ELEMENTARY ADMINISTRATORS' PERCEPTIONS OF EFFECTIVE

CLASSROOM MANAGEMENT

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by

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The undersigned, appointed by the dean of the Graduate School, have examined the

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ELEMENTARY ADMINISTRATORS' PERCEPTIONS OF EFFECTIVE

CLASSROOM MANAGEMENT

presented by Joseph C. Beydler,

a candidate for the degree of Doctor of Education,

and hereby certify that, in their opinion, it is worthy of acceptance.

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Dedication

This study is dedicated to my family. From an early age, my parents instilled in me a desire to continuously extend my learning and to do my best to help others. Without the love and sustaining support of my wife and children, this effort would not have been possible.

Acknowledgements

There are many people along my educational journey for which acknowledgment would be necessary and appropriate. My first teachers were my parents. In me they instilled honesty, decency, diligence, and a strong work ethic. They remain exemplars of parents and citizens.

As an homage to the many teachers that gently guided my upbringing, the pseudonyms chosen to anonymize and represent study participants are those of my elementary and secondary teachers. Their lessons have lasted the test of time and remain with me today as models on whose shoulders I stand.

I also acknowledge the team of professionals that serve on this dissertation committee. I am grateful to Drs. Ritter, McDonald, Martin, Hutchinson for their attention to detail and examples they have provided for me and my non-traditional path to a terminal degree. Special acknowledgement is extended to Dr. Hutchinson who's sharing of knowledge and passion for learning has encouraged me tremendously.

To the participants in this study who donated their time, effort, and experiences, I am immensely thankful.

Finally, this list of acknowledgements would be incomplete without my family. My wife Melinda has withstood many hours of educational wandering supporting me all the way. She has indulged the continuous classes, papers, and projects for more than thirty years. My children, Allie, and Austin, continue to motivate and inspire me to keep achieving.

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Abstract

This phenomenological study analyzed perceptions of elementary principals of new teachers' efficacy and capacity in classroom management. The study was conducted to inform teacher preparation programs about critical classroom management needs that could be addressed at the undergraduate level. Results of the semi-structured interviews indicated that principals believe that more time and energy are needed at the preservice level to help teachers be better prepared to manage today's classrooms. Much was also learned about the support systems school buildings and school districts use to support new teachers. The research questions and related discussion were based on the framework of the Eight Effective Teaching and Learning Practices.

Section 1:

Introduction to the Dissertation-In-Practice

Background

Many professions suffer from heightened critique and criticism. Education and teaching are no exception (Darling-Hammond, 2020). Attitudes about education have grown grim over the decades as calls for accountability increase (Evertson & Emmer, 2017). Increased attention to education outcomes and practices has materialized through many large-scale federal laws including the No Child Left Behind (NCLB), now called the Every Student Succeeds Act (ESSA), and the Individuals with Disabilities Education Act (which is the reauthorized version of the All Handicapped Children Act or PL 94-142 from 1975) (Feuer et al., 2013; Herman et al., 2018; Loeb et al., 2015). In today's accountability-driven society, schools and teachers are under great scrutiny to increase performance (Allen et al., 2014; National Academies of Sciences, Engineering, and Medicine, 2020; Stronge, 2018).

Researchers, along with policy and business leaders, know and understand that teachers make a significant difference in terms of student achievement (Knoster, 2014; Liu & Loeb, 2019; Stronge, 2018). While many agree that teachers account for substantial variance in student achievement, there is much discussion among social commentators and researchers about the best ways to identify, recruit, employ, train, and retain teachers (Darling-Hammond, 2020; Goldhaber, 2019).

To address scrutiny and to further the craft of teaching, educators and educational institutions have set about identifying and analyzing what effective teaching looks like and how to replicate it (Goldhaber, 2019). Fueling this exploding field of research is the need to increase teacher performance and accountability. The task of researching teacher

effectiveness grows even more complex and complicated as other fields of research indicate changes in perceptions about how adults and students learn (Stronge, 2018).

