

COMMON ATTRIBUTES AMONG HIGHLY EFFECTIVE MIDDLE SCHOOL TEACHERS

by

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Liberty University

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

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ABSTRACT

Effective classroom management and delivery of quality classroom instruction is a complex task that every teacher has to face. It is not enough to have well thought out, planned lessons. To be a highly effective teacher, an educator must inspire, motivate and captivate their students all while delivering quality information and rigorous assignments that equip students with the skills and abilities needed in the twenty-first century. At the heart of student achievement is effective teaching. A teacher's effectiveness has been traditionally measured by the level of classroom control, delivery of quality instruction, and student achievement scores. Classroom management has consistently been the focus of research in the area of an effective teacher for many years. Research has concluded that classroom management is the main element of the overall classroom environment as it influences the level of student engagement, the rate of behavioral disruptions which, in turn, affects the quality of student learning and achievement. With all of the research on educational practices, and issues that impact student engagement, research does not clearly identify a particular attribute that effective middle school teachers actually possess. The goal is being able to identify exactly what makes a teacher exceptional at what he or she does in order to train other teachers to do the same. Some researchers pursue personal beliefs, attitudes, and behaviors while others tend to focus on instructional skills, education, and strategy approach. The Behavior and Instructional Management Scale (BIMS) measures beliefs related to classroom management regarding interventionists or behavior focused management, and non-interventionists or instructional management. This scale measures the approaches teachers take with students based on their personal beliefs about child development. Teacher certification and years of experience are also factors that impact a teacher's abilities and

need to be studied. The findings of this research revealed that there is no significant differences between highly effective and proficient teachers and classroom management style as determined by the Behavioral and Instructional Management Scale (BIMS).

Keywords: instructional strategy, classroom management, teacher effectiveness, student achievement, alternative certification, teacher certification, teacher preparation, teacher efficacy

DEDICATION

The doctoral journey has been one of the most challenging times in my life. I dedicate this dissertation to my father Frederick Paul DeJean. He has been my mentor, advisor, encourager, and sounding board. He encouraged me to begin my educational journey as soon as I graduated high school. He said education is a gift that no one can take from you, it is a discriminator in the workplace and a staple in society. He is a driving force in my life and doesn't accept mediocracy. He taught me that if you are going to do something, do it right, do it to the best of your ability and you don't quit until it's done. Thank you, Dad, for being there for me and not letting me give up. Thank you also to my mother Gwendolyn DeJean for assuring me that regardless of the outcome, they are still proud of my accomplishments.

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I would like to thank my family. My children Ryan, Gwendolyn, Branden and Clayton, who, over the years, often had to be quiet or turn off their games and Wi-Fi so that I could work on my classes. They have been patient, understanding, loving and kind throughout the whole process. They frequently ask about my progress and show interest even though I know they didn’t quit understand what I was doing. It is all worth it to be an example to them of the result of dedication, hard work and sometime sacrifice. My husband Anthony, who met and married me in the midst of the research madness! He has been patient with me, encouraging, and gave me the words, “I am proud of you!” It is amazing how those words can make you feel!

I would also like to thank my friends, Dr. Tracy Kozielski, Dr. Ashley Robinson, Jessica Hernandez and Connect Church. Without these people cheering me on, letting me use their internet, and helping me with their statistical knowledge, I would not have finished.

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List of Abbreviations

BIMS: Behavioral Instructional Management Systems

CMS: Classroom Management Systems

NCLB: No Child Left Behind

ATP: Alternative Teach Program

NTP: National Teach Program

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CHAPTER ONE: INTRODUCTION

Overview

If asked to recall a teacher that left a mark on your educational journey, you are more than likely going to remember a teacher who stood out from the rest for various reasons. He or she was probably amazing or terrible and that is why they are etched in your memory. Amazing teachers generally have highly effective classroom skills that set them apart from other teachers. Effective classroom management and delivery of quality classroom instruction are not easy, yet some teachers have a gift for running a successful classroom. At the heart of student achievement is an effective teacher. The mystery remains as to how a highly effective middle school teacher actually accomplishes this. Teacher effectiveness has been traditionally measured by the level of classroom control, delivery of quality instruction, and student achievement scores. That is not an easy task and is also the method used to evaluate the effectiveness of a teacher. There are many other facets to a classroom, routines, procedures, classroom environment, student/teacher interactions, behavior modifications, and communication to list a few. Classroom management has been the focus of research in the area of an effective teacher for many years. It has been customary to interpret classroom management as an emphasis on rules and discipline while a more modern translation would encompass everything that a teacher does to facilitate or improve student learning. The teacher is the main factor that contributes to the entire classroom environment and learning atmosphere. This research seeks to find common attributes of highly effective middle school teachers that can be incorporated into professional development courses and teacher training activities.

Background

To assess an effective teacher, you have to examine all aspects of a teacher's preparedness. Those aspects would be teacher education, training, certification, years' experience, and classroom management. There are two routes a person can take to get certified to teach middle school. One way is to attain an undergraduate degree in education and then get certified by the state. Another way is to utilize a non-educational undergraduate degree and participate in an Alternative Teach Program (ATP) and receive alternative teacher certification by the state. Once in the classroom, real life experiences shape a teachers' attitude and beliefs and in turn shape their way of managing their classroom. Effective classroom management and teaching strategies have been the topic of research for decades. The goal is being able to identify exactly what makes a teacher exceptional at what he or she does in order to pass that along to novice educators. Some researchers pursue personal beliefs, attitudes, and behaviors while others tend to focus on instructional skills, educational background, certification and strategy approach. Either way you look at it, some teachers have it and some teachers don't!

Every year teachers are given a rating ranging from highly effective, proficient, to developing, or ineffective. Factors that are used to determine this rating are student test scores, observations, and classroom management strategies (CMS). Classroom management can be tricky, especially with inclusive classroom settings. CMS are taught in teacher education courses, but often change over time and through experience. Either way it has been a vital part of educational psychology for several years. Research findings are often used to identify and implement best practices into parts of teacher assessment and evaluation. Inclusive classrooms can consist of adolescence with a wide range of academic skills levels from very low to very high. Classroom management represents an important aspect of the teacher's educational

knowledge and is often found as a module of classifications and narratives of core knowledge for educators (Emmer & Stough, 2010). While trying to teach to every child's needs there are key factors, that play a role in the academic achievement and students' self-efficacy. They are: student engagement, behavior, rigorous instruction and teacher self-efficacy. These key factors are among the most common factors used in research. These factors are often developed and studied as part of teacher's educational background. It is a known fact that student success and self-efficacy are not fostered in a poorly managed classroom and emphasis usually falls into this category. A classroom atmosphere can influence learning and student motivation by limiting unacceptable behaviors and creating a safe positive atmosphere through student conduct and well-planned lessons.

Highly effective teachers establish a positive atmosphere building on teacher and student relationships and/or well-planned academic lessons. Is this learned in traditional undergraduate education or over time through real life experiences? Evertson and Weinstein's (2006) definition of classroom management is built on actions teachers take to create an environment that is encouraging and motivational for the academic and social-emotional learning of students (Korpershoek, Harms, Boer, Kuijk, & Doolaard, 2016). Effective teaching is almost always straightforwardly related to student learning and academic success (Sakiz, 2016). According to research by authors Chakraborty and Biswas, when individuals feel inspired to work, they become creative, determined and productive (Chakraborty & Biswas, 2019). It's a ripple effect of happy teachers, motivated teachers, with an end result of happy students, motivated students.

Effective instructional strategy has also been a fundamental part of educational psychology for a number of years. Instructional strategies encompass daily routines, procedures, well planned activities and instructional engagement. Studies have been conducted to link

developmental stages to education and cognitive development to classroom instructional management practices. Research findings have been used to identify and implement best practices into parts of teacher assessment and evaluation. These practices are often addressed in professional development activities for educators as well. Each year revisions are made, new trends explored, and modifications made in effort to improve academic experience and instruction for students.

Children have a predisposition to respond to the world around them, and they gather information from what they see, hear, taste, and touch, as well as what they read. “Children develop much like a scientist. They develop a repertoire of specific reading and writing process skills that allow them to observe and react to what they absorb through their senses in the environment surrounding them (DeRosa & Abruscato, 2015, p. 112). Research suggests that nurturing students’ scientific questioning skills needs to be improved because the impact of science and technology significantly affects multiple areas of everyday lives (Hung, Gwo-Jen, Yueh-Hsun, Tsung-Hsun, & Bahtijar, 2014). For many years, behavioral psychologist has been huge advocates of the reconstruction of the classroom environments. According to behavioral psychologist, traditional education practices tend to use harsh forms of control, extra work, forced work and limited privileges. Behaviorist suggest that using positive reinforcement for desired behavior produces an effective learning environment. William Skinner was a huge advocate for maintaining a rewarding atmosphere. He believed that students should have small attainable goals that could be met easily and should be rewarded frequently. Having short term goals or daily goals for students is more rewarding and attainable. Teachers who have been in the field of education for many years know and implement best practices, by utilizing their own student’s success results.

Aside from learned behavior, psychologists also investigate child development stages and the role it plays in the learning process. Discovery based learning is a development that came from understanding child growth stage development. It includes hands on activities and experiments to reinforce multiple subjects including math, reading and language arts; it also covers multiple learning styles and crosses cultural barriers as students and teachers work collaboratively to complete a task or gather information. The inquiry process gives students the opportunity to explore, explain and elaborate on potential results of a concept and its findings. Developing adequate reasoning skills during adolescence can have a profound effect on how the child progresses throughout the rest of their educational journey. “Research in cognitive neuroscience has identified adolescence as a pivotal developmental stage and critical thinking skills in terms of both cognitive expansion and brain remodeling” (Lyon, G.R.pg1). Educators that grasp the psychological and cognitive development of students understand the need to incorporate discovery and inquiry into the classroom. An effective teacher must look ahead and use curriculum planning to allow the time for these skills to develop. Educators should have a plan in place that facilitates a learning environment and evokes students to use these critical skills.

Middle school educators must also take into consideration hormonal, physical and emotional changes in adolescent students. Middle school teachers are confronted by behavior concerns daily. Understanding the reasons for misbehavior will allow them to develop better instructional or behavioral strategies within the classroom for managing behavior. Understanding the changes that adolescence go through can also play a role in managing the classroom. “Physical and hormonal changes brought on by puberty are also drastic for both males and females as they watch their bodies become unfamiliar and struggle to control their emotions”

(Obenchain & Taylor, 2010, p. 8). At this stage, students tend to withdraw from adult relationships and cling to peers. This is recognized as an element of adolescent development; however, many middle school teachers receive no specific training in this area of development (Obenchain, 2010). Having knowledge of ways to encourage appropriate student behaviors are highly valued by teachers. Katherine T. Bucher and M. Lee Manning examined the work of several theorists who laid some of the classroom management groundwork. Research findings support the development of advanced reasoning and higher-order thinking skills in adolescence and throughout adulthood as it is beneficial to low socioeconomic families and communities.

Classroom management and effective teaching also characterizes a significant part of the teacher's educational knowledge and is often found as a factor of taxonomies and explanations of core knowledge for educators (Emmer & Stough, 2010, p. 103). There are many factors that play a role in the academic achievement and students' self-efficacy: student engagement, behavior, rigorous instruction and teacher self-efficacy are among the most common factors researched. Effective teaching knowledge and strategies are vital to students' probability of success and self-efficacy. Well managed classroom establishes a positive atmosphere encompassing effective teacher and student relationships. "Evertson and Weinstein (2006) referred in their definition of classroom management to the actions teachers take to create a supportive environment for the academic and social-emotional learning of students" (Korpershoek, Harms, Boer, Kuijk, & Doolaard, 2016, p. 644).

Middle schools were created about 50 years ago when educational leaders realized the unique developmental growth stage of adolescence. This movement became one of the most significant changes to education in the 20th century. With the creation of middle school came the demand for teacher programs and certifications that prepared educators to teach in the middle

school. Teachers had to have an in-depth understanding of the adolescent stage of development. Based on their experience with junior high school, the founders of the middle school movement (e.g., Alexander, Loundsbury, Eichorn, Doda, McEwin) expressed the need of specialized middle level teacher education and preparation (Faulkner et al., 2017, p. 9). Teachers should understand that knowledge about developmental growth stages is pivotal when dealing with students especially adolescents. This knowledge is part of becoming a highly effective teacher. A firm foundational knowledge base of child development has been a critical part of specialized ideal level teacher preparation because the planners of middle school realized the important connection between young adolescent development and effective teaching and learning practices (Faulkner et al., 2017, p. 9).

In the 1990's a shift came, and the focus of educational programs began to look towards content standards and state testing. This also brought about No Child Left Behind (NCLB) laws which mandated mathematics and reading testing yearly for grades 3-8. At this point, middle school teacher training also made a shift to subject matter qualifications. This changed the course for teacher training and qualifications for teaching middle school. Knowledge of adolescence and developmental, emotional growth stages switched to subject matter competency for a label of highly qualified. The No Child Left Behind, NCLB, movement marks a culture change for schools, and that being high-stakes accountability rather than meeting the distinctive developmental needs of adolescents. This movement also changed the course of teacher education courses and preparation. For many years' advocates for the middle school movement worked to have middle grade schools, middle grade teacher specific licensure, and specialized middle school teacher preparation and certification which had a focal point on managing the classroom from a developmental stage mindset. "Of the 1,324 programs offering teaching

preparation, about 25% have specialized middle level program and an additional 25% offer some type of course or experience connected to middle grades. But slightly more than half of the institutions had no specialized middle level preparation” (Faulkner et al., 2017, p. 11). What are the attributes that make a highly effective middle school teacher, and how do they develop these attributes?

Teachers who focus on creating positive learning environments through behavioral management often develop plans for behavioral interventions. “The efficiency of behavior refers to the combined effects of the physical effort required for a person to perform the behavior, the number of times the person must perform the behavior before he is reinforced (schedule of reinforcement), and the time delay between the first behavior and reinforcement” (O’Neill et al., 2015, p. 77). Teachers who use behavior plans often have very rigid, quiet classrooms where working is controlled and routine. This can be great for some students, but not all students have the ability to thrive in this type of atmosphere. There are many forms of classroom management meanings and a vast variety of strategies. Highly effective teachers seem to have some attribute that allows every aspect of classroom environment/ management to fall into place. Not all veteran teachers possess this quality, not all novice teachers possess this quality. It is not necessarily the number of years’ experience that determines the effectiveness of a teacher, or the degree or qualifications that a teacher possesses that determines highly effectiveness in the classroom.

There are certain attributes among highly effective teachers that need to be identified in order to better equip teacher education and preparation programs. Mixed findings throughout literature point to a range of classroom management beliefs, actions, and connections between beliefs and actions, providing some evidence that certain beliefs and actions impact student

achievement (Kwok, 2017, p. 356). According to the National Center for Educational Statistics in the 2017-2018 school year, 18% of teachers entered the classroom on alternative certifications. Highly effective teachers exhibit a common set of attributes that are present in the art of classroom management that is typically learned in a teacher's education. The result is academic achievement of the students being taught. Foundational principles form a basis for common attributes and practices. They are objective unlike values which are subjective. The individual teacher does not control the classroom outcomes, the factors associated with the classroom environment do. Understanding what common attributes that highly effective teachers possess is essential in training teachers to be effective in the classroom. With this knowledge teacher educators can better develop programs for teacher training and in-service training at their schools. Highly qualified does not always translate to highly effective. This research seeks to find what attributes make a teacher highly effective in the classroom and use that knowledge to enhance teaching and learning programs.

