration with peers and mentors. During the interviews, when participants discussed occasions when they had engaged in collaboration with colleagues, faces lit up and voice inflection changed. It was evident that involvement with other teachers resulted in satisfaction for the new teachers, providing them with a feeling of connection with staff. Moreover, scheduling time during the school day for teachers to visit peers' classrooms, regardless of the subject area, enabled participants to observe various modes of teaching and instructional strategies, as well as the general operation of the classroom itself.

In referring to a progress monitoring strategy learned from another teacher, a participant at study school A stated, “I haven’t done it yet, so I’m not familiar with it and I don’t know if I could do it...but I liked seeing that there were other ways to grade students and to monitor their progress, and that was helpful” (Teacher F, 2020, p. 2.) Expressing appreciation for assistance provided by colleagues, a second-year teacher commented, “If I did have questions, I knew exactly who to go to. Phone numbers were given to me so that, even in the classroom, I could text them very quickly and they would get back to me” (Teacher B, 2020, p. 3).

Although help received from peers by each participant was unique to each situation, words of gratitude from those involved in the teacher induction program were similar. A first-year teacher at study school B noted when discussing support from a colleague, “...she’s come in and helped me look over my seating charts, after she sat in my classes to help me understand which students to move and where to move them” (Teacher Q, 2020, p. 1.) Meeting with veteran teachers and listening to them discuss the types of strategies incorporated into classroom instruction was beneficial to the beginner, providing new ideas (Teacher H, 2020).

In addition, simply being around experienced teachers who have shared continuing struggles encouraged the new teachers finding their way. This was well-stated by a first-year teacher at study school A, “seeing that they still struggle with things makes me feel a lot better because I felt very out of place in this environment for a little while (Teacher J, 2020, p. 3). Being able to rely on fellow teachers promoted confidence in the new teachers’ ability to complete classroom tasks. For example, a participant at study school A stated that some of the most meaningful induction support was brainstorming with colleagues on types of classroom strategies implemented in classrooms. Furthermore, through constructive conversations with

peers, the new teacher discovered alternate methods of handling various tasks and classroom situations (Teacher E, 2020).

Research Question 2

Research Question 2: How does the implementation of classroom management strategies within the teacher induction process influence student behavior?

Data gathered during classroom observations indicated that procedures were effectively in place within 13 of the 17 classrooms observed, noting that all 17 participated in teacher induction processes at School A or School B. Furthermore, when procedures and routines were in place in the classroom, the environment shifted from one of non-structure and disengagement to a structured, calm, learning atmosphere where students were focused and engaged in the learning process. The effective implementation of procedures visibly influenced student behavior, providing a structure with opportunities for learning. Whereas, the absence of such had a somewhat opposite effect, leaving students with too many opportunities to develop their own modes of engagement outside the intended parameters.

Observation results showed that when procedures were in place within the classroom, the teacher appeared better prepared for the lesson. Material presented was organized in a logical, sequential manner, with instruction following a plan and purpose. Activities and assignments incorporated into the lesson were well-thought out and reinforced the lesson, evidenced by the classroom teacher's deliberate manner in presenting material to students. Throughout the observation, the presence of routines and procedures were apparent through the behavior and engagement of the students as they responded to the teacher's instruction. The researcher distinguished there was an ordered manner in which the classroom functioned through watching the general operations as the lesson progressed. Furthermore, it was evident a system had been

in place for some time, not just on the occasion when the observation was conducted. Within classrooms where procedures were in place, students were authentically engaged, participating in various learning situations that included independent assignments, collaborative learning, and/or project-based learning. Structured classrooms revolved around a plan and a purpose where students knew the teacher's expectations. Furthermore, within the ordered environment, the teacher knew what was happening in every area of the classroom, evidenced by continual, strategic circulation and student monitoring.