In terms of teacher efficacy, one of the most cited concerns of teachers is student problem behavior (Moore et al., 2017). Since individual student behavior may affect the rest of the classroom, classroom management skills are critical (Korpershoek et al., 2016). In particular, new teachers entering the field do not have enough training in classroom management and tend to need more supports to maintain classroom discipline (Briere et al., 2015; Freeman et al., 2014a).

Teachers wield great power in influencing outcomes for students, and the impact of teacher quality is considerable (Bayar, 2014). Teachers using effective classroom management skills have been shown to increase the performance of their students while also decreasing the associated stress and eventual burnout (Bettini et al., 2017). The lack of classroom management training at the preservice level causes teachers to enter the profession under-skilled to deal with classroom management (Junker et al., 2021). Because of the lack of skills at the pre-service level, schools and districts design professional development (PD) programs to help staff learn better classroom management skills (Simonsen et al., 2017a). This gap between what future teachers learn at the pre-service level and what is actually practiced continues to be problematic for schools, districts, and also for the end user—the student (Freeman et al., 2014a). Therefore, it becomes incumbent on schools to provide useful and accessible knowledge about classroom management for new staff (Ficarra & Quinn, 2014).

The tenor of the research gathered for this study posits the importance of teacher fluency with effective classroom management as a key determiner in educational success,

both for schools and students (Evertson & Emmer, 2017). More specifically, the review of literature for this dissertation explores several sub-categories that support this claim. Classroom management will be defined and explored as a viable field of study. To establish background, workforce trends and dynamics around teachers and teacher education will be examined along with current teacher certification requirements in Missouri. The researcher paid attention to specific classroom management skills other researchers have identified as crucial to classroom and school success. Professional development around teachers' classroom management was investigated in two ways: first from the standpoint of teacher preparation in preservice learning and second, from the standpoint of ongoing professional development of practicing teachers.

Statement of the Problem

A leading factor making effective teaching and learning more difficult is a poorly managed classroom (Jones & Jones, 2013; Otten & Tuttle, 2011). Highly effective teachers not only provide high quality instruction, but are also able to effectively manage the classroom (Freeman et al., 2014a). Teacher preparation programs (TPP) may or may not include classroom management in pre-service curriculum (Cooper & Scott, 2017) and when it is, there are varied conceptions of what is taught (Ficarra & Quinn, 2014; Pomerance & Walsh, 2020). The lack of training in classroom management contributes significantly to teachers leaving the profession early in their career (Dicke, Elling, et al., 2015). In the United States, only 51% of TPP include pre-service practice in essential classroom management strategies (Pomerance & Walsh, 2020).

Missouri certification requires evidence that teacher candidates successfully model evidence-based classroom management strategies (*Revised Missouri Standards for*

the Preparation of Educators (MoSPE), 2020); however, it is up to each teacher

preparation institution to determine what those evidence-based strategies are. When

teachers begin their career with limited knowledge and skill with classroom management,

it becomes the purview of elementary and secondary institutions to provide training,

creating an extra burden on already busy professional developers, teachers, and

administrators (Ficarra & Quinn, 2014). Therefore, the problem herein is the lack of pre-

service training in effective classroom management. In other words, teachers begin their

professional careers with classroom management skills inadequate to meet the needs of

the classroom environment (Letina & Diković, 2021; Pomerance & Walsh, 2020).

The literature is rich in studies of teacher perceptions of self-efficacy in classroom

management. Likewise, considerable research has been conducted to determine

classroom management practices and strategies with the greatest effect on student

learning and teacher capacity to effectively use them (Scott et al., 2017a). However, a gap

in the literature exists concerning administrator perceptions of new teacher efficacy in

classroom management and the preparation of new teachers for effectively managing

classrooms. This study will add to the existing literature informing pre-service educators,

school district officials, and institutions that prepare educators about the classroom

management learning needs of pre-service and experienced teachers.

Purpose of the Study

The study describes administrators' perceptions of teacher capacity and efficacy

in classroom management of novice elementary school teachers. Capacity, in terms of

abilities, is skill or expertise in a certain outcome variable (Beaver & Weinbaum, 2012).