Problem Statement

Most often in research teacher effectiveness is often linked to classroom management and student achievement. However, there is more to an effective teacher than classroom management. Some veteran teachers do not rate effective while some novice teachers do. At the heart of student achievement, you will find an effective teacher. There is a lack of research that determines what highly effective teachers actually believe and practice in addition to classroom management skills. There is also an alternative certification option for school systems to be able to fill positions where non-educational degree holders can attain certification through alternative teach programs (ATP). Teacher's effectiveness has been traditionally measured by the level of classroom control and delivery of quality instruction while keeping students engaged. B.F.

Skinner, whose work is inspired by Pavlov, is the forerunner in this type of research. In the 1950's his research suggested that behavior changes as a result of responses to events, stimuli or environment. Many researchers still today rely on his findings and base their studies around the basic assumption that behavior can be modified by environmental influence. Teachers create the environments in their classroom through their core beliefs about classroom management and student engagement strategies. These beliefs and strategies are often developed through experience and education. What attributes shape a teacher into a highly effective teacher? Are those attributes common among all highly effective teachers?

Purpose Statement

The purpose of this study will be to identify common attributes among highly effective middle school teachers. There is a large scale of research that revolves around discipline, but regarding a broader yet integral part of education, classroom management, there is not a lot in comparison. Research will be conducted using Pearson r test to determine if highly effective middle school teachers possess a common attribute in core belief system about classroom management, years' experience or type of certification. For the core belief system as measured by the BIMS, the independent variable will be the rating effectiveness of the teacher. The dependent variable is the belief or attribute they possess as measured by the survey instrument: Behavior and Instructional Management Scale (BIMS). Highly effective teachers are able to incorporate positive relationships, curriculum planning, behavior management and classroom environments that surpass the average teacher. This research studies the beliefs on classroom control to find what element they have in common that allows for everything else to fall into place. A short questionnaire will be used to collect demographic data that will self-identify commonalities in teacher rating, types of certification, years' experience, professional

development in classroom management, and education level of these highly effective teachers. These answers along with the questionnaire results will be organized and input into Excel and then later put into SPSS for analysis.

Significance of the Study

The significance of this study is to determine whether highly effective teachers have common attributes. The specific attributes in this study are a core belief system about classroom management, educational background, or teaching experience that exists among highly effective middle school teachers. The objective is to identify if a core belief system about classroom management, exists among highly effective middle school teachers. This will be tested using factor analysis to measure the relationship of common beliefs as determined by the Behavior and Instructional Management Scale, among highly effective teachers. A survey at the beginning of the questionnaire will be used to identify those teachers who received a rating of highly effective.

Research Question(s)

RQ1: Is there a difference in core belief systems in classroom management among teachers who are identified as highly effective or proficient middle school teachers as shown by Behavior Management scores from the Behavior Management and Instructional Management Scale (BIMS)?

RQ2: Is there a difference in core belief system in classroom management among teachers who are identified as highly effective or proficient middle school teachers as shown by Instructional Management scores from the Behavior Management and Instructional Management Scale (BIMS)?

Definitions

1. *Attitude* – A measure of an individual’s viewpoint on disposition toward a particular person, thing or idea (Gall, Gall, & Borg, 2007, p. 633)
2. *Attributes*- A teacher’s competence, personality traits, attitude, and experience (Gaiziuniene, 2019, p. 2878)
3. *Bias* – A set to perceive events or other phenomena in such a way that certain facts are habitually overlooked, distorted, or falsified (Gall et al., 2007, p. 633)
4. *Classroom management*- represents a significant aspect of the teacher’s pedagogical knowledge and is often found as a component of taxonomies and descriptions of core knowledge for educators (Emmer & Stough, 2010, p. 103)
5. *Effective teacher*- A teacher that seeks make a pedagogical partnership together with students to create a favorable educational environment (Gaiziuniene, 2019, p. 2877)
6. *Theory*- personal view (Gaiziuniene, 2019, p. 2877)
7. *Gist-reasoning*-a form of developmentally advanced reasoning that is pivotal to new learning (Lyon, G.R., 2010, p.2)

CHAPTER TWO: LITERATURE REVIEW

Overview

What exactly is a highly effective middle school teacher? Does this occur over time or is it learned through teacher education and training? Educators across the world aim at providing students with quality education and training. Schools dedicate faculty development time each year to train educators in instructional, behavioral and classroom management skills. There are also alternative programs that allow non-education degree to be certified to teach. Each year the goal is aimed at academic improvement and overall school ratings. There is an urgent need for the preparation of a new breed of professional highly effective teachers. Teachers who have a passion for student learning and a clear vision of the purpose of education. Teacher effectiveness and student achievement are a vital part of successful schooling and a vital part of future employment. Education plays an important role in teacher preparedness and in influencing the world of tomorrow, and in turn is influenced by current and future economic, political, social, demographic and technological forces (Parkay, Anctil, & Hass, 2014). Education is constantly changing to fit the needs of the world of tomorrow. These trends are often seen in continuous training in the area of technology to keep up with the changing times. It revolves like a sphere of impact.

The field of education encompasses many ages, grade levels and a diverse student/teacher population. One of the most challenging areas in education is middle school students. Knowing how to engage and instruct adolescent students is crucial for academic adjustment and success. Since the early 1900's philosophers started a movement toward school reform. These philosophers brought light to human behavior and its relation to teaching and learning processes. Adolescence is a transitional period of time in a student's life where the young person transitions

from child to adult. Adolescence is a period in a child's life when they are processing and identifying themselves apart from different realities such as family, friends and the world around them. This search for brings forward new fears and insecurities that can have either a positive or negative effect on their academics. Knowledge of this stage of development is detrimental to academic success in the classroom. Student engagement is described as a multifaceted construct assessed by asking the student about what they do, think and feel in relation to academic tasks (McKellar, Sarah E., Cortina Kai S. and Ryan, Allison M, 2020). One common goal of educational research is student success and achievement. At the heart of student achievement and success is the quality found in a highly effective teachers and their strategies in the classroom. Middle school educators that are recalled with clarity and affection, years after their classroom door has closed, possess a particular temperament or passion and personal educational philosophy that speaks to an enigmatic talent that not every teacher possess. Generally, these teachers stood out for a reason, they have made significant impact on the child's life.

Teacher success has been traditionally measured by the level of classroom control, delivery of quality instruction, and student achievement scores. That is not an easy undertaking with adolescent learners and is also the method used to evaluate the overall effectiveness of a teacher. At the center of most research in effective teaching you will find that classroom management has been the focus for many years. You cannot negate that some of this is learned by time spent in the classroom. However, it has been customary to interpret classroom management as an emphasis on rules and discipline while a more modern translation would encompass everything that a teacher does to facilitate or improve student learning. To achieve such a rating in middle school education, a teacher must have a clear understanding of the hormonal and emotional changes that the students are going through. Evertson and Weinstien

(2006) define classroom management as “actions teachers take to create a supportive environment for the academic and social-emotional learning of students” (Korpershoek et al., 2016, p. 644). Early philosophers such as Maria Montessori, Lev Vygotsky and Allen Bloom believed that education could be adequately understood and put into perspective of human nature and practices.

Education is changing rapidly’ and teachers must possess a collection of knowledge and skills that are more diverse, complex and integrated than ever before. According to Emmer & Stough (2010) classroom management systems, CMS, incorporate both creating and preserving order in the classroom, planning effective instruction, dealing with students as a whole unit while giving attention to the needs of individual students, and successfully handling the discipline and modification of individual students. Instructional and classroom management strategies that were once successful may not be as effective for this generation of students. For example, corporal punishment was a valued part of the educational discipline practices of many schools during the 19th and 20th centuries. This CSM was widely accepted for maintaining discipline in the classroom but is rarely practiced today. In the article, *Classroom Management: A critical Part of Educational Psychology, With Implications for Teacher Education*, authors Edmund Emmer and Laura Stough research classroom management with emphasis on the psychological implications for teacher education and dive back into the roots established by our early thinkers.

The Behavior and Instructional Management Scale (BIMS) is an instrument that was developed to identify core belief systems among teachers. This instrument is a multi-faceted construct that includes two independent constructs: behavior management and instructional management (Martin and Sass, 2010, pg.1126). Behavior management revolves around good behaviors as well as misbehaviors and how the teacher manages them. This includes the creation

of rules, rewards, and opportunity or desired response. Instructional management includes academic goals and methods of delivering instruction such as seatwork, lecture and student practice. This construct determines if the teacher's core belief in the manner in which they approach academic tasks. The way in which an educator approaches instructional tasks contributes to the overall classroom atmosphere and management system.

Other factors that can be addressed and used as sub-categories are teacher effectiveness rating, age, type of certification, and years of experience. The teacher is the main factor that contributes to the entire classroom environment and learning atmosphere. The ability to establish an effective classroom environment is a quality that teachers need to acquire in order to maintain and engage students in the classroom. Engaging students while teaching and establishing order in the classroom is classroom management and, suggests a wide variety of skills and techniques that teachers use to keep students structured, organized, focused, concentrating, on task, and academically successful during a class ("Classroom management," 2014). Motivation and engagement have a corresponding connection as they both impact and are impacted by a students' experience (Afflerbach, Harrison & Alvermann, 2017, p. 217) Due to the corresponding aspects of both motivation and engagement, it is imperative that teachers incorporate both.

Differentiation is also a component of classroom management that helps to keep all students focused and engaged. Teachers must be willing to adapt and change a lesson so that it is suited for the type of learners present in the classroom. In order for learning to be effective, it has to be retained and able to be retrieved and utilized in future situations. In Brown's book *Make it Stick*, he mentions tailoring the tips and strategies to meet the needs, goals and circumstances of the learner. Effective teachers keep in mind how different each individual is and how they might

reach that student in a way that shifts their learning and retention from short-term to long-term memory. Connecting outcomes to real life and giving it meaning to them. One thing that Kliebard mentions in the article, *The Tyler Rationale*, is that “education is a process of changing behavior patterns of people” (Kliebard, 1970). An effective teacher learns these behavior patterns and is able to adjust to the needs of the learner. Understanding the research on motivation and its relationship to student academic needs allows teachers to administer instruction that results in almost all students obtaining feelings of value within the school setting (Jones & Jones, 2016, p. 221). Finding ways to keep students actively engaged in the learning process and motivated to learn is something that each teacher faces.

Managing a classroom also embodies a significant characteristic of the teacher's pedagogical knowledge and is often found as a component of categorization and description of core knowledge for educators (Emmer & Stough, 2010). Due to the direct impact on teacher's income and school funding, it is imperative that teachers have a strong understanding of managing a classroom and student engagement strategies to create instructional atmospheres in their classrooms and therefore influencing student achievement. Research shows that school climate has been related to academic achievement and student success in multiple studies throughout elementary, middle school and high school settings. However, being a veteran teacher doesn't necessarily equate to rating a highly effective teacher status, just as a novice teacher isn't necessarily incapable of a highly effective rating.

As the pressure on school performance rises so does the importance of classroom management and teacher effectiveness. Classroom management has been linked with effective teaching for many years and has been a vital part of educational psychology for a number of years. Research findings have been used to identify and implement best practices into parts of

teacher assessment and evaluation. Educators and researchers are continually evaluating teacher effectiveness and ways to improve teacher and school performance. Classroom management also represents a significant aspect of the teacher's educational knowledge and is often found as a part of classifications and descriptions of basic knowledge for educators (Emmer & Stough, 2010, p. 103). Classroom management is often hailed as the indicator of teacher effectiveness, because research shows student success and self-efficacy is not fostered in a poorly managed classroom. A classroom atmosphere can influence learning and student motivation by limiting unacceptable behaviors and creating a safe positive atmosphere through student conduct. Helping students to gain and master basic knowledge, problem-solving skills and in-depth inquiry is gaining more importance, as it helps to develop higher-level thinking skills (Scardamalia & Bereiter, 2014; Scardamalia & Bereiter, 2016). A well-managed classroom establishes a positive atmosphere surrounding effective teacher and student relationships. "Evertson and Weinstein (2006) referred in their definition of classroom management to the actions teachers take to create a supportive environment for the academic and social-emotional learning of students" (Korpershoek, Harms, Boer, Kuijk, & Doolaard, 2016, p. 644).

The developmental growth stages of adolescence, and the important role they play in the classroom is what prompted the creation of middle schools about 50 years ago. Educational leaders realized the unique developmental growth stage of adolescence and the need for middle schools. This movement became one of the most significant changes to education in the 20th century. With the creation of middle school came the demand for teacher programs and certifications that prepared educators to teach in the middle school. Teachers had to have an in-depth understanding of the adolescent stage of development. "Based on their experience with junior high school, the founders of the middle school movement (e.g., Alexander, Loundsbury,

Eichorn, Doda, McEwin) expressed the necessity of specialized middle level teacher preparation” (Faulkner et al., 2017, p. 9). Teachers should understand that knowledge about developmental growth stages is pivotal when dealing with students, especially adolescents. This knowledge is part of becoming an effective teacher. “A firm foundational knowledge of development has been a critical element of specialized ideal level teacher preparation because the architects of middle school realized the important link between young adolescent development and effective teaching and student learning” (2017, p. 9).

In the 1990’s a shift came, and the focus of educational programs went to content standards and state testing. This also brought about No Child Left Behind (NCLB) laws which mandated mathematics and reading testing yearly for grades 3-8. At this point, middle school teacher training also made a shift to subject matter qualifications. This changed the course for teacher training and qualifications for teaching middle school. Knowledge of adolescence and developmental, emotional growth stages switched to subject matter competency for a label of highly qualified. The NCLB movement marks a culture change for schools, and that being high-stakes accountability rather than meeting the distinctive developmental needs of adolescents. This movement also changed the course of teacher education courses and preparation. For many years’ advocates for the middle school movement worked to have middle grade schools, middle grade teacher specific licensure, and specialized middle school teacher preparation and certification which had a focal point on managing the classroom from a developmental stage mindset. “Of the 1,324 programs offering teaching preparation, about 25% have specialized middle level program and an additional 25% offer some type of course or experience connected to middle grades. But slightly more than half of the institutions had no specialized middle level preparation” (Faulkner et al., 2017, p. 11). What are the attributes that make a highly effective

middle school teacher, and how do they develop these attributes? While most research aims to identify preconceptions of classroom management in general. This study will aim at identifying commonalities in classroom management and common beliefs among highly effective middle school teachers.

Theoretical Framework

Middle school students are at an awkward developmental stage of life. Early philosophers such as John Dewey, B.F. Skinner, William Glasser, Jacob Kounin, and Allen Bloom believed that education could be adequately understood and put into perspective of human nature and practices. These forward thinkers studied and developed philosophies of education through extensive studies on how people grow and learn. Their findings have been published, studied and used as the basis for seeking knowledge about human psychology, development and education.