On the other hand, in classrooms where procedures were not in place, the teacher appeared unprepared and nervous with an absence of confidence. Instructional plans were not well-developed and lacked a purpose for learning. Such deficiency on the part of the teacher influenced learning culture within the classrooms in a less than positive manner. Furthermore, the dearth of planning contributed to uninteresting lessons that promoted nonengagement and passivity among the students. Without the presence of expectations and structure in place, as the lesson progressed, the students were left to their own devices, shifting attention to non-instructional actions including talking peers, fidgeting with personal items, and using their cell phones for texting or watching videos. Within the unstructured environments a culture where students were disengaged completely, or passively engaged, and were characterized by a loss of learning opportunities.

Research Question 3

Research Question 3: In what way is teacher induction consistent across the two study schools in providing classroom management support?

Consistencies across the two study schools were varied. At each school, the literacy coach oversaw formalized teacher induction support, serving as the coordinator and point-person

for teacher support. The coordinator spent time visiting and observing new teachers' classrooms, assisting with areas of need, as well as modeling various methods of instruction and classroom management. Consequently, the teachers knew exactly who to contact should a problem arise, or if they needed guidance with a particular situation. Once the coordinator determined what type of support was needed, she made necessary arrangements to put the support in place.

A second-year ESOL teacher at study school A commented on an occasion where she received assistance from the literacy coach. "I believe that every one, every strategy I've learned, really helped me to get better as a teacher" (Teacher N, 2020, p. 2). This sentiment was echoed by a teacher at study school B who had started in the classroom midway through the year. A first-year English teacher, she praised the teacher induction coordinator for assisting her with redesigning her seating charts in a manner that helped improve behavior management processes within the classroom (Teacher Q, 2020).

First, second, and third year teachers participated in teacher support processes at each study school, with mentors provided for first-year teachers only. District policy required mentors to complete professional development in clinical education to be "officially" assigned to a beginning teacher and receive a supplement. Unfortunately, due to the few teachers who were certified in clinical education, mentors often were assigned to more than one beginning teacher.

However, collaboration was highly encouraged among colleagues at both study schools and participants were provided with opportunities to observe other teachers' instruction. Thereby, new teachers developed relationships with seasoned colleagues, creating an environment that promoted teamwork and developed connections between participants and seasoned co-workers. Experienced teachers' offered help, respect, and encouragement to new teachers, gestures that put induction participants at ease (Teacher J, 2020). A second-year

English teacher at School A affirmed her appreciation for other teachers within her department. “There are a lot of other teachers and inspiration that if I had any questions, they were there for me. If any issue arose, I knew who to go to, and what to do” (Teacher B, 2020, p. 1). One comment, made by a first-year teacher social studies teacher at study school B reiterated feelings of support from colleagues when he stated, “...having other teachers as a support system. I’m very fortunate, you know, with my department...the department’s extremely helpful in supporting me with materials, as well as emotional support. That has been really wonderful” (Teacher R, 2020, p. 3).

Induction support sessions at both study schools covered a variety of topics, with a major focus on classroom management and behavior support. Procedures and expectations were emphasized within teacher induction topics, as expressed by participants from each school. “I’ve learned to post them, which I haven’t yet. But I’ve learned that I should, and I think, just to be consistent” (Teacher Q, S2020, p. 2). A second-year teacher at study school A confessed that, at the beginning of the year, she focused on building rapport with students and neglected to put procedures in place in the classroom. She stated that, by the third month of school, the classroom was chaotic due to the unstructured environment. A re-focus on implementing procedures contributed to a classroom with greater structure (Teacher C, 2020). Through coaching, professional development, and modeling, induction processes at each study school provided participants with intensive, worthwhile support in areas relevant for beginning teachers.

There were few inconsistencies within induction processes across the two study schools. However, the inconsistencies that did exist did not negate the effectiveness of either program. Study school A was more structured, with regularly scheduled monthly sessions and agendas

outlining featured topics. Although study school B did not have formalized meetings, the coordinator provided individual support, dependent upon the teacher's needs.

There were a larger number of first-through-third year teachers at study school A, and thereby, a greater number of participants within the teacher induction program. With a smaller number of teachers involved in the induction program at study school B, participants were provided with greater one-on-one attention than those at study school A. According to Teacher R, a first-year teacher at study school B noted that the coach had been a particularly helpful support system to him, so much so, that he felt that the support provided was something he could "lean back on", confident in her willingness to respond to his struggles. "So, if I ever need any sort of help with classroom management and I simply feel like I'm drowning in it, she comes in and helps and gives me tips as to what potentially I can do better" (Teacher R, 2020, p. 2).