Efficacy is a teacher's belief that they can affect student performance (Ashton, 1984). In

this study, a teacher's skills or expertise in classroom management is the intended outcome.

This qualitative phenomenological study was designed to allow qualitative data to inform a deeper understanding of building-leaders' perceptions of novice teacher efficacy about classroom management. This was accomplished through semi-structured interviews with elementary principals. The investigative approach identified the phenomena through a rich description of how novice teachers and building leaders interact with the phenomena (Mertens, 2020). In this case study, the phenomenon is classroom management.

Research Questions

1. What do building-level leaders perceive about new teachers' capacity and efficacy in evidence-based effective teaching and learning practices in classroom management?

2. How do building-level leaders determine capacity and efficacy in teacher classroom management?

3. What professional development do teachers require to develop and maintain capacity and efficacy in evidence-based classroom management?

4. What are the evidence-based practices that building-level leaders believe can be taught at the pre-service level that would provide the necessary capacity and efficacy in classroom management?

Evidence-Based Practices

This study was based on the evidence-based teaching and learning practices that constitute the given body of knowledge about effective classroom management. A

defined set of evidence-based practices regarding classroom-management and student

engagement, as adopted by a number of state and national organizations, was used as a

framework for examining effective classroom management. Eight Effective Teaching and

Learning Practices (ETLP) have been established and proffered by various national, state,

and regional entities. The evidence informing the practice of ETLPs indicated that they

are high-leverage practices to increase student academic performance through classroom

management (*Missouri Schoolwide Positive Behavior Supports: Tier 1 Implementation

Guide*, 2019).

The National Center on Positive Behavioral Interventions and Supports (PBIS),

an organization funded through the Office of Special Education Programs (OSEP) and

the U. S. Department of Education, identified eight ETLPs. The Missouri Department of

Elementary and Secondary Education (DESE) has adopted the eight ETLPs as evidence-

based practices and provides training and technical assistance throughout the state.

The established evidence-based ETLPs at a teacher's disposal include creating

expectations and rules (Alter & Haydon, 2017; Simonsen & Myers, 2015), teaching

procedures and routines (Alter & Haydon, 2017; Simonsen & Myers, 2015), encouraging

expected behavior (Reinke et al., 2013; Scott et al., 2012), discouraging unexpected

behavior (Simonsen & Myers, 2015), actively supervising (Gage et al., 2020; Haydon &

Kroeger, 2016), creating multiple opportunities to respond (MacSuga-Gage & Simonsen,

2015; Reinke et al., 2013), activity sequencing and choice (Bottini et al., 2018), and

adjusting task difficulty (Scott et al., 2012).

The relevance of this concept is sustained by the adoption of the ETLPs by state

and national agencies and supported through continuing professional development

delivered by Regional Professional Development Centers (RPDCs) across the state of

Missouri. The ETLPs are appropriate concepts because of their foundation in research

and evidence as proven strategies to promote effective classroom management. The data

yielded from the research questions will allow adequate exploration of the perceived use

of ETLPs in elementary schools.

Effective Teaching and Learning Practices

In Missouri, the use of ETLPs are prescribed. Use of the ETLPs is supported

through curriculum provided by the Department of Elementary and Secondary Education

(DESE) and through coaching and consulting support of professional developers through

the nine RPDCs across the state. ETLPs are "evidence-based teaching strategies

implemented with fidelity and informed through data to produce positive, sustained

results in every student" (*Effective Teaching/Learning Practice Materials*, n.d.). ETLPs

are positive and proactive strategies that help teachers create an effective learning

environment in the classroom. The ETLPs also decrease instances of problem behavior

and increase academic learning time (*Missouri Schoolwide Positive Behavior Support:*

Tier 1 Team Workbook, 2018; *SW Effective Teaching/Learning Practices (ETLP)*

Social/Behavioral Overview, n.d.).