John Dewey believed that at the end of education was growth within a society. He believed that school was the beginning that formed community life in which the student would later bring his/her knowledge to use in a society. His progressive strategies promoted both freedom and responsibility for students as he believed both were vital components of democratic community living (Sadovnik, Semel, et. Al, 2017). Dewey was known to reject the idea that teaching was basically a teacher dictating to the student. He believed that teaching should blend children's natural curiosity with adult world understanding. Dewey's vision of education revolved around harnessing student curiosity to drive learning. His progressive views on the educational practices strayed from rules and regulation. His and other progressive's beliefs about schools evolving over time were considered controversial. Many people believed that this type of environment does not work for lower socioeconomic communities. That these communities were better served by structure and directed instruction. Developing educational

practices for adolescence continues to evolve and change. Schools still use Deweyan progressive practices to address diverse student bodies.

Deborah Meier was a leading practitioner of the progressive reform in schools. She believed that education is a cooperative investment of teachers, parents, students and their communities. She is the founder of the “small schools” movement which is the vision behind cooperative investment. Meier reputation is that of an innovator. She forged collaborations between educators and communities which in turn changed the low-income community schools into high achieving schools despite known discriminators such as race and poverty level. Her schools were known as some of the most successful schools in the nation. In the mid 1990’s Meier wrote *The Power of Their Ideas: Lessons for America from a Small School in Harlem*. In this article Meier is very outspoken on standardized testing and Presidents George W. Bush’s No Child Left Behind policies. She surmised that many children were being left behind and that the No Child Left Behind movement is damaging our children and our schools.

Perhaps most notable forerunner in educational research is B.F. Skinner, who turned to the study of psychology of behaviorism after the influence of by John B. Watson’s and Pavlov’s theories on behaviorism. Watson believed that the study of psychology was the science behind behavior. Watson was a firm believer in behavior as a response to stimuli. Skinner devoted many years to the research of behavioral psychology. His work introduced concepts that were used to improve educational strategies that later became notable for academic improvement. He studied how organisms respond to their environments and interactions with the environment. Skinner was also inspired by the work of Pavlov. He based his own research on the idea that learning behavior is a function that can change in response to one's environment. "According to Skinner, changes in behavior are the results of individuals' responses to events, or stimuli, that occur in

their environment" (Lynch, 2016, para. 3). He began publishing his ideas on education in the 1950's and continued his work for years. Skinner found that the rate of response was sensitive to a variety of experimental manipulations. He learned that under certain circumstances effected operant learning including punishment, discrimination and generalization. He studied these effects on the behavior of individual subjects. The results of these experiments have been replicated many times with diverse species and under a wide variety of circumstances. The facts gathered operant learning research led to his theory known as operant conditioning. Operant conditioning is the belief that a person's behavior is determined by experiencing either positive or negative consequences. "Skinner wanted a method for studying the relationship between operant and reinforcer that would give him information as precise as that obtained by Pavlov, whose studies in classical conditioning he admired" (Day, 2016, p. 39). Educational psychologists are continually trying to identify and refine best practices or strategies in classroom management as it is directly related to student achievement. Skinner believed that teaching and learning practices would be improved by significant environmental changes implemented by the teacher.

The theoretical contributions of B.F. Skinner have had great relevance when it comes to middle school teachers and classroom management. Ultimately, every teacher has an individualized philosophy on education. According to George R. Knight philosophy of education has three elements: activity, attitude, and body of content (Knight, 2006). There is a direct relationship between a teacher's basic beliefs and how they perceive educational components. These beliefs include but are not limited to role of the teacher, curricular emphasis, instructional methods, and the overall social function of the school. (2006) Understanding middle school psychology can help educators develop a systematic approach to classroom environment and

student teacher relationship within the classroom. Skinner never hesitated to push the boundaries and expand the application of his discoveries to education. His contributions to the progressive movement pushed the advancement of basic science, philosophy and technology in public schools.

William Glasser began writing and lecturing in the 1960's. He sought to unravel the mystery of mental health. He based his work on making effective choices. Glasser had a psychiatric practice in mental health I a correctional institution. This practice, being in a correctional institution caused Glasser to look more closely at behavior and behavioral support. His work was inspired by William Power's "Control Theory", in which Power's explains control by use of power. Glasser didn't agree with this theory and focused on human choice as a result of behavior regarding the innate needs of a human being. For instance, human wants verse human needs. Human wants motivate behavior by acquiring the want by meeting the need. In other words, people make choices that depend on current desires that they want fulfilled. His research has been validated through current neuroscience research and his theories are still impacting education today.

Research has shown that behavior is often influenced by environment and other influences within that environment. A school and even classroom is considered an environment which evokes certain behaviors. The behavior of both the students and teachers are influenced by the settings in which they take place. A gymnasium set up for games and pep rallies promote loud and exciting behaviors, where that same gymnasium set up for a lecture or graduation would promote a quieter more reserved behavior. Jacob Kounin believed that there are secondary consequences of different settings. One of his studies found that different settings promoted different kinds of social interactions. He also found that the different settings also impacted the

quality of social interaction. Conflict is a social interaction that often happens in the classroom. In his work *School Environment as Behavior Settings*, Kounin states that students imitate each other in different circumstances. The rate at which students imitate each other is significantly affected by the activities and settings that they occupy (Kounin and Sherman L., 1979). Kounin believed that it is the teacher's responsibility to provide, conduct, and protect behavior settings.

Student academic achievement is often linked to classroom management and instruction management. Student achievement is based on learning objectives getting met and scores on high-stake testing. Benjamin Bloom who is also a progressive in education believed that students needed to develop higher order learning as a critical skill in education. He believed that this can be achieved by engaging students in questioning. He found that students fact retrieval delayed test performance. His research was designed to find a performance difference between building foundational knowledge through fact-based retrieval and engaging students in higher order thinking skills to retrieve information. He believed that higher order learning would increase from higher order retrieval as opposed to dredging up rote memorized facts. Higher order learning, which includes six categories of learning objectives. It is a steppingstone type process where students move from basic to complex. He believed that you had to master certain cognitive processes in order to acquire knowledge. He later called this "Bloom's Taxonomy of Learning". Others suggest that higher order learning is the transfer of knowledge across a variety of content and context areas. For instance, a student may learn how to calculate, but higher order thinking would apply that calculation to something else.

Operant Conditioning- B.F. Skinner

Skinner introduced innovative ideas to the field of educational research. B.F. Skinner's theory of Operant conditioning has changed curriculum and instruction because it brought attention to the

fact that interactions between student and teacher can influence the performance of the learner. Skinner's work was furthered as other researchers such as Susan Markle based her dissertation research behind Skinner's teaching machine idea. Markle also brought attention to Skinner's concept by making it popular and developing the conventions by which it can be applied. The theory of operant conditioning is the basic belief that behavior can be modified by human interactions and how they respond to one another. Typically, this is described as student engagement. How a teacher interacts with their students is deeply rooted in their own personal beliefs regarding children and how they learn. It is also rooted in their own experiences and the affect those experiences had on their own education. Student engagement has two basic concepts: behavioral and emotional. Behavioral engagement refers to a student paying attention and participating in class activities while emotional engagement refers to student interest in the lesson, if they are having fun or enjoying the lesson. Student motivation and student engagement often align with teaching practices adapted in the classroom. Different teaching practices promote all types of engagement; however, research indicates that certain teaching strategies are more effective for adolescence. Understanding human development is vital to understanding middle school student behavior. "Physical and hormonal changes brought on by puberty are also drastic for both males and females as they watch their bodies become unfamiliar and struggle to control their emotions" (Obenchain & Taylor, 2010, p. 8). This is an age of vulnerability. At this stage students tend to withdraw from adult relationships and cling to peers. They do not always respond appropriately to adults and/or confrontation. "These dramatic changes are recognized as an element of adolescent development; however, many middle and high school teachers receive no specific training in this area (Obenchain, 2010). Educators must see the importance of educational practices built around assumptions that are rooted in philosophy, and that

philosophic beliefs lead to different educational practices. Knowing the stages of development can help leaders understand the needs of the students at these different stages. This knowledge base would help educators deal with students in a way that is positive and on a level in which the student can receive in their respective stages. However, all learners are different and unique and cannot be demarcated by these stages. B.F. Skinner's operant conditioning, in relation to schools and curriculum, can be used to develop a curriculum that gives teachers examples of ways to interact with their students through suggested activities at all stages of development.

Choice Theory -William Glasser

William Glasser's theory of behavior was rooted in choice. Choice involves understanding and redirecting of misbehavior through logical consequence conditioning. "According to Choose Theory if we wish to remedy the destructive effects of controlling others and allowing ourselves to be controlled, we need an alternative that enables people to make better choices" (Novack, 1999, p. 72).

Choice Theory points to young adolescents' ability and need to accept responsibility for handling their own behavior. It allows for the student to make a choice to behave appropriately in order to achieve a goal rather than the teacher demanding a certain behavior. This theory allows for students to pick a behavior response where B.F. Skinner's operant conditioning is more of a choice in response to immediate reinforcements. Adolescence is an age at which students are learning skills that will be useful in their adult life. It is a delicate age where they are also subject to develop opinions that they will carry with them the rest of their lives. Therefore, it is important for educators to understand developmental stages. Glasser believed that choice allows students to have more control over their behaviors and therefore increase the rate of their accountability. Thomas Gordon stated that teachers should be equip with the ability to identify

student problems and needs. If the educator knows and understands the need of the child, they can create a situation in which the student has a choice in his/her behavior. As teachers develop relationships with their students, they are more equipped to manage the needs of each student individually. “With that knowledge, teachers then can change the class environment and instructional practices to improve student behavior by sending ‘I messages’ and actively listening” (Bucher and Manning, 2001, p. 89). Another theory that is similar to Choice Theory is Rudolf Dreikurs ideas on social acceptance. “Rudolf Dreikurs centered his ideas for working with children on the belief that their basic need is to be socially accepted:” (Jones, 2016). He identified 4 outcomes or goals that children aim for when they misbehave: attention getting, power, revenge, and displays of inadequacy. (Jones, 2016) Dreikurs essentially believed that “A feeling of strength comes when a person realized that goals represent choices, and there is a gain in self-confidence when the individual comes to realize that he or she makes choices and sets goals.” (Ferguson, 2001) When a person comes to that realization, they can feel in control. Dreikurs believed in both short term and long-term goals because he understood the impact that goal setting had on one’s motivation. He considered goals in youth to be flexible in terms of the proximity of the youth’s situation. (Ferguson, 2001) All four of the goals listed are ways for a student or child to get control or power over the outcome. “The idea that behavior is purposeful is an important concept in working with students” (Jones, 2016). This theory suggests that students are merely trying to meet a need.

Ripple effect Theory- Jacob Kounin

Jacob Kounin first described the ripple effect in regard to classroom management with constant reinforcement. Discipline has been a concern for teachers for many years. Research identified three forms of discipline used in the classroom: clarity, firmness and roughness. What these

researchers found is that “what a teacher does to control children’s behavior affects the children who watch as well as the children who are corrected” (Kounin and Gump, 1958, 161). He also suggested that children respond to the environment around them. Kounin and Sherman’s research found that students react to the teacher created environments instinctively. For example, if a child is put in a room with a symphony playing, the child will sit and listen. However, if a child is placed in a room with toys they instinctively will play with those toys. Kounin believed that children also have an “attention span”, he and his co-author Lawrence believe that holding power is to a setting what attention span is to a child. “Holding-power refers to a setting’s capacity to sustain participation” (Kounin and Lawrence, 1979, p. 146). This holding power is also known as student engagement. Their research shows a connection between holding power of the teacher created environment and the attention span of the child. It also shows a relationship between the teacher, environment and classroom management. Highly effective teachers have a healthy balance in all of these areas. They are able to adapt to environmental issues within the classroom and understand that things may not always go as planned. Sometimes changing the stimuli within the environment can cultivate a positive change in behavior. A highly effective teacher is able to adapt to the changing environment and maintain control and engagement of students.

Bloom’s Taxonomy- Benjamin Bloom

Benjamin Bloom has been one of the most influential educational intellectuals of modern education. He spoke against short lived, educational trends and did not believe that education should be so quick to adapt methods and changes that would not last. Bloom’s taxonomy of learning addresses a student’s ability to learn. It digs into the human brain and whether a student must build on prior knowledge or if they can learn by being exposed or engaged in complex

material. The development of higher order thinking is also pivotal to the learning environment. This theory addresses another component of teacher effectiveness, as it studies instructional practices. Educators spend time planning out their instructional strategies. Time in the classroom is spent on review, then add new material, then review again. It is a common belief system that you must build a foundation this way. Other teachers believe that classroom activities that promote critical thinking and inquiry are better. Bloom developed what he called the “Bloom’s Taxonomy”. His taxonomy includes six categories of cognitive process. These processes range from simple to more complex processes. He believed that a student would have to master the cognitively lower processes in order to master more complex understanding of higher order thinking. Basically, a student would have to first acquire certain knowledge before comprehension, application or analysis can take place (Agarwal, P. K., 2019). To gain success in the classroom there must be a balance between classroom management and instructional strategies. Although they are often separated in research, instructional strategies still fall under classroom management.

Related Literature

Much research is dedicated to teacher education, preparation programs and student achievement. Licensure and/or type of certification is usually a significant gauge of teacher quality; however, these factors by themselves are inadequate for identifying highly effective teachers. Even if a teacher has completed a preparation program that integrates theory, research, and practice, when a teacher enters his or her own classroom to take full responsibility every day, for the entire school year, it is imperative to have a classroom management strategy in place that includes some emphasis on behavior and classroom management. There are many theories as to what strategies, or management practices have the greatest impact on a teacher’s ability to be

effective. However, there is not a definitive answer to what attributes teachers possess that makes them truly highly effective in all aspects of the classroom. What a teacher gains in actual classroom experience can differ greatly from what is strictly learned from a book.

Teachers have been identified as the key factor in student achievement. According to the Center for Educational Reform, the secret to success in school is having exceptional teachers. They also state that great teachers are made not born, meaning that teaching is not just a natural ability, but one that can be learned. Educational leaders need to pay more attention to teacher training as opposed to quick fix remedies that don't last.

Teachers spend significant amounts of time on grading papers, writing lesson plans, and daily class preparation. According to the National Center for Educational Statistics middle school teachers have an average of 26 students per class which is about 156 students in total. These teachers spend approximately 25,000 academic learning hours with students each year. According to the National Education Association teachers average about 50 hours per week at the school on instructional duties and an extra 10-12 hours a week on non-compensated but school related activities like grading papers, duty, and coaching or sponsoring clubs. Teachers also spend a good portion of their summer working in their classrooms preparing for the upcoming school year. Teacher education can only cover a small amount of what it takes day in and day out to be a teacher. Some educators come into teaching with an alternate certification which means that their degree is in an area outside of education. These teachers do not receive the practicum hours and hands on experience that college students get with peer and student teaching.