Induction sessions at study school A often featured guest speakers, school or district staff, to provide information and/or share pertinent tips with participants. One participant shared that, upon hearing a colleague explain during a session how to monitor students' academic progress while circulating throughout the classroom, without having to "grade" individual assignments, she was encouraged to try the same strategy within her own classroom (Teacher F, 2020).

Each study school implemented teacher induction sessions that focused on meeting the needs of first-through-third year teachers. Each school provided intensive support for new teachers with the objective of providing opportunities for success in the classroom.

Additional Emergent Themes

Observation data revealed that the presence of procedures determined the success of the c Teachers had effectively implemented classroom procedures in 12 classrooms.

1. A climate of openness and rapport was evident in 14 classrooms.

2. Classroom interactions exhibited consideration and sensitivity between the teacher and students in 14 classrooms.
3. Interactions among students demonstrated consideration in 14 classrooms.
4. Behavioral expectations were clearly defined in 13 classrooms.
5. Consistent monitoring of student behavior in 13 classrooms.
6. Positive behavior was reinforced and encouraged in 13 classrooms.
7. Students were pervasively on-task in 13 classrooms.
8. Responses to misbehaviors were subtle and appropriate in 10 classrooms. However, it is important to note that 5 of the 7 classrooms rated as not observed did not experience any misbehaviors.
9. Students off-task were redirected by the teacher in 8 of the classrooms. Again, it is important to note that the 5 classrooms rated as not observed did not experience any students off-task.
10. Physical space was well-organized and encouraged student learning in all 17 classrooms observed.
11. Effective behavioral strategies were incorporated into instruction in 13 of the classrooms observed.

Positive/Undesirable Learning Environment

Six themes, or areas, specific to the classroom environment were specifically noted upon analysis of the observation data with the primary theme of procedures serving as a key factor within classroom operations and student engagement. It is important to note that the presence of procedures and expectations was evident, and characterized the learning environment as positive or undesirable, with other themes falling within those areas.

Undesirable learning environment. An undesirable learning environment was characterized by a lack of organization with no structure or procedures in place and a general observation of disorder with often tumultuous behaviors. Observations conducted by the researcher indicated the following elements of the learning environment.

1. Procedures or routines were not perceived as in place in the classroom and students were not guided by specific expectations; therefore, the atmosphere appeared unstructured, disorganized, and, at times, somewhat chaotic. Students were walking around the room, talking to one another, and ignoring the teacher.
2. Teachers were unprepared with lessons that were not engaging and did not fill the entire instructional session. Students finished assignments early and no additional lessons were provided for them. They were permitted to put their heads or simply do nothing.
3. Students were off-task, engaging in side conversations, immersed in cell phones, with some students sleeping. The teacher had not established procedures or expectations for student behavior within the classroom.
4. The teacher was at the desk or was circulating with no perceived intentional student monitoring or student tracking plan in place.
5. Little conversation was observed between teacher-to-student or student-to-student indicating a lack of established relationship and rapport.
6. There was no redirection of off-task or inappropriate student behaviors.

Positive learning environment. A positive learning environment was characterized by an inviting, uncluttered atmosphere that was organized and exhibited positivity through conversation and action. Upon entering the structured classroom, the visitor felt comfortable

with no presence of tension. Observation data indicated the following components establish a positive learning environment.

1. Procedures and structures were in place and students were perceived to be familiar with routines.
2. The teacher was prepared with engaging, rigorous instruction.
3. Students were on-task and engaged in the assignment, albeit some were passively engaged rather than authentically engaged.
4. The teacher was circulating throughout the classroom, tracking and monitoring students.
5. A positive, respectful rapport was demonstrated student-to-teacher, as well as student-to-student.
6. Classroom management appeared effortless due to prior consistent procedural implementation of routines and procedures.