To help prepare teachers, schools and teacher educators usually dedicate training time at the onset of each school year to professional development. They focus on the greatest areas of

concern such as classroom management and student engagement strategies. These areas are often linked to higher scores on standardized test and student academic achievement. There are three key areas that research has identified as factors in learning environment and classroom control: behavior management, relationships, and instructional strategies. Along with these areas there are three types of teachers: the non-interventionist, interventionist and interactionalist. Non-interventionist believe that children have an inner desire to express themselves in the real world, while an interventionist attribute student behavior to the influences of the outside environment. The interactionalist leans towards what the child does to change the outside environment as well as what that environment does to change the child's behavior. Interactionists seek to find resolutions to satisfy both student and teacher.

When transitioning from elementary to middle school, students are vulnerable to behavior problems. *Improving Student Behavior in Middle School: Results of a Classroom Management Intervention*, authors Howard P. Willis, Paul Caldarella and Benjamin A. Mason identify multitiered interventions that could help teachers proactively manage student behavior. Middle school is a time of vulnerability as students move from just one teacher in one classroom to having six or more classes and teachers. This has also been identified as a time when students lose academic motivation and achievement levels drop. It has been reported that adolescent behavior problems and psychological distress increases with this transition. Lack of training in middle school teachers, cause teachers to react to class problems instead of taking proactive preventative measures to maintain classroom control. "Teachers who use harsh reprimands report higher levels of disruptive student behavior, personal discouragement, and emotional exhaustion than their peers" (Wils, Caldarella et al.,2019, p. 214). This ends up costing teachers and students hundreds of instructional hours each year which is why it is so important to identify and

implement effective practices. The authors state the importance of “setting classroom expectations in both desired and undesired behaviors; as they reinforce expectations, student engagement in desired behaviors will increase” (p.214). It is important for expectations to be school wide to efficiently address the needs of all students. Having clear expectations is the first step in a multi-tiered approach. Tier one being preventative and proactive support. These researchers also found group contingencies being practiced in middle schools. This means holding a group of students responsible for the actions of individuals within the group. There have been both positive and negative findings in this approach, but the authors found that there are gaps in research on group contingencies.

A study conducted by Nancy K. Martin and Daniel A. Sass explored the beliefs related to classroom management. Their study was inspired by the works of Wang, Haertel and Walberg. These researchers constructed a meta-analysis of years of research that identified classroom management as a powerful element of overall classroom environment. Classroom management and discipline are often used synonymously but they are not the same. “Teachers’ beliefs and attitudes regarding the nature of student behaviors and how to manage classrooms vary and can play an important role in determination of their behavior” (Martin & Sass, 2009, p. 1124). This is also another indicator of the importance of understanding adolescence and middle school students. There are two instruments that have been traditionally used to measure classroom management. One was Pupil Control Ideology (PCT) and the Beliefs on Discipline Inventory (BDI). These scales focus on discipline as opposed to classroom management on a larger scale. They also are focused more on teacher perceptions of their own abilities to create and maintain control of their classroom as opposed to what approach they are using. Based on this research Martin and his associates developed the Attitudes and Beliefs on Classroom Control Inventory

(ABCCR). Although a more accurate measurement in this area, there were issues with these scales as they had psychometric concerns. These studies all aim to identify either beliefs or preconceptions of teachers in classroom management in accordance with childhood development. The ABCCR was then revised to measure behavior management and instructional management which equates to classroom management. The Behavior and Instructional Management Scale (BIMS) has replaced the ABCCR and measures teachers' approaches to behavioral and instructional management.

Highly effective teachers can incorporate positive relationships, curriculum planning, behavior management and classroom environments that surpass the average teacher. This research seeks to find what element they have in common that allows for everything else to fall into place. Research has proven that there is a correlation between teacher qualities and student success. Some of these qualities were outlined in the research done by Greathouse, Eisenbach, and Kaywell. According to their research, highly effective teachers practice qualities like encouragement, self-efficacy, the ability to start each day fresh and new, to engage students and address individual specific needs. "In doing so, they engage in actions that exceed the expectations of effectiveness and strive to stimulate change in the hearts and worlds of their students" (2019). Specialized middle school level teacher education programs need teaching practices that challenge and engage middle school students while accommodating the emotional hormonal changes that they are experiencing. Research in the form of reform-oriented collaborative inquiry has been used for studying middle school students and practices implemented in the classroom. This form of research found that using student-driven social action helps to engage middle school students. They report that students are engaged in active, purposeful learning when using relevant technology and curriculum. There are benefits to using

new teaching approaches and relevant technology when trying to reach out to middle school students. (DeMink-Carthew, J., (2017).

Two of the main components of classroom management have been identified as behavior management and instructional management. Some believe that to control behavior within the classroom solves all problem behavior where others believe that having a well-planned out lesson eliminates undesirable behaviors. The debate is ongoing, and much research has been dedicated to both. They are two different approaches; both can bring forth academic achievement and student success. However, they do not always indicate whether or not a teacher is highly effective in the classroom.

Behavior Management

One cannot address effective classroom teaching without addressing the companion, classroom management, because they go hand in hand. Teachers continue to report classroom management systems (CMS) as one of the greatest challenges. Student success and self-efficacy is not fostered in a poorly managed classroom. Classroom management strategies are vital to students' probability of success and self-efficacy. Teachers receive a full range of strategies for managing the behavior in a classroom, and much of the results revolve around the attitudes and actions between student/teacher relationships. CMS are the tools that teachers use to create these atmospheres and to promote both academic and social-emotional learning. In the past classrooms were teacher-centered with emphasis on metacognitive skills. As time evolves and educational practices change to meet today's demands, so must classroom management strategies.

Educational research has shown that classroom management can impact student achievement. Research has identified CMS to be directly associated with positive effects on student behavior, which then allows for more opportunities to interact with students in a more engaging way.

Instructional and classroom management strategies that were once successful may not be as effective for this generation of students. Authors Carol Weinstein, Sandra Tomlinson-Clarke and Mary Curran use a multiple case study approach to learn the expectations of appropriate behavior, cultural influences, and conflicts that are likely to occur when teachers and students come from different backgrounds. These authors also use a narrative method to report information gained from their interviews and observations. They discovered a strategy called Culturally Responsive Classroom Management (CRCM) and their findings suggest that we must infuse multicultural issues throughout the classroom management curriculum of future teachers. Culturally responsive classroom management starts with identifying that there are diverse backgrounds in the classroom. This strategy emphasizes the importance of self-regulation, community building, and social decision making. There is a balance between authority and control. Classroom management should be an environment where students behave appropriately out of a sense of integrity rather than fear of punishment. This is a strategy of character building. Research has shown that neither source of certification nor experience level alone impacts a teachers' classroom management practices. Glickman and Tamashiro (1980) and Wolfgang (1995) conceptualized a model in which classroom management strategies are classified as interventionist, non-interventionists or interactionalist (Ritter & Hancock, 2007, p. 1206). Non-interventionist refers to a teacher's belief that students have a core desire to find their place to express themselves in the real world. These educators believe their role is to facilitate an environment where students can express themselves in the classroom with little interference from the teacher. Of the many factors that play a role in classroom interactions, students' self-efficacy, behavior, rigorous instruction and teacher self-efficacy are among the most commonly researched. Student success and self-efficacy are not cultivated in a poorly managed classroom

environment. Classroom management strategies are interconnected with students' probability of success and self-efficacy. A classroom atmosphere can influence learning and student motivation by limiting unacceptable behaviors and creating a safe positive atmosphere where learning takes place. Well managed classroom environments also create an atmosphere that encompasses effective teacher and student relationships. "Evertson and Weinstein (2006) referred to classroom management as the “actions teachers take to create a supportive environment for the academic and social-emotional learning of students” (Korpershoek, Harms, Boer, Kuijk, & Doolaard, 2016, p. 644). Non-interventionist also believe making your classroom welcoming and alluring for students will motivate them to learn. This is derivative of Skinner’s Operant Conditioning. Oder & Eve’s research on school climate indicate that certain aspects of school climate is associated with the factors of effective teaching (Oder & Eisenschmidt, 2018). The reality of this study is that there may be multiple factors discovered while gathering information from highly effective teachers, and there may be a common belief system for classroom management that determines the level of success a teacher is able to attain.

Interventionist believe that teachers should maintain strict control over their classroom. The interventionist tries to create an environment that helps to shape the child in a certain way. The individual teacher does not control the classroom outcomes, the factors associated with the classroom environment do. “Children are sensitive to praise and criticism given by adults. Unfortunately, many teachers find that disruptive behavior is more noticeable and, therefore, respond to it more frequently than to on task behavior” (Jones, 2016). Finding ways to keep students actively engaged in the learning process and motivated to learn is something that every teacher face. Lack of motivation leads to disengagement in the classroom and can also lead to underachievement and dropping out of school. “Traditional 4-year higher education programs

may lead teachers to believe that they must be the center of attention in the classroom, controlling students' behaviors and classroom activities for fear of being perceived as ineffective or irresponsible" (Ritter & Hancock, 2007, p. 1212). Interventionist create classroom management systems that promote student engagement. They are structured into their plans and are practices that promote academic achievement. Grounded theory research has shown links between classroom management and academic achievement. Using data from the NICHD Study of Early Child Care and Youth Development, school engagement was examined and found to be linked to classroom management and academic achievement. Drotter & Lowe (2011) suggested further research in long term effects of classroom management strategies and the psychological impact it has on student's long-term academic achievements. They also suggest a study on whether declines in school's academic achievements can be avoided by improving classroom management strategies.

The interactionist believe that teachers and students should share responsibility in the classroom. Creating a student-centered approach to education that is designed to teach a generation of students who will become the next generation of critical thinkers with creative, forthcoming and cooperative skills, is a growing concern for the twenty-first century teacher (2018). There are many aspects of this relationship: praise and criticism, personal connections, communication, listening, encouraging, and even body language. "Moral education based on caring consists of four components: modeling, dialogue, practice, and confirmation" (Jones, 2016) authors suggest that teachers gain fundamental rewards from positive relationships with their students and experience adverse effect from negative ones. "Moment-to-moment interactions between teacher and student are thus the building blocks for their relationship" (2016). Mainly situated before or after the lesson in the classroom or in the hallway,

opportunities to build and maintain relationships and some even mentioned contact with students outside school life, such as on occasions when they met up to go to an activity or a coincidental meeting that occurred due to their living in the same areas.(2016). Positive communication through collaborating within the classroom was also reported. Teachers reported that knowing their students more personally in moment-to-moment situations aided them in determining behavior patterns. Outside the realm of regular curricular activities there are other relational interactions that also deserve attention in teacher education and teacher development programs. Teachers who practice building relationships outside the classroom also reap the benefits of the positive interactions within the classroom. Having a positive student-teacher relationship is vital to any classroom. Establishing positive relationships is part of being proactive in education.

There should be balance in every classroom where a teacher establishes his/her position with their students. Building a relationship with students is a vital part of creating and maintaining a classroom environment that is productive and in control. The interactionalist teacher would be most likely to build relationships where both student and teacher benefit. “Positive relationships with students, in which high levels of affiliation prevail are mentioned to be one of the primary reasons for teachers to stay in the profession” (Claessens, et al., 2016). An interactionalist finds itself halfway between an interventionist and a non-interventionist seeking to find what works best for both teacher and student. “Understanding the research on motivation and its relationship to student academic needs enables teachers to implement instruction that results in virtually all students obtaining feelings of worth within the school setting” (Jones & Jones, 2016, p. 221). Teachers who practice interactionalist beliefs seek out what is best for both teacher and student. In doing so they create relationships with the students that makes a more comfortable atmosphere for the students to learn. Abraham Maslow (1968) suggested that in

order for students to have energy for learning, their basic personal needs must be satisfied (Jones, 2016) He sought to identify what inspired people to want to learn. Maslow believed that most mentally healthy individuals follow a path called growth motivation that allowed them to self-actualize their true potential. (D'Souza & Gurin, 2016) Maslow believed that there are basic personal needs that had to be fulfilled in order for a person to be motivated to learn. He also believed that poor behavior was an indicator that one's basic needs were not being met within the classroom. The basic needs begin at a lower level of physiological needs and progress until a person reaches self-actualization. These needs are physiological needs, safety needs, the belongingness and love need, esteem needs, the need for self-actualization, the desire to know and understand and the aesthetic needs. Interactionalist believe in making your classroom welcoming and alluring for students to learn. The interactionalist will be careful to create this mood in connection with learning objectives. If the students feel comfortable to communicate with each other and the teacher, the atmosphere then becomes one that promotes critical thinking and learning. Students do respond to their environment and to those that he/she interacts with in the classroom. They are motivated by immediate reinforcement and corrected by behavioral stimuli.

How a teacher approaches something can determine how a student reacts. It is imperative to understand behaviorism and Skinners research to ensure that goals are structured and clearly stated in the classroom. Educators need to look at curriculum and standards and decide how they are going to deliver the information to the students in a way and on a level that they can gain a clear understanding, and the skills necessary for mastery of the standard. (Tomlinson, 2014, p.4). Every learner has the capacity to learn, the key is to build relationships with your students and find out how you can reach them. To build relationships, the instructor must create a learning

environment where students are given signals and reinforcements on expectations and progress. The brain is amazingly designed and structured so that even the most capable of us will forget more than we remember about most thing that we learn (Tomlinson, 2014, p 16). That is why it is so important for teachers to clearly define what is necessary for students to know, understand and be able to retrieve and use on a given task. Skinner was in tune with this concept and had the foresight to know that students need stimuli or reinforcements to let them know through immediate response if they were on track. Not only does reinforcement work with academics but it also follows through with behavioral expectations as well. Skinner said that students respond to their environment. The environment is parallel to the instruction. Behavior management can help to control both the learner and the learning environment. The structure and design of a classroom learning environment can greatly affect how a student learns and the actual student learning outcome. Studies show that there is a strong connection between students and motivation and academic achievement. A school may be considered as an environment consisting of various behavior settings: reading, math, physical fitness education, music, and various sports. The behaviors of both student and teacher are influenced by behaviors in the classroom. There are different strategies and approaches to student motivation. Research suggests understanding terms and ideas associated with student motivation such as goal setting, self-efficacy, autonomy, and values. “Understanding how students attribute their success and failure in school, that is, how students explain the outcome, or their understanding of why certain achievement outcomes happen sheds light on the source of their subsequent actions” (Rowell, L., & Hong, E, 2013, p. 161). Classroom management and discipline are not synonymous and require a diverse set of skills. Teachers use a number of strategies and techniques for behavior management. Teacher’s preferences and efforts to achieve educational goals often manifest

within the strategies used. Teachers' beliefs and attitudes toward the nature of the student's behaviors and how to manage classroom environment often differ by their beliefs regarding how children develop.

John Dewey was and in educational leader whose ideas have been utilized in curricula all over the world. He graduated from University of Vermont and then later John Hopkins University with a Ph.D. He taught on a university level and his works have had a lasting impact on education. He believed that students needed hands on, real life experiences in order to learn. His ideas and beliefs are still relevant to educational reform in the 21st century. He has published over 1,000 works that are still reviewed and used in education today. Dewey was innovative and somewhat ahead of his fellow colleagues, and many of his ideas were not accepted. He believed that education, just like life, is always changing. (Lavery, 2016) Experimentalism is the idea that learners must have something tangible in order to learn. This translates to behaviorism, individualism and foundational ideas in education. Dewey believed that the whole learner has to be addressed for there to be success. This means that each need of a student, including social needs, must be met in order to be successful. Experimentalism has endured some scrutiny over the years, however, if you compare it with today's curriculum, you can understand how relationships and experiences affect individual learners and classroom environments. He also suggested that through experiences, concepts are formed. Experience allows students to engage with the concept in a reflective manner which becomes a resource for engagement. Dewey's theories were very progressive as his research suggest developing thought or the thought processes of the learner. His ideas were not always accepted in his own era; however, they have proven to be useful over the years. His forward thinking pushed educators to understand that traditional methods can become boring and mundane. Education is ever changing just as

technology, and economy are every changing. Students need to be motivated through experience and purposeful activities to be successful and challenged to think on a deeper level. Dewey's theory challenges educators to teach in a meaningful and hands on way. His ideas express the need for experiences that allow the learner to develop a critical way of thinking. When students experience something and draw a connection between the lesson or standard and what they are doing, they are more likely to remember. This is a way for students to make connections from academics to real life. That connection is pivotal to long-term memory and recall. One thing that Tyler mentions is that "education is a process of changing behavior patterns of people" (Kliebard, 1970), and that as we learn these behavior patterns, we should seek to adjust to the needs of the learner. At the time, this may not make much sense, but as we look at how technology has reshaped education it takes a whole new meaning. The most basic of ideas, and a way of connecting the dots.

The U.S. Department of Education Office (U.S.DOE) has an initiative called Positive Behavioral Interventions and Supports (PBIS) that is funded by the U.S. Department of Education's office of Special Education Programs. It is used to support school districts ability to implement social, emotional, and behavioral support. "PBIS is a schoolwide positive behavioral interventions and support systems-level approach to promote appropriate behavior, increase academic achievement, and improve school climate" (Garbacz, 2018, p.195). It is a framework that utilized evidence-based practices to provide practical behavior support. Theoretical groundworks and research findings provide considerable support that family engagement is important for children and adolescence. "Family engagement in PBIS means that families and school faculty are cocreators and decision makers who build systems and practices that reflect family culture, beliefs, and values" (Garbacz, 2018, p. 197). Research has also identified family

engagement as important for children's academic success. Having an efficient communication system with parents allows for feedback and promotes a partnership with families. PBIS is a classroom management tool that can be used schoolwide and collects data to help the U.S. DOE identify gaps, strengths and weaknesses in school climate. Teachers who focus on people relationships as their classroom management style often have obvious connections with students and their families that are maintained and continued both inside and outside of the classroom. You can see a different level of communication between these teachers and their students. Their classrooms are often busy, loud, and have humor mixed in with lesson communication.

Instructional Management

The act of classroom management, the skill of creating and maintaining an orderly learning environment, is consistently ranking as a major challenge for novice teachers. Instructional management is enhancing teaching and learning by providing engaging academics, communication, and classroom safety so that every student has the opportunity to learn. It appears that teacher training often falls short in process of classroom management preparation. Instructional management is the part of classroom management that deals with a teacher's preparations for the classroom. Although this is a very important aspect of education, valid measures have been difficult to develop. Over 50 years of research concluded that CMS is a vital component of overall classroom climate and impacts the level of student engagement during instruction. Instructional management can encompass everything from lesson planning, learning strategies and rules being prepared before the students enter into the classroom. "In their synthesis of forty classroom management studies, Evertson and Harris (1992) noted that effective classroom management included the dual functions of planning well-organized, engaging lessons and ensuring on-task student behavior by teaching students classroom routines

and procedures to facilitate a smooth implementation of lessons and making management decisions that enhanced on-task behaviors” (Jones & Jones, 2016, p. 169). There are many approaches to being prepared in instruction. One way is to plan for cooperative learning activities or planned inquiry. The origins of integrated forms of teaching and learning are often related to progressive teaching approaches. The research of James Percival found that there was a lack of classroom planning and management with compromised subject integrity.

Children have a predisposition to respond to the world around them, and they gather information from what they see, hear, taste, and touch, as well as what they read. “Like scientists, children develop a repertoire of specific reading and writing process skills that enable them to carefully observe and react to what they experience through their senses” (DeRosa & Abruscato, 2015, p. 112). Educators have to cover multiple learning styles to teach information to students in a way that will help each child process the information. Teachers cannot expect to reach all students if they only teach in one way. A highly effective teacher can be creative in their approach to each lesson to ensure that multiple learning styles are included into the lesson. Using multiple input methods allows students to use multiple thinking patterns.

Educators have suggested that nurturing students’ scientific questioning skills needs to be improved because the impact of science and technology significantly affects multiple areas of our everyday lives (Hung, Gwo-Jen, Yueh-Hsun, Tsung-Hsun, & Bahtijar, 2014). Virtual learning has also become an alternative to traditional classroom-based learning. Discovery based learning that includes hands on activities and experiments reinforce multiple subjects including math, reading and language arts; it also covers multiple learning styles and crosses cultural barriers as students and teachers work collaboratively to complete a task or gather information. The inquiry process gives students the opportunity to explore, explain and elaborate on potential

results of a concept and its findings. In order to incorporate discovery and inquiry into the classroom a teacher has to look ahead and use curriculum planning. Having a plan in place reduces undesirable disturbances in the classroom and keeps virtual learners engaged.

How a student learns is the core importance for educators. “While many learning theorists believe that intelligence is the general ability to learn, others believe that conventional notions of intelligence are incomplete and hence inadequate” (Parkay et al., 2014, p. 231). The teacher gives a task or information to the student who then regurgitates the information in the form of imitation or tasks, however, teaching and learning is much more than that. Andrew Kwok used a mixed-methods study to identify relationships between instructional quality and classroom management for beginning teachers. One thing that he found was that novice teachers seemed to have multidimensional conceptions of classroom management. They believed in creating learning environments. His results included “teachers who emphasized behavioral and academic beliefs were more inclined to use behavioral and academic actions. They believe in the importance of academic activities and incorporating learning activities into a cooperative environment (Kwok, 2017). Incorporating academic activities, cross curriculum strategies, and cooperative learning environments have to be planned and are part of the instructional management mindset of teachers. Teachers who focus on instructional planning often have lessons and activities lined up so that students are kept busy from bell to bell. There classrooms are buzzing with working students, not always a quiet atmosphere but learning and collaboration a big part of their planning.

Every teacher faces the task of maintaining certain behavior patterns in the classroom. Often times it is difficult to identify the outlying factors that contribute to problematic behavior. Behavior management differs from regular discipline in that it includes preventative measures.

Many teachers have the core belief that having a behavioral intervention plan is what classroom management is all about. They identify unwanted behaviors and plan reinforcements that will either prevent or redirect unwanted student behaviors. Having routines and procedures in place can reduce the risk of unwanted behaviors in the classroom. The Functional Behavior Assessment was designed to identify these factors and create a plan to eradicate the behavior. “Behavior is something that the person does that can be observed, with two or more observers agreeing that the behavior occurred (e.g., ‘feeling’ is not observable while ‘following a teacher’s direction’ is observable)” (O’Neill, Albin, Storey, Horner, & Sprague, 2015, p. 7). There are two primary functions of behavior, getting attention or escaping a difficult task. “Without understanding the function of the behavior, the effectiveness of any particular intervention is likely to be hit or miss” (O’Neill et al., 2015, p. 4).

The purpose for implementing a Functional Behavioral Assessment (FBA) is to gather information that can be utilized to enhance and support the effectiveness and proficiency of a behavior support plan (O’Neill et al., 2015). This is not a tool for every instance of misbehavior in the classroom but for those who have a pattern of reoccurring problematic behavior. The FBA is designed to allow for a clear understanding of behavior patterns, when they will occur and how to approach the behavior with solutions that will be effective.

Teachers are confronted by behavior concerns on a daily basis. Understanding the reasons for misbehavior will allow for better strategies within the classroom for managing behavior. “Physical and hormonal changes brought on by puberty are also drastic for both males and females as they watch their bodies become unfamiliar and struggle to control their emotions” (Obenchain & Taylor, 2010, p. 8). Middle school students are at a higher risk for undesirable behaviors as they are in a transitional period of their lives. At this stage students tend to

withdraw from adult relationships and cling to peers. “These dramatic changes are recognized as an element of adolescent development; however, many middle and high school teachers receive no specific training in this area (Obenchain, 2010). Having knowledge of ways to encourage appropriate student behaviors are highly valued by teachers. Katherine T. Bucher and M. Lee Manning examined the work of several theorists who laid some of the classroom management groundwork. These theorists did their research prior to the middle school movement; however, their work is still relevant. Theorist’s work such as B.F. Skinner, Fritz Redi, and William Wattenberg, and Thomas Gordon all relate to the middle school education.

“As a consequence of an aggressive atmosphere in the classroom, learning processes are disturbed and children are less likely to experience pleasure when attending school” (Grumm & Hein, 2012). The teachers’ attitude towards aggressive behavior can change the atmosphere in the classroom. Getting to know your student’s normal classroom behavior will allow you the ability to identify when something is amiss. It will also allow the teacher to recognize student personalities and know that there are children who need to feel a sense of power or control. “As educators, we must realize that the feelings and perceptions of individuals in the classroom are important, legitimate issues of concern that affects students’ motivation” (Jones, 2016). According to Grumm and Hein “there is a need to foster teachers’ competencies in classroom management, to help them reflect on their attitudes and beliefs, and to support them in recognizing bullying behaviors” (2012). Undesirable behavior is less likely when the classroom environment is set up the right way and with a positive mood.

Teachers who focus on creating positive learning environments through behavioral management often develop plans for behavioral interventions. “The efficiency of behavior refers to the combined effects of the physical effort required for a person to perform the behavior, the

number of times the person must perform the behavior before he is reinforced (schedule of reinforcement), and the time delay between the first behavior and reinforcement” (O'Neill et al., 2015, p. 77). Teachers who use behavior plans often have very rigid, quiet classrooms where working is controlled and routine.

Early philosophers such as Maria Montessori, Levi Vygotsky and Allen Bloom believed that education could be adequately understood and put into perspective of human nature and practices. These forward thinkers studied and developed philosophies of education through extensive studies on how people grow and learn. Their findings have been published, studied and used as the basis for seeking knowledge about human psychology, development and education. Education is changing rapidly. Students must possess a collection of knowledge and skills that are more diverse, complex and integrated than any previous generations. According to Emmer & Stough (2010) CMS incorporate both creating and preserving order in the classroom, planning effective instruction, dealing with students as a whole unit while giving attention to the needs of individual students, and successfully handling the discipline and modification of individual students. Much of the research on CMS has focused around finding strategies that meet or exceed more than one of these goals. The majority of those studies also then narrows down to identifying how a teacher brings student engagement and limited disruptions into their classroom.

Teacher's self-efficacy is a considered a predictor of classroom management. CMS shows a strong effect on student self-efficacy. Research shows indirect effects of teacher self-efficacy were found to have influence on student motivation and achievement. Dweck & Legget (1988) used a social-cognitive approach to identify connections between motivation and personality. They found major patterns for behaviors, and they used a psychological process to

identify and describe how patterns and goals can explain a phenomenon of behaviors in the classroom. Quantitative studies also examine the effects of classroom practices on reading comprehension, engagement, and motivations for adolescents. (Gutherie, J.T. Klauda S.L., 2014) Further research is needed to identify phenomenon that may exist to connect teacher self-efficacy to the classroom atmosphere.

Identifying teacher practices that predict positive outcomes has also been a recent interest in research. Teaching frameworks, interaction models, organization constructs, emotional support, instructional support are all areas in with teaching practices have been studied. These often address classroom climate, teacher sensitivity and are used to collect practices that support cognitive and academic development, including problem solving, content understanding and quality feedback. The aim is to identify a teacher's ability to manage classroom structures to maximize student activity and behavior. The majority of studies have used combined student incite to understand teaching practices due to the proximity to student outcomes (McKellar et al, 2020). In the study *Teaching practices and student engagement in early adolescence: A longitudinal study using the Classroom Assessment Scoring System*: authors determined that appropriate quality and timely feedback is a huge determinate of student engagement and behavior. This study supports many of the theories on student behavior in the classroom. Student perspective can be used in developing behavioral and instructional practices in the classroom. Teachers should take in consideration student enjoyment in learning objectives and prioritize learning activities to facilitate student participation. More research should be aimed at finding ways to better equip teachers with strategies and practices that integrate both behavior and instructional management.

Classroom management and student engagement go hand and hand and are practices that highly effective teachers seem to agree on. It is reasonable for a teacher to create an approach to instruction that is conducive to their views on behavior and or instructional management. However, this can sometimes be inconsistent. It is necessary to find a measure of teacher approach to both instruction and behavior. Grounded theory research has shown links between classroom management and academic achievement. Using data from the NICHD Study of Early Child Care and Youth Development, school engagement was examined and found to be linked to classroom management and academic achievement. Drotter & Lowe (2011) suggested further research in long term effects of classroom management strategies and the psychological impact it has on student's long-term academic achievements. They also suggest a study on whether declines in school's academic achievements can be avoided by improving classroom management strategies. As technology slowly takes precedence in the school system, advances have to be made in teacher training to ensure student academic achievement.

Education and Certification

Many school districts suffer from a deficit in available certified teachers. Due to this alternative teacher certification programs such as accelerated M.A.T. programs, and from soldier to teacher have been developed to fast tract degree holders into the classroom. They are filling their needs and diversifying the teacher workforce through alternative teacher certification programs aimed at attracting retirees and non-education degree holders. Research has been conducted on this as much debate circles around the performance of such certification holders. It is hard to thoroughly research this area as many states have alternative routes to teacher certification. These programs can differ greatly from state to state. Some of them offer traditional university style programs but they are completed in significantly less time. A teacher's core

beliefs on classroom management, instruction and behavior management are often developed through their time in practicums, classes, personal experience, extended time in the classroom and formal knowledge. This is a long journey that develops a teacher into who they will be in their classrooms. Alternatively, certified teachers tend to develop their belief system from their basic belief about teaching and learning and their own personal experiences. “It is also well documented that beginning teachers trained in alternative/accelerated programs have additional difficulties” (Tigchelaar, Brouwer, and Vermunt 2010; Good et al. 2006). Teaching can look easy for the observer as they do not have the background knowledge of the planning, decisions for instruction, and preparation that is necessary to run a classroom. Alternative certification holders develop their ideas of teaching by observation and apprenticeship where a traditional certification holder has a deeper understanding of non-instructional core tasks involved in teaching. These programs are a viable way for finding and retaining teachers however, the programs need to be consistently revised and updated to accommodate trends and transitions in education. Research shows that these programs can benefit from further research. Middle school is a volatile time in a person’s life, and it is imperative that a teacher is well trained in how to handle situations that arise in a middle school classroom. Student’s spend seven to eight hours a day with their teachers, and typically respond well in a positive well managed environment. Educators therefore have a significant impact on how the students will respond and perform in the classroom.

Summary

Adolescence is a critical time in a student’s life. This is a time in a student’s life where relationships become a fundamental aspect in the realm of school life. The transition from middle to high school is at a time where certain factors put students at risk of academic failure.