Based upon behaviors viewed by the researcher during classroom observations, the presence of effectively implemented procedures promoted successful instruction of the classroom teacher, as well as authentic learning of the students within the classroom. Embedding procedural expectations into the culture of the classroom was accomplished through the consistent and repetitive review of daily routines. Thereby greater ensuring the probability that students' internalization of the practices developed daily habits, thus establishing a structured environment (Murray, 2002).

Study Limitations

The study was limited by the following boundaries:

- The study was limited to a small group of participants who were currently engaged in the teacher induction process within the same school district.
- The study was limited to participants at two high schools within the same school district.
- The study was limited by the number of responses. 13 participants responded at School A and 4 participants responded at School B.
- Recognizing that the researcher was the principal of School A, there was potential for bias on the part of the interviewee due to loyalty to the school and leadership.

Implications for Future Practices

The current study was conducted due to the recognition that teacher induction is vital for the success of beginning teachers. Past research explored the critical component of the presence of classroom management within training processes for teachers new to education. The findings of this study have several implications for future practices. Findings from this study indicate that participants found teacher induction processes helpful, and the implementation of this type of support is valuable for first through third year teachers. A comment from a second-year teacher at study school B affirmed the effectiveness of teacher induction support, “I think it’s one of the best things that ya’ll as an administration have come up with...I just love that, that you brought this process to the new teachers” (Teacher G, 2020, p. 3).

It is evident, through this study, that beginning teachers benefited from professional development specific to classroom management and the implementation of procedures that create a structured learning environment. Through interview dialogue with induction participants at each study school, it was evident that those involved within the support sessions benefited from coaching specific to classroom management. According to induction participants

at both study schools, classroom management strategies provided to them had a positive influence on student behavior (Teacher R, 2020) and it has helped students to have structure in the classroom (Teacher Q, 2020). Incorporating learned classroom management strategies into the structure of the classroom, created a smoother operation of classroom processes (Teacher F, 2020).

The conduction of classroom observations as a data collection method enabled the researcher to spend time in the classroom, viewing first-hand the operation and structure, or non-structure, of the learning environment. These experiences on the part of the researcher confirmed that the presence of procedures and expectations within a classroom promoted student engagement. Thirteen of the seventeen teachers observed had clearly defined behavioral expectations in place in the classroom and were consistently monitoring student behavior and reinforcing positive behavior throughout the entire class period. Furthermore, students in those thirteen classrooms were pervasively on-task. Essentially, these results indicate that providing first-through-third teachers with such support promotes student engagement within the classroom. Based upon these findings, the inclusion of classroom management strategies, discussion on effective implementation of procedures, and the establishment of structure within the classroom should be included within teacher induction professional development support.

Developing a schedule for induction topics that coincides with the school calendar was a noteworthy suggestion made by more than one participant throughout the research interviews. “I mean, the timeline is important because otherwise you lose teachers...even if they’re sitting there, they’re not there mentally unless it can be really relevant to what’s happening” (Teacher F, 2020, p. 4). Providing the new teachers with relevant instruction and information that will enable them to implement in a timely manner as the school year progresses. Sequencing topics

within induction support that are vital to the success of the beginning teacher, such as rules and expectations as one of the first to be discussed, would be helpful (Teacher A, 2020). These are sensible tips that, based upon conversations with participants, could make a difference in the effectiveness of teacher induction processes.

Gaining input from the induction participants on topics to be included is vital in order to meet the needs of participants. Acknowledging that the data collected from the study participants reflected honest, accurate feedback, future teacher induction sessions must reflect the inclusion of these topics in order to maintain relevance with participants. Continual reflection and improvement must take place so that induction practices continue to meet the ever-changing needs of the beginning teacher.

Recommendations for Future Research

This study was limited by the small number of teacher participants and the inclusion of only two study schools. Further research with a larger sampling of participants and study schools would provide greater insight into induction participants' perceptions regarding induction processes. Valuable feedback was gathered from induction participants during interview dialogue that shed light on the need for support in additional areas. The desire for extended time for induction sessions to create opportunities for greater discussion and inclusion topics helpful to new teachers was noted. "Maybe do it before the school year starts...during the summer that week before school...I think that would be helpful" (Teacher B, 2020, p. 1). More time in the meetings, beyond contract time, would enable participants to get through the introduction and "get into the meat of the meeting" and still have time for collaboration (Teacher H, 2020, p. 2).