The effect of students' relationships with their teachers may be acutely relevant during this time of adolescent development. Student teacher relationships have been identified by research as an important factor in school adjustment. Producing a positive and affective student-teacher relationship can help students adapt to their classroom environment which, in turn, can produce both positive academic outcomes and cultivate a feeling of safety in the classroom. There are many forms of classroom management meanings and also strategies. Highly effective teachers seem to have some attribute that allows every aspect of classroom environment or management to fall into place. Not all veteran teachers possess this quality, not all novice teachers possess this quality. It is not necessarily the number of years' experience that determines the effectiveness of a teacher, or the degree or qualifications that a teacher possesses that determines highly effectiveness in the classroom. There are certain attributes among highly effective teachers that need to be identified in order to better equip teacher education and preparation programs.

“Although mixed findings throughout the literature could indicate an array of classroom management beliefs, actions, and connections between beliefs and actions, there is some evidence that certain beliefs and actions have an impact on student achievement” (Kwok, 2017, p. 356). Highly effective teachers exhibit a common set of attributes that are present in the art of classroom management and the result is academic achievement of the student. Foundational principles form a basis for common attributes and practices. They are objective unlike values which are subjective. The individual teacher does not control the classroom outcomes, the factors associated with the classroom environment do. Understanding what common attributes that highly effective teachers possess is essential in training teachers to be effective in the classroom. With this knowledge teacher educators can better develop programs for teacher training and in-service training at their schools. Highly qualified does not always translate to highly effective.

This research seeks to find what attributes make a teacher highly effective in the classroom and use that knowledge to enhance teaching and learning programs.

CHAPTER THREE: METHODS

Overview

It is vital to education and educators to be able to identify the attributes that make a teacher highly effective. Teacher effectiveness is imperative for student success and academic achievement. Academic achievement is the heart of education and in order to be successful, relationships between highly effective teachers and core belief systems must be identified and shared to other educators to improve the classroom environment and enhance academic achievement. Much research is found on classroom management, however, not many have researched years' experience and certification type in relation to teacher ratings. The objective was to identify common attributes or belief system about classroom management that exists among highly effective middle school teachers. This was tested using causal comparative research design to determine the relationship between highly effective and proficient teachers and classroom management belief, identified by the BIMS scores, and factor analysis to find a common core belief system. This research is aimed at identifying specifically where these differences between core belief system in classroom management and teachers who are self-identified as highly effective middle school teachers are found. A survey at the beginning of the questionnaire was used to identify teachers who received a rating of highly effective and proficient among middle school teachers.

Design

Quantitative research is an approach used to investigate relationships and statistical differences amidst variables. The methodology of this study included a quantitative Likert survey based, causal-comparative design. A causal-comparative method was determined to be appropriate to the study because causal-comparative research examines group differences and

associations among dependent and independent variables (Adams & Lawrence, 2015). The study was designed to explore differences among highly effective and proficient middle school teachers' and core belief system in classroom management style as indicated by the scores received on the Behavior and Instructional Management Scale (BIMS). "This is a type of nonexperimental investigation in which researchers seek to identify cause-and-effect relationship by forming groups of individuals in whom the independent variable is present or absent, and then determining whether the groups differ on the dependent variable" (Gall, 2007, p. 306). This design is focused on determining whether a core belief system, dependent variable, about classroom management style exists among highly effective and proficient middle school teachers, independent variable. This quantitative comparative study will be conducted to determine if highly effective middle school teachers possess a common attribute or core belief system about classroom management. The independent variable was the categories of highly effective and proficient teacher rating. The dependent variables were the belief or attribute they possess as measured by the survey instrument: Behavior and Instructional Management Scale (BIMS).

Highly effective teachers are able to incorporate positive relationships, curriculum planning, behavior management and classroom environments that surpass the average teacher. This research studies the highly effective and proficient middle school teachers to find common attributes in beliefs on classroom management to find what attributes they have in common that allows for everything else to fall into place. E-mail addresses were attained from the school boards of middle school teachers from multiple Parishes in Louisiana. The teachers were e-mailed a short survey, along with the BIMS, to collect teacher specific data that was used to identify highly effective teachers and also identify commonalities in types of certification, years'

experience, professional development in classroom management, and education level of these highly effective teachers. These answers along with the questionnaire results will be organized and input into Excel and analyzed.

Research Question(s)

RQ1: Is there a difference in core belief systems in classroom management among teachers who are identified as highly effective or proficient middle school teachers as shown by Behavior Management scores from the Behavior Management and Instructional Management Scale (BIMS)?

RQ2: Is there a difference in core belief system in classroom management among teachers who are identified as highly effective or proficient middle school teachers as shown by Instructional Management scores from the Behavior Management and Instructional Management Scale (BIMS)?

H₀1: There is no significant difference in core belief systems in classroom management among teachers who are identified as highly effective or proficient middle school teachers as shown by the Behavior Management scores from the Behavior and Instructional Management Scale (BIMS).

H₀2: There is no significant difference in core belief systems in classroom management among teachers who are identified as highly effective or proficient middle school teachers as shown by Instructional Management scores from the Behavior and Instructional Management Scale (BIMS).

Participants and Setting

The participants for this study are employed within various parishes in Louisiana and are currently teaching and/or currently certified to teach middle school. According to Creswell,

2014, the target population refers to the group from which researchers collect data and conduct analysis in order to draw empirical conclusions. The participants for the study were drawn from a convenience sample of certified middle school teachers located in school districts within Louisiana during 2019-2021 school years. The participants in this study were placed in groups/categories based on their responses to the demographic survey questions at the onset of the questionnaire. The participants in this study included certified middle school teachers at accredited public middle schools or K-12 schools in the state and represent both suburban and rural school environments. Several superintendents from various parishes around the state were contacted through e-mail for permission to do the study. Upon permission, a mass e-mailing system was used to distribute the surveys and questionnaire links to all participants.

Population

Participants identified for this study were drawn from a convenience sample of middle school teachers that included certified middle school teachers from central to southern Louisiana. The areas selected included but were not limited to a diverse population of lower, middle to upper income parishes in the state of Louisiana. These parishes included large, rural teaching population parishes as well as smaller urban parish teachers.

Participants

Per the recommendation of Gall et al. (2007) for a medium effect size with a statistical power of .7 at the .05 alpha level (p.145), the participant sample consisted of 83 teachers that were certified to teach middle school. From the sample Gall et al. (2007) recommends 20-50 participants in each minor subgroup. Using this recommendation subgroups were formed between highly effective teachers and those who were not highly effective, per the background survey. There were 53 highly effective teachers and 41 effective or lower rating, self-identified

through the survey. The sample came from all teachers certified to teach middle school and all middle and K-12 schools in the district but was not limited to grade level taught. Therefore, some of the participants may not be teaching in junior high but are certified to teach middle school in that parish. The sample consisted of 41 teachers who were traditionally certified and 32 teachers who had alternate certification, 53 teachers who score 4-5, highly effective, and 23 teachers who score “1-3” ineffective to average. Other questions that can be used in future studies is years’ experience, and degree obtained with certification.

Setting

The setting was an online environment where participants received an email with a link to an electronic survey hosted through Survey Monkey. Using Survey Monkey, participants completed the BIMS online, individually and submitted with complete amenity.

Instrumentation

The qualitative approach to this research requires a survey that accompanies the BIMS to determine which teachers rated highly effective, type of certification they possess and years’ experience with in the state of Louisiana. The survey also identifies degree level for possible future research. Permission to use the BIMS was obtained through author Nancy K. Martin. Appendix A contains the permission to use the instrument and Appendix B contains the instrument. The instrument was electronically put into Survey Monkey for ease of distribution and e-mailed to all certified middle school teachers in various parishes around the state of Louisiana. Total survey and questionnaire time was approximately 3-5 minutes. See Appendix E for directions included with the survey instrument. The BIMS uses a Likert scale of 1-6, 1 being do not agree at all and 6 being strongly agree. The number rating for each question is then averaged by use of factor analysis to determine if a teacher’s core belief in classroom

management is more behavioral management or instructional management focused. The higher the score the more control the teacher exerts over the classroom.

Behavioral & Instructional Management Scale

The BIMS (Martin & Sass, 2010) is a self-assessment survey that measures teachers' perceptions of their approaches to classroom control. "In the BIMS, classroom management style is defined as a multidimensional construct that includes three comprehensive, independent components-instructional management, people management, and behavior, management (Martin, Yin, & Baldwin1998). The Behavior and Instructional Management Scale was originally developed by Marin et al. and was based on the model of Wolfgang and Glickman and Wolfgang. Martin, Yen and Bladwin developed the scale to measure teacher's perceptions of their approaches to classroom control (Martin, Yin & Mayall, 2008). The original instrument was named Attitudes and Belief about Classroom Control and contained 48 questions to classify classroom management styles into interventionist, interactionist, or noninterventionist on a four-point Likert scale. Basically, determining if a teacher's classroom management was based on beliefs about instructional management or behavior management. The most current and valid scale is called the Behavior and Instructional Management Scale. The BIMS went through five stages of development to produce the subscales of Behavior Management and Instructional Management. The authors first identified definitions of the constructs then created items based on these constructs. They used existing literature, classroom experts, and classroom observations to create the items. Next, they used graduate students who were enrolled in Classroom Management and Motivation courses to survey for clarity and content validity of each item on a six-point scale. The scale ranged from (1) "not at all" to (6) "very well/ very clear" (Martin & Sass, 2010). Student answers were used to decipher whether items were clear and related to the

constructs. These answers were used to revise the constructs. A small sample was used as a preliminary factor analyses and reliability analyses. The information was just to adjust items with poor factor patterns and to measure internal consistency. If an item exhibited limited variability they were edited or deleted from the instrument and was retested. In the end, the BIMS resulted in two subscales with 24 items under the two main constructs of Behavior Management and Instructional management. In an effort to provide convergent and separate validity evidence for the BIMS, teacher data were also collected on the OSTES (Martin & Sass, 2010). “A high subscale score points to a more controlling, interventionist attitude while lower scores are indicative of a less controlling belief in that aspect of classroom management style” (Martin, Yin, & Baldwin 1998). “Psychometric research conducted by Tschannen-Moran and Woolfolk Hoy (2001) provided reasonably good evidence of validity and reliability” (Martin & Sass, 2010, p. 1127). Tschannen-Moran and Woolfolk Hoy (2001) reported relatively high estimated internal consistency with a Cronbach’s alpha coefficients for both. “In addition, this model produced a two-factor model with a relatively low inter factor correlation, suggesting that these factors capture a unique information related to classroom management” (Martin & Sass, 2010, p. 1130). “An analysis of the Behavior Management subscale revealed good internal consistency (i.e., Cronbach's alpha) for the six items ($\alpha = .774$), with an average inter-item correlation of .377 ($sd = .091$). The average corrected item-total correlation for this subscale was .529 ($sd = .071$), which suggests the items have good discrimination. Results for the Instructional Management subscale also showed a good internal consistency for the six items ($\alpha = .770$), with an average inter-item correlation of .365 ($sd = .092$). The average corrected item-total correlation for this subscale was .522 ($\alpha = .086$)” (Martin & Sass, 2010, p.1130).

The BIMS was selected for use in this study because research has shown that a teachers’

methods of handling classroom management is related to student performance and academic achievement. The BIMS identifies relationships that exist between the teachers' approaches to motivate students and their style of classroom management. This is also in conjunction with building relationships. Research shows that positive teacher-student relationships produce more favorable student achievement outcomes. The BIMS has been developed in several stages. Reliability analysis was performed on the subscales of the BIMS to assess the internal validity of the questionnaire items with an internal consistency coefficient of 0.770 and is considered acceptable (Cronbach, 1950). A high subscale score is indicative of a more controlling, interventionist approach while a lower score would indicate a less controlling belief in the overall classroom management. The results of the BIMS can help educators to improve teacher education programs as well as professional development programs for teachers.

Procedures

Survey monkey was used to recreate the instrumentation and add on a brief demographic researcher-created survey. The demographic survey along with the BIMS is completely anonymous. Participants were asked to complete the demographic survey to establish certain criteria such as teacher rating at last evaluation, type of certification, and years' experience. Both parts of the survey are anonymous to ensure participant honesty and can be found in Appendix B. The second part of the survey included the questions and rating scale of the BIMS. The IRB permission was granted from Liberty University and can be found in Appendix C. IRB permission was also granted from the various school districts to survey all certified middle school teachers. See Appendix E. All BIMS items were put into a digital survey to be emailed to the designated teachers. See Appendix D for sample of e-mail sent to teachers. The e-mail list was obtained from the school boards with the permission of the Superintendents. See Appendix

E for Superintendent permission. Survey Monkey was used for ease of access and e-mail. Using Survey Monkey, participants completed the BIMS and survey online, individually and submitted with complete amenity. After the allotted time for completion, the researcher then gathered the electronic data. Letters were sent out to all participants to express gratitude for their participation upon completion of the survey.

Data Analysis

The purpose of the study was to determine common attributes of highly effective middle school teachers. Causal-comparative analysis is research that the independent variable is measured in the form of categories (Gall, 2007, p.306). The two categories used were teachers who received a rating of highly effective and teachers who reported proficient rating. The researcher took all the results from the survey and exported the data into an excel spreadsheet. Excel was then used for coding, calculating and averaging the data. Coding involved assigning a specific numerical value to each Likert-type scale answer. Participants rated each question on a 6 point Likert-type scale with a range of 1 (strongly disagree) to 6 (strongly agree). Questions 4,6,9,10,11,12,14,18, and 24 were reverse scored according to the instrument instructions for calculating scores. The researcher checked and rechecked the coding for accuracy after reversing the data in Microsoft Excel. When no errors were found, the scores were reported in numerical values. Factor analysis was used to find the average scores from the BIMS to identify commonalities in highly effective teachers' beliefs about classroom management. The BIMS defines those categories as Behavior Management and Instructional/Classroom Management. Once the subcategories were formed, a single factor ANOVA analysis was performed to compare highly effective and proficient teacher rating for both the of behavioral and instructional management, as determined by the BIMS results.

The results of this research will enable educators to establish a statistical pattern between highly effective middle school teachers and core beliefs regarding classroom management. It will enable administrators to identify how strong of a relationship there is between the common belief system and the effectiveness of the teacher. The results will be useful in enabling teacher educators to better understand what distinguishes a teacher as highly effective. These findings can initiate changes in teacher preparation planning, and in classroom management practices. This research intends to lead to the improvement of teacher education training programs and quality of professional development practices for teachers' classroom management and student engagement strategies.

CHAPTER FOUR: FINDINGS

Overview

The purpose of this study was to examine common attributes of teachers who rate highly effective in the school systems. This chapter will present the data collected from a demographic survey accompanied by the BIMS instrument that identifies common attributes among highly effective middle school teachers. The importance of this study is to assess whether highly effective teachers have common attributes regarding classroom management. This study aims to identify if a core belief system about classroom management strategies exists among highly effective middle school teachers. The data was entered into excel where statistical data was entered into excel where statistical analysis was completed. Descriptive statistical data was presented using frequency distributions and percentages. Factor analysis was used to solidify results from the BIMS. A one factor ANOVA was used to measure the difference in the group means and indicates the magnitude of difference between the two groups. This will eliminate the likelihood that a significant difference exists purely by chance, and will be indicated by a p-value.