Possible solutions for allowing additional time for supporting new teachers and collaboration with peers are varied.

- Providing substitutes for new teachers, thereby permitting them to observe colleagues' classrooms during the school day, would be a viable option.
- Scheduling professional learning communities (PLCs) for new teachers during planning periods is another possible solution to the challenge of time within the school day.
- Allowing flexible time (where districts permit) for participants who stay past contract time.
- Hourly compensation, if funds are available, for participants who work past contract time.

Based upon these findings, further research to explore feasible and creative methods of providing additional time for teacher induction support is needed. Data collection on methods and allowances for teacher support would gather useful data from participants regarding feasible options. Focusing on the pertinent topics expressed by participants, although relevant, will require additional time. Exploring new ideas and creative scheduling will be essential to ensure new teachers are provided with the foundation of support to greater ensure success in the classroom.

Feedback from interviews indicated that participants recognized the significance of the implementation of procedures in the classroom. Furthermore, it was revealed through observation data that, when procedures were effectively in place in a classroom, greater student engagement occurred. Further study on the topic of classroom procedures and their application in the classroom would provide research so that newcomers to the profession, as well as

administrators and seasoned teachers, could be presented with authenticated data documenting the value and necessity of the implementation of procedures.

Conclusion

The challenges for beginning teachers are real and present hurdles that must be addressed and overcome in order for those new to the classroom to be successful. This study has provided research on induction participants' perceptions of needed content to be included within teacher induction processes. Additionally, this study confirmed that classroom management strategies presented during induction sessions positively influenced student behavior. Finally, this study provided documentation of consistencies and inconsistencies of beginning teacher induction processes at the two study schools within the same school district.

Moreover, data within this study confirmed that the implementation of procedures is a significant factor in determining the beginning teacher's success. The data indicated that the implementation of procedures and routines, effectively put in place in a classroom, positively influence student engagement. Teacher success at the end of the school year is dependent upon the establishment of classroom procedures at the beginning of the school year (Wong and Wong, 2018).

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APPENDICES

Appendix A

Interview Guide

Interview Protocol: Responses of beginning teachers participating in a year-long teacher induction program. These questions are specific to classroom management support provided within the induction program.

Interviewer: Emilean Clemons

Date:

Time:

Location:

Interview Questions:

1.	Share with me the classroom management strategies you learned within the teacher induction program this school year that you feel were the most helpful to you.
2.	In what ways did the implementation of these strategies influence student behavior in your classroom?
4.	What other elements of classroom management and support were provided to you throughout this year's teacher induction processes?
5.	As you reflect back upon this year's induction support sessions, what elements of classroom management and support do you feel should be included within future teacher induction sessions?
6.	From the new teacher's perspective, what have you learned specifically regarding the implementation of classroom procedures in your classroom?
7.	Which strategies taught during teacher induction sessions were worthwhile to you as a teacher?
8.	How did the implementation of classroom management strategies that were taught throughout the teacher induction process influence student behavior in your classroom?