Research Questions

RQ1: Is there a difference in core belief systems in classroom management among teachers who are identified as highly effective or proficient middle school teachers as shown by Behavior Management scores from the Behavior Management and Instructional Management Scale (BIMS)?

RQ2: Is there a difference in core belief system in classroom management among teachers who are identified as highly effective or proficient middle school teachers as shown by Instructional Management scores from the Behavior Management and Instructional Management Scale (BIMS)?

H₀₁: There is no significant difference in core belief systems in classroom management among teachers who are identified as highly effective or proficient middle school teachers as shown by the Behavior Management scores from the Behavior and Instructional Management Scale (BIMS).

H₀₂: There is no significant difference in core belief systems in classroom management among teachers who are identified as highly effective or proficient middle school teachers as shown by Instructional Management scores from the Behavior and Instructional Management Scale (BIMS).

Descriptive Statistics

The questionnaire portion of the survey was used to identify the performance rating of each participant by administrator. The teachers were put into 2 categories: highly effective and proficient. The BIMS survey results were determined by factor analysis and were used to determine if there was statistically significant difference in highly effective and proficient teacher compared to the score received in behavior and instructional categories of classroom management as determined by the BIMS. Table 1 and 2 display the descriptive statistics from the BIMS instrument of the highly effective and proficient teachers as compared to the scores in behavioral and instructional management, according to the BIMS results. The mean score for behavioral management was 4.33 for the highly effective and 4.42 for proficient with the standard deviation *SD* 0.81 with a 95% confidence level. For instructional management the mean score was 3.45 for highly effective and 3.39 for proficient with the standard deviation *SD* 1.45 and a confidence level of 94%.

Table 1 Descriptive Statistics Behavioral Management

DESCRIPTIVE STATISTICS

<i>HIGHLY EFFECTIVE</i>		<i>PROFICIENT</i>	
Mean	4.33	Mean	4.42
Standard Error	0.24	Standard Error	0.25
Median	4.73	Median	4.88
Mode	#N/A	Mode	5.13
Standard Deviation	0.81	Standard Deviation	0.84
Sample Variance	0.66	Sample Variance	0.71
Kurtosis	0.67	Kurtosis	-0.31
Skewness	-1.11	Skewness	-1.08
Range	2.61	Range	2.32
Minimum	2.58	Minimum	2.81
Maximum	5.19	Maximum	5.13
Sum	47.65	Sum	48.65
Count	11.00	Count	11.00
Confidence Level(95.0%)	0.54	Confidence Level(95.0%)	0.57

Table 2 Descriptive Statistics Instructional Management

DESCRIPTIVE STATISTICS			
<i>HIGHLY EFFECTIVE</i>		<i>PROFICIENT</i>	
Mean	3.45	Mean	3.39
Standard Error	0.42	Standard Error	0.44
Median	2.9	Median	2.63
Mode	#N/A	Mode	#N/A
Standard Deviation	1.4	Standard Deviation	1.45
Sample Variance	1.95	Sample Variance	2.11
Kurtosis	-1.82	Kurtosis	-2.11
Skewness	0.09	Skewness	0.06
Range	3.76	Range	3.5
Minimum	1.59	Minimum	1.56
Maximum	5.35	Maximum	5.06
Sum	37.93	Sum	37.31
Count	11	Count	11
Confidence Level(95.0%)	0.94	Confidence Level(95.0%)	0.98

Results

The purpose of this quantitative casual-comparative study was to examine whether relationships exist between highly effective and proficient rated teachers and classroom management styles. The independent variables are the self-reported teacher rating and the dependent variables are the scores from the BIMS for classroom management style. Using a quantitative causal-comparative approach allows the researcher to study the degree to which variances in one attribute relate to the variances in one or more of the other attributes. The literature review explains the relationship of classroom management strategies and the effect it has on student success and teacher self-efficacy. Together this information can be used to develop improvements to teacher professional development practices.

RQ1: Is there a difference in core belief systems in classroom management among teachers who are identified as highly effective or proficient middle school teachers as shown by Behavior Management scores from the Behavior Management and Instructional Management Scale (BIMS)?

Null Hypothesis 1:

H₀1: There is no significant difference in core belief systems in classroom management among teachers who are identified as highly effective or proficient middle school teachers as shown by the Behavior Management scores from the Behavior and Instructional Management Scale (BIMS).

Addressing Research Question 1 involved testing for significant difference in the relationship between the independent variables (highly effective and proficient) and dependent variable (BIMS Scores) using a one-factor ANOVA test as shown in Table 3. The results of the

ANOVA test showed no significance with a $p=.7990$, which is greater than $p=0.05$ therefore the researcher failed to reject the null hypothesis.

Table 3 ANOVA Single Factor Behavior Management

ANOVA: Single Factor						
SUMMARY						
<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>		
HIGHLY EFFECTIVE	11	47.65	4.332	0.658		
PROFICIENT	11	48.65	4.423	0.708		
ANOVA						
<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	0.045	1	0.045	0.067	0.799	4.351
Within Groups	13.655	20	0.683			
Total	13.700	21				

RQ2: Is there a difference in core belief system in classroom management among teachers who are identified as highly effective or proficient middle school teachers as shown by Instructional Management scores from the Behavior Management and Instructional Management Scale (BIMS)?

Null **Hypothesis 2:**

H₀2: There is no significant difference in core belief systems in classroom management among teachers who are identified as highly effective or proficient middle school teachers as shown by Instructional Management scores from the Behavior and Instructional Management Scale (BIMS).

For Research Question 2 the same steps were followed to examine scores based on instructional management scores of the BIMS. Table 4 displays the results from examining the relationship between highly effective and proficient teachers and the instructional results from the BIMS. Again, a one factor ANOVA was used to identify a correlation between highly effective and proficient teachers and their beliefs regarding instructional management according to the BIMS results. The overall ANOVA shows a p value of .93 ($p=.93$) which is $>p=.05$, therefore the researcher failed to reject the null hypothesis.

Table 4.0 One Factor ANOVA Instructional Management

ANOVA: Single Factor						
SUMMARY						
<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>		
HIGHLY EFFECTIVE	11	37.93	3.448	1.952		
PROFICIENT	11	37.31	3.392	2.110		
ANOVA						
<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	0.017	1	0.017	0.009	0.927	4.351
Within Groups	40.615	20	2.031			
Total	40.632	21				

CHAPTER FIVE: CONCLUSIONS

Overview

Classroom management has been the focus of research in the area of an effective teacher for many years, and will more than likely continue to be an area of research in the coming years. However, it is not the only factor that exists when it comes to being effective in the classroom. It has been customary to interpret classroom management system (CSM) as an emphasis on rules and discipline while a more modern translation would encompass everything that a teacher does to facilitate or improve student learning. CSM's are generally divided into two categories: behavioral management and instructional management. Classroom management systems are taught in traditional education programs and often develop over time through real life classroom experiences and student encounters. Classroom management and discipline are often used synonymously, however, they are not the same and strategies can and will develop over time. Behavior management strategies often get confused with reactive behavior management and differentiation needs to be taught to novice teachers. The teacher is the main factor that contributes to the entire classroom environment and learning atmosphere. Novice middle school teachers are at a disadvantage if what makes an effective teacher cannot be definitively identified. Middle school is a pivotal year for most adolescent students and it is imperative to understand how they need to be taught. Type of certification also plays a role and should be researched as middle school adolescence is known to be very challenging. Much research in psychology is dedicated to adolescence and this research seeks to find common attributes of highly effective middle and proficient certified middle school teachers in the area of classroom management style that can be identified and incorporated into professional development of middle school teaching courses and teacher professional development training services.

Discussion

The purpose of this study is to identify common attributes among highly effective middle school teachers. There is a large scale of research that revolves around discipline, but regarding a broader yet integral part of education, classroom management, there is not much to compare. Then add in teachers that have alternative educational certifications and the research diminishes significantly. The following research was conducted using factor analysis to determine if highly effective middle school teachers possess a common attribute or core belief system about classroom management. The results show that there is little difference in core belief systems of those rated highly effective and proficient, but it cannot determine if this is common among all highly effective teachers. Early philosophers such as Maria Montessori, Levi Vygotsky and Allen Bloom believed that education could be adequately understood and put into perspective of human nature and practices. Finding common attributes is vital to finding best practices to incorporate into adequate teacher training. Research pertaining to instructional vs. behavioral classroom management by Poulou, Reddy, and Dudek state that praise and opportunity within the classroom show positive student reaction and outcomes. Praise and opportunity are found in teachers who practice instructional management because opportunities are planned and accounted for in each lesson. They suggest that proactive strategies can be found in instructional classroom management strategies that prevent inappropriate behavior and prevent the teacher from falling into reactive behavioral management practices. They also state that effective teaching reflects the use of instructional planning and is designed to plan for student interactions. It goes back to the old saying, "Idle hands are the Devils Workshop", if a teacher plans or over plans for each lesson the students stay engaged and will be actively participating. If students are actively engaged and participating, they are not focused on classroom disruptions because they

are busy learning. They also suggest that there is an “implementation” gap in instructional classroom management practices. This researcher agrees with that because as the results of this research show, there is no difference in highly effective and proficient teachers in comparison to behavior or instructional strategies as measured by the BIMS in this study. Research into these attributes of highly effective and proficient teachers will continue to be necessary as technology, economy and life challenges present themselves. Also, from this researchers own classroom experience, each cohort of children possess different attitudes, likes and dislikes, and maturity level from year to year. So, a teacher has to adapt and adjust to each group of students each year. A well-equipped, trained teacher will have a better chance at student success with middle school children if they are prepared adequately. Teachers who can engage or have the “holding power” of student engagement is vital to student success. “Holding-power refers to a setting’s capacity to sustain participation” (Kounin and Lawrence, 1979, p. 146). Their research suggests that there is a connection between holding power of the teacher created environment and the attention span of the child. It also suggests a relationship between the teacher, environment and classroom management. Highly effective teachers have a healthy balance in all of these areas, and it is shown in this research in common core belief systems as measured by the BIMS as the results showed no differences. In an article by Wallace, Parr, and Correnti, the authors conducted a qualitative case study on teachers’ classroom management competency by using Classroom Assessment Scoring System-Secondary (CLASS-S). This particular study was conducted using adolescents or middle school students. The research was designed to identify classroom management style by observation. Students seemed drawn to the more positive, student engaged atmospheres. They found that adolescent students favor teachers who utilize instructional classroom management practices. The students reported that instructional interactions allowed

for a positive classroom environment and a sense of safety. These researchers agree that continued research is necessary in the area of classroom management as it provides insights into future student success rates. This research shows that there is a fine line between what is considered behavior management and instructional management. The responses were close almost identical. However, if instructional management is carried out properly, the behavior management would not have a presence in the classroom. From this, one can infer, that teachers are not trained properly in instructional management. Authors Larson, Pass, and Bottiani et.al suggest a multidimensional approach to classroom management. They state that student engagement is multidimensional therefore classroom management must take the same approach. They observed teachers' use of behavioral management from a behavior/ instructional focus. They found that the more a teacher used positive behavior support, the more positively students perceptions of the classroom management practices. They actually believe that positive behavior management practices impacted students' success and efficacy more than instructionally focused behavior management strategies and engagement. They suggest an positive behavior aspect of instructional practices. This research supports their suggestion as it shows that there is no difference in behavior or instructional practices among highly effective and effective teachers. Maybe there should be a multi-dimensional approach that encompasses both strategies as it appears that both strategies are utilized by highly effective and proficient teachers. There could be multi-strategy approach to classroom management that utilized positive behavior reinforcement strategies that are incorporated in the instructional planning. A study, by Melissa K. Shank, was conducted in 2021 on classroom management needs of novice teachers, these teachers reported that they needed more clarity with classroom management practices. Her research identified that there is a need for more practical approaches to behavioral management.

Much of behavior management can get misdirected with reaction-based behavior management. That is a problem, which is why this researcher was interested in studying highly effective and proficient teachers and classroom management styles. Novice teachers also reported concerns about lack of behavioral support from the schools. Research shows no improvement in preparations for classroom management for novice teachers. This is where planning appropriately or the knowledge of planning appropriately can decrease the need for behavior management reactions. Novice teachers often report lack of training in classroom management in practical, real-life, classroom situations. This study among others shows a need for more research in this area as well as more revised training for teachers, both novice and tenured.

Research Question(s)

RQ1: Is there a difference in core belief systems in classroom management among teachers who are identified as highly effective or proficient middle school teachers as shown by Behavior Management scores from the Behavior Management and Instructional Management Scale (BIMS).

RQ2: Is there a difference in core belief system in classroom management among teachers who are identified as highly effective or proficient middle school teachers as shown by Instructional Management scores from the Behavior Management and Instructional Management Scale (BIMS)?

Summary:

In this study middle school teachers answered questions from the BIMS. The BIMS (Martin & Sass, 2010) is a self-assessment survey that measures teachers' perceptions of their approaches to classroom control. The BIMS was selected for use in this study because research has shown that a teachers' methods of handling classroom management is related to student

performance and academic achievement. The BIMS identifies relationships that exist between the teachers' approaches to motivate students and their style of classroom management. A high subscale score is indicative of a more controlling, interventionist approach while a lower score would indicate a less controlling belief in the overall classroom management. The results of the research show a significant difference in core belief system regarding behavior management and classroom/instructional management. This is consistent with past research and debates in behavioral psychology. B.F. Skinner's works introduced this concept, and it has been used to improve educational strategies for academic improvement. Pavlov also based his research on the idea that learning behavior is a function that can be altered by environment. Research has found that a person's behaviors are a response to influence. Every teacher has a core belief system that alters the environment of their classroom. This can be a positive or negative influence on the students' perception of education and how they perform which is why it is so important to understand and study. Teachers consistently express concern in the area of classroom management and they combine classroom management with behavior. However, they are two components. Teachers either believe that controlling behavior is what makes the environment conducive to learning or they believe that managing the classrooms routines and procedures is what makes the learning environment. Research identifies classroom management to be directly associated with positive effects on student behavior, this in turn allows for more opportunity to engage students in the learning processes that produce higher academic achievement. This research seems to find a balance in instructional management and behavioral management. However, the results show that highly effective and proficient teachers utilize behavioral strategies more so than that of instructional management strategies. According to authors Oakes, et.al 2020 schools are constantly challenged to revamping students' academic, behavior and social needs to reduce

punitive discipline by providing proactive practices surrounding positive reinforcements. These practices are intended to improve school environment. Schools that use behavior as a classroom management focus tend to have an increase of students that are actually excluded from the classroom. They found that the use of instructional management provided for a lower use of behavioral disruptions therefore behavior management did not consume the management of the classroom and increased student engagement.