Appendix B

Conditions Observation

Date: _____ Teacher: _____

Subject: (Circle 1) Math ELA Science Social Studies Elective

Period: (Circle 1) 1 2 3 4 5 6 7

Observer: Emilean Clemons Time In: _____ Time Out: _____

1.	<p>The classroom is welcoming and inviting.</p> <p>Evidence:</p>	<input type="checkbox"/> Strongly Disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Agree <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Not Observed
2.	<p>Classroom rules and procedures for managing the classroom are in place and operating efficiently.</p> <p>Evidence:</p>	<input type="checkbox"/> Strongly Disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Agree <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Not Observed
3.	<p>There is a climate of openness, respect and rapport in the classroom.</p> <p>Evidence:</p>	<input type="checkbox"/> Strongly Disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Agree <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Not Observed
4.	<p>Classroom interactions exhibit sensitivity, responsiveness, regard, and consideration between the teacher and students.</p> <p>Evidence:</p>	<input type="checkbox"/> Strongly Disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Agree <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Not Observed
5.	<p>Interactions among students are characteristically considerate.</p> <p>Evidence:</p>	<input type="checkbox"/> Strongly Disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Agree <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Not Observed
6..	<p>Behavioral expectations and problem-solving strategies are clearly defined.</p> <p>Evidence:</p>	<input type="checkbox"/> Strongly Disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Agree <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Not Observed
7.	<p>Monitoring of student behavior is consistent and preventative.</p>	<input type="checkbox"/> Strongly Disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Agree

	Evidence:	<input type="checkbox"/> Strongly Agree <input type="checkbox"/> Not Observed
8.	Positive behavior is pervasively encouraged and reinforced. Evidence:	<input type="checkbox"/> Strongly Disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Agree <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Not Observed
9.	Classroom interactions are characterized by on-task student behavior. Evidence:	<input type="checkbox"/> Strongly Disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Agree <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Not Observed
10.	Responses to student misbehaviors are appropriate and subtle. Evidence:	<input type="checkbox"/> Strongly Disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Agree <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Not Observed
11.	Students who are off task are redirected by the teacher. Evidence:	<input type="checkbox"/> Strongly Disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Agree <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Not Observed
12.	Physical space is organized in a purposeful, flexible manner to maximize the learning process by accommodating a variety of learning experiences. Evidence:	<input type="checkbox"/> Strongly Disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Agree <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Not Observed
13.	Effective behavioral strategies are incorporated into classroom instruction. Evidence:	<input type="checkbox"/> Strongly Disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Agree <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Not Observed

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Appendix C

ADULT CONSENT FORM

SOUTHEASTERN UNIVERSITY

PROJECT TITLE: THE RELATIONSHIP OF TEACHER INDUCTION TO CLASSROOM MANAGEMENT

INVESTIGATORS: Emilean Clemons

PURPOSE: The purpose of this qualitative study is to gain a deeper understanding of the perceptions of beginning teachers in relation to their participation in teacher induction processes specific to classroom management.

PROCEDURES: The study will focus on teachers participating in teacher induction processes at two high schools within the same school district. The researcher will choose a diverse group of participants who, through interviews and observations, will provide feedback regarding perceptions of elements of classroom management and support to include within induction processes, whether the implementation of classroom management strategies learned within the induction program influence student behavior, and the consistency of teacher induction programs in providing classroom management training and support across schools within the district.

RISKS OF PARTICIPATION: There are no known risks associated with the study of teacher induction practices. Participants will be fully informed and can opt out of participation at any time.

BENEFITS OF PARTICIPATION: Participants will have the opportunity to engage in teacher induction support sessions, receive support in areas of challenge specific to classroom management and collaborate with colleagues. Upon completion, copies of results will be sent to participants if requested.

CONFIDENTIALITY: The records of the study will be kept private. Any written results will discuss group findings and will not include identification information. Research records will be stored on a password protected computer in a locked office and only researchers and individuals responsible for research oversight will have access to the records. Upon compilation of the data, all records will be shredded. Participants will not be identified by name.

CONTACTS: The researcher may be contacted should the participant desire to discuss the study and/or request information about the results of the study: Emilean Clemons, emilean.clemons@polk-fl.net, 863/534-7400.

PARTICIPANT RIGHTS: I understand that my participation is voluntary, that there is no penalty for refusal to participate, and that I am free to withdraw my consent and participation in this project at any time, without penalty.

CONSENT DOCUMENTATION: I have been fully informed about the procedures listed here. I am aware of what I will be asked to do and of the benefits of my participation. I also understand the following statements. I affirm that I am 18 years of age or older.

I have read and fully understand this consent form. I sign it freely and voluntarily. A copy of this form will be given to me. I hereby give permission for my participation in this study.

Signature of Participant

Date

I certify that I have personally explained this document before requesting that the participant sign it.

Signature of Researcher

Date