According to some research, if a teacher has a well-planned lesson, that includes activities and predicts possible distractions or down time, behavior is not typically an issue. Behavior management tends to divert instructional time., and well trained teachers plan for activities, and instructional time to limit possible distractions. In the study by Oakes, et.al.2020, teachers reported low levels of efficacy when it came to instructional practices for classroom management. Why would this be? It could be that they are teaching on an alternative certificate and did not have the educational training they would receive from a traditional certification. Teachers reported raised levels of confidence when using the new instructional practices to achieve improved student success. They report that instructional strategies were rated lower than behavior management and stronger than instructional delivery (Oakes, et.al.2020). However, the teachers reported that the more they learned about these strategies the more they used them and found that they were successful. In traditional teacher education settings, instructional planning and behavior management are taught. However, being in an actual classroom can be very different, and poses its own real-time challenges. This research supports that in finding that the majority of teachers were slightly more favorable to behavioral management in this study. Should instructional management get as much curricular presence as behavior management? Behavior reaction practices and behavior management are two different things and affect students differently.

Implications

Educators across the world aim at providing students with quality education and training. Schools dedicate faculty development time each year to train educators in instructional, behavioral and classroom management skills. Each year aiming at academic improvement and overall school ratings. There is an urgent need for the preparation of a new breed of professional highly effective teachers. Teachers who have a passion for student learning and a clear vision of the purpose of education. Teacher effectiveness and student achievement are a vital part of successful schooling and a vital part of future employment. Education is constantly changing to fit the needs of the world of tomorrow. These trends are often seen in continuous training in the area of technology, and classroom management strategies to keep up with the changing times.

Research indicates that classroom environment is directly related to student achievement and identifies the teacher as a significant factor in student learning. This study intended to find common attributes among highly effective middle school teachers, and the results show that there are significant differences in highly effective teachers and those that do not rate highly effective on their administrator reviews. So much research is dedicated to classroom management, teaching strategies, and behavior management as it directly influences academic achievement. Just as students grow and learn, teachers also grow and learn from experience in the classroom. Some teachers come into the classroom very well trained in educational and poses an educational certification while other teachers come in with a non-traditional certification with non-educational training. Middle school children are fickle and impressionable and appropriate training is necessary to ensure student success. Much of the time they spend at school shapes their view of the world around them. A teacher's attitude, beliefs and interactions with students can change their lives forever. It is important to understand the psychology behind adolescence

and how to develop that relationship of teaching and learning to motivate and encourage students not only in academics but in themselves and their goals for the future. Alternative teaching certificate programs are a great and valid way of growing the teaching population, but are they truly prepared for the middle school classroom and all the non-academic, non-instructional things that go on in a classroom? Further research is recommended in the teacher certification process. This study can be used to research further into the type of certification in different grade levels. The intent is that teachers are fully prepared for daily classroom activities and all of the “in the moment” things that may occur in the classroom. Teachers need to be prepared for interruptions, disruptions, weather, active shooter, and many other things that pop up within a school year. Some of this confidence in daily routines and procedures come from experience and some is learned. Educators need to take a proactive approach to classroom environment and ensure that the teacher is well equipped to handle any and all situations including hormonal, adolescent behaviors. Early research shows a connection between student engagement of the teacher created environment and the attention span of the child. It also shows a relationship between the teacher, environment and classroom management. Highly effective teachers have a healthy balance in all of these areas, and it is shown in this research in common core belief systems.

This research is meant to enhance the understanding of what makes a highly effective middle school teacher. It is intended that this research can be used in teacher training a teacher education programs to enhance the first-year experience for novice teachers. This researcher did not find any validity in core beliefs, other than it being almost balanced between behavior management and instructional management. Again, further research into core belief systems is needed as the researcher found some limitations in this area of study. Education is changing

rapidly' and teachers must possess a collection of knowledge and skills that are more diverse, complex and integrated than ever before.

Limitations

While this study shows significance in core belief systems. This research doesn't come without its limitations. The limitations found in this study included question 7 on the survey where participants "self-reported" teacher rating by administrator. This survey was designed with anonymity and to refrain from violating any ethical barriers and participants used "self-reporting", which can be difficult when analyzing specific data.

The intent of the researcher was to have a larger participant size of 126 participants or more from around the state. However, due to current pandemic conditions, many districts opted not to participate in the study due to their teachers being stretched too thin. This researcher sent out an initial mass email to 589 prospective participants. Only 30 participants responded from that email. The researcher then began to reach out to several parishes for permission to conduct research. Out of the 64 parishes 30 parishes were contacted with only 3 parishes granting permission to conduct research. One parish granted permission and surveys were sent with 0 respondents. The third parish that granted permission, accidentally sent the e-mail list to another researcher and it took several weeks to realize the mistake and eventually receive the e-mail list. That parish was also sent the survey through e-mail which consisted of 673 prospective participants. At this time only a small window of opportunity to take the survey was allowable as time constraints were an issue. From those e-mails 54 more participants responded. The participation rate allowed the researcher to conclude the study however, the low participation rate in the school districts did not allow for a more formidable comparison to be made when conducting analysis within the groups for core belief systems. Further study is recommended

with a larger participant group. The survey sent limited the participants to those who self-identified as effective or highly effective to find a significance in core belief system measured by the BIMS. However, a future study could link those teachers who were not highly effective or ineffective to see if there is any correlation to their core belief system and if it is significantly different from those who qualify as effective or highly effective.

Time constraint was another limitation in this research. The initial intent was to use one school district, however, after the first round of emailing, the researcher realized that there would not be enough participants from that district. The researcher then solicited

Other limitations include survey set up. The logic in Survey Monkey was supposed to end the survey for teachers that selected that they were not certified to teach middle school, however, those participants were able to answer future question about what type of certification they possessed. This limitation was not exclusive as those that trickled through the logic would not possess a traditional certification and those responses were taken out of the analysis. Another area identified as a limitation would be limiting grade level taught. This researcher chose middle school teachers as adolescence is a big factor in student attitude and behavior.

Recommendations for Future Research

To provide a broader scope of understanding what makes a highly effective teacher this researcher suggests further study into degree level held. This researcher found it interesting that degree level did not show a significant difference in teacher rating. This was not part of the actual research questions; however, it was a question in the background survey.

Table 7 represent description on the type of degree respondents possess. The result of the analysis indicates that 37(45.1%) possess bachelor's degree while 34(41.5%) of respondents possess masters' degree.

Table 7 Type of degree possess

What type of degree do you possess?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		11	13.4	13.4	13.4
	Bachelor	37	45.1	45.1	58.5
	Masters	34	41.5	41.5	100.0
	Total	82	100.0	100.0	

Source: Survey, 2021; SPSS output.

This researcher suggest research on a larger scale to understand the impact of graduate and post graduate work on the effectiveness of teachers in the classroom. This research can be replicated using defined group of highly effective teachers in specific subject areas compared with degree held by the teacher.

This researcher also recommends further study in alternative teacher education programs. This could be done using participants of all grades taught and the self -efficacy of the teacher in their specific grade level. . Teachers who have a degree in general education, elementary education, middle school education, or high school education. An educational degree generally involves courses designed to instruct teachers on how to teach. It includes courses that require in school practicums, peer teaching and internships or practical teaching in schools. An alternative certification is a program allows an individual who has a degree other than that of education to participate in a program that allows them to teach in the classroom while simultaneously taking courses in education to prepare them for the Praxis exam. They may have a degree in English or a specific subject matter or alternatively they may have a degree in business or interior design. These accelerated programs are designed to fast tract degree holders into the classroom to fill

teacher deficits. Research has found that fast tracked teachers in these programs perform poorly in classroom management and instructional implementation.

This could also be done with teacher preparedness regarding 1st year alternative certified teachers. Further research in the arena of alternative certification is needed for alternative certification holders to help prepare them for the non-instructional realities of the classroom environment.

Another area for further research is grade level. Middle school has its challenges with adolescence; however, it would benefit education to know if highly effective teachers have the same core belief system throughout all grade levels. This research could be replicated using highly effective teachers to see if there is a difference in core belief system among elementary, middle school and high-school students. Does the grade level or age of the students change the belief system of the teacher?

Lastly effective teachers and years of classroom experience?

Is there a significant difference in teacher rating when compared to years of experience? In a qualitative study by Nichols, S. L., Schutz, P. A., Rodgers, K., & Bilica, K. (2017;2016) the researchers found that novice teachers enter the profession with expectations about their students and the role of the teacher in the classroom. When these expectations are not met novice teachers can have unpleasant reactions and can have a difficulty controlling their emotions. These emotional episodes can change the atmosphere of the classroom.

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Appendix A



[Redacted Name]

Tue 12/17/2019 4:51 PM



TATE1395-Final-Version.pdf

610 KB

Stacey,

Thank you for your interest in our work. Unfortunately, I no longer grant permission for use of the ABCC or its revised version because we have published a higher quality instrument, the Behavior & Instructional Management Scale (BIMS). You definitely have my permission to use the BIMS instead. I think you will find it serves your purposes better than the ABCC-R.

Best of luck with your study.



Appendix B

Questionnaire

1. How long have you been teaching?
 - a. 1-5 years
 - b. 6-10 years
 - c. Longer than 10 years

2. Why type of degree do you possess?
 - a. Bachelor
 - b. Masters
 - c. Doctorate

3. Is your degree in education?
 - a. Yes
 - b. No

4. Which type of certification do you possess?
 - a. Traditional certification after attaining a degree in education
 - b. Alternative certification through a teach program with a non-education degree
 - c. Other (please specify)

5. What rating did you receive on your last teacher evaluation from your administrator?
 - a. Highly Effective
 - b. Effective
 - c. Developing
 - d. Ineffective

Appendix C

Date: 9-16-2021

IRB #: IRB-FY20-21-629

Title: COMMON ATTRIBUTES AMONG HIGHLY EFFECTIVE MIDDLE SCHOOL TEACHERS

Creation Date: 2-14-2021

End Date:

Status: **Approved**

Principal Investigator: Stacey Reed

Review Board: Research Ethics Office

Sponsor:

Study History

Submission Type	Initial	Review Type	Exempt	Decision	Exempt
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Key Study Contacts

Member	Role	Contact
Margaret Ackerman	Co-Principal Investigator	[REDACTED]
Stacey Reed	Principal Investigator	Cor [REDACTED]
Stacey Reed	Primary Contact	Contact [REDACTED]

Appendix D

Dear Participant,

My name is Stacey Reed, and I am a graduate student at Liberty University. For my dissertation research I am examining common attributes of highly effective middle school teachers. I am writing to invite eligible participants to join my study. Participants must be certified middle school teachers who have been evaluated by their administrators.

Participants, if willing, will be asked to complete the following survey. This will require approximately 15 minutes of your time. Participation will be completely anonymous, and no personal, identifying information will be collected.

To participate, please click here <https://www.surveymonkey.com/r/NNVZLJC>. Please complete the survey by Oct. 20, 2021.



Common Attributes Among Middle School Teachers

Take this survey powered by [surveymonkey.com](https://www.surveymonkey.com). Create your own surveys for free.
www.surveymonkey.com

A consent document is provided as the first page of the survey. The consent document contains additional information about my research. Because participation is anonymous, you do not need to sign and return the consent document unless you would prefer to do so. After you have read the consent form, please click the button to proceed to the survey. Doing so will indicate that you have read the consent information and would like to take part in the survey.

Thank you for taking the time to assist me in my educational endeavors. The data collected will provide useful information regarding teacher in-service and preparation programs.

Sincerely,
Stacey Reed



Appendix E



September 29, 2021

Dear Stacey Reed,

Your request to conduct research has been approved. Please note that Bossier Parish middle school teachers may elect to participate or not to participate. Moreover, research participation of Bossier School Teacher is strictly on a voluntary basis, though each is encouraged to participate based on the fact that this is an anonymous survey designed to better inform whether a core belief system about classroom management, educational background, or teaching strategies exists among highly effective middle school teachers.

Very Respectfully,

Mike Baugh



[External] Re: Stacey Reed Doctoral Candidate Liberty University School of Education

[REDACTED]
Fri 6/4/2021 9:11 AM
[REDACTED]

[EXTERNAL EMAIL: Do not click any links or open attachments unless you know the sender and trust the content.]

Hi Stacey,
We would be glad to help and participate in your study.

[REDACTED]



September 22, 2021



Dear Ms. Bowie:

Your request to conduct the following research in East Baton Rouge Parish School System is approved.

“Common Attributes Among Highly Effective Middle School Teachers”


Certified EBR Middle School Teachers

We require that all data you collect protect the anonymity of participants, unless they specifically provide you with permission to identify them. It is my understanding that you will provide the East Baton Rouge Parish School System a summary of your research findings, once your project is completed.

We appreciate the opportunity of working with you. If we can be of further assistance, please contact



Approved:



10/4/2021
Date

Appendix F
CONSENT FORM

COMMON ATTRIBUTES AMONG HIGHLY EFFECTIVE MIDDLE SCHOOL TEACHERS

Stacey Reed
Liberty University
Liberty University School of Education

You are invited to be in a research study to identify common attributes of highly effective teachers. You were selected as a possible participant because you are certified to teach middle school children with a teacher evaluation rating. Please read this form and ask any questions you may have before agreeing to be in the study.

Stacey Reed, a doctoral candidate in the School of Education at Liberty University, is conducting this study.

Background Information: The purpose of this study is to determine whether a core belief system, about classroom management, educational background, or teaching strategies exists among highly effective middle school teachers. The objective is to identify a core belief system about classroom management, education or teaching strategies that exists among highly effective middle school teachers.

Procedures: If you agree to be in this study, I would ask you to do the following things:

1. To complete a short questionnaire about your educational background. (Approx. 5 minutes to complete)
2. To complete a brief survey of educational core beliefs. (Approx. 10 minutes to complete)

Risks: The risks involved in this study are minimal, which means they are equal to the risks you would encounter in everyday life.

Benefits: Participants should not expect to receive a direct benefit from taking part in this study.

Benefits to society includes helping the researcher gather information necessary to help make education better and brighter for the upcoming generation of novice teachers

Compensation: Participants will not be compensated for participating in this study.

Confidentiality: The records of this study will be kept private. Research records will be stored securely, and only the researcher will have access to the records.

- Participant responses will be anonymous
- All data will be stored securely in the researchers private SurveyMonkey account. After 3 years, all data will be deleted.

Voluntary Nature of the Study: Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with Liberty University. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.

How to Withdraw from the Study: If you choose to withdraw from the study, please exit the survey and close your internet browser. Your responses will not be recorded or included in the study.

Contacts and Questions: The researcher conducting this study is Stacey Reed. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact her at [REDACTED] You may also contact the researcher's faculty chair, Margaret Ackerman, at [REDACTED]

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, **you are encouraged** to contact the Institutional Review Board, 1971 University Blvd., Green Hall Ste. 2845, Lynchburg, VA 24515 or email at irb@liberty.edu.

Disclaimer: The Institutional Review Board (IRB) is tasked with ensuring that human subjects research will be conducted in an ethical manner as defined and required by federal regulations. The topics covered and viewpoints expressed or alluded to by student and faculty researchers are those of the researchers and do not necessarily reflect the official policies or positions of Liberty University.

Please notify the researcher if you would like a copy of this information for your records.

Statement of Consent: Before agreeing to be part of the research, please be sure that you understand what the study is about. If you have any questions about the study later, you can contact the researcher using the information provided above.