ETLP 1: Expectations and Rules. Classroom expectations or rules are

statements used by teachers to describe certain behaviors expected in the classroom

(Alter & Haydon, 2017). Developmentally appropriate, positively stated, and

systematically taught expectations and rules are fundamental to effective classroom

management (Reinke et al., 2013). Furthermore, expectations and rules are few in number

(Alter & Haydon, 2017). Missouri Schoolwide Positive Behavior Supports (SW-PBS)

materials used the term OMPUA (observable, measurable, positively stated, understandable to all, and always applicable) as an acronym for developing effective expectations and rules (*Missouri Schoolwide Positive Behavior Support: Tier 1 Team Workbook*, 2018). Teachers may develop the expectations or rules alone or with students (Alter & Haydon, 2017; Reinke et al., 2013).

Examples of expectations or rules include respectful, responsible, or safe behavior. These expectations are more effective when aligned with schoolwide expectations (*Missouri Schoolwide Positive Behavior Supports: Tier 1 Implementation Guide*, 2019; Scott et al., 2012b). Posting the expectations or rules in noticeable locations in the classroom further improve effectiveness (Alter & Haydon, 2017).

ETLP 2: Procedures and Routines. The MO SW-PBS Handbook **(2019)** indicated that procedures and routines are classroom methods or processes for how routine and non-routine tasks are accomplished. Procedures are rules or expectations that have been broken down into teachable chunks. When procedures are taught to students to a level of fluency, students accomplish tasks more efficiently and smoothly and then they become routines (Lester et al., 2017). Effectively taught and learned routines help students experience higher rates of success and satisfaction within the classroom (*Missouri Schoolwide Positive Behavior Supports: Tier 1 Implementation Guide*, **2019)**.

The MO SW-PBS Handbook (2019) and the MO SW-PBS Tier 1 Workbook (2018) suggested a number of examples of procedures. These include lining up to leave the classroom, how to get the teacher's attention, asking questions, transitions, listening, responding to emergencies, accessing materials, grading criteria, and absentee

procedures. The MO SW-PBS Handbook (2019) further indicated that procedures and routines should be regularly taught throughout the year, be encouraged with specific positive feedback, and be posted in the classroom.

ETLP 3: Encouraging Expected Behavior. Referring to verbal or tangible reinforcement, this ETLP focuses on the power of adult attention and the need for reinforcement when students meet expectations (*Missouri Schoolwide Positive Behavior Support Handbook*, 2019). The idea of recognizing and reinforcing student behavior flows from research by Ryan and Deci (2000). Their seminal investigation into intrinsic motivation found that most school tasks are not, at least initially, intrinsically motivating, thus requiring external support through recognition and reinforcement. Providing external recognition to support students as they build fluency with behavioral skills is supported by more recent research from Scott and Landrum (2020). They refuted the idea that reinforcement strategies inhibit intrinsic motivation and positive behavior.

The MO SW-PBS Handbook (2019) and MO SW-PBS Tier 1 Implementation Guide (2019) focuses on three related sub-topics regarding developing a continuum of encouragement strategies for the classroom. They include 1) adult non-contingent and contingent attention; 2) the use of effective, specific positive feedback; and 3) the use of a tangible system of reinforcements.

Non-Contingent Adult Attention. The simplest form of adult attention requires no behavior on the part of the student or attention and is provided regardless of student performance (*Missouri Schoolwide Positive Behavior Supports: Tier 1 Implementation Guide*, 2019). Saturating the classroom environment with sufficient non-contingent attention reduces the frequency of unexpected behavior (Banda & Sokolosky, 2012). The

MO SW-PBS Handbook (2019) listed examples of non-contingent attention such as smiles, greetings, community-building activities as examples of antecedent practices that engender positive relationships in a classroom.

Contingent Adult Attention. Contingent adult attention is provided to students as a consequence after expected behavior takes place (*Missouri Schoolwide Positive Behavior Support: Tier 1 Team Workbook*, 2018). Conroy et al. (2009) described contingent attention as an effective strategy whereby adults reinforce social behaviors with performance feedback. Scott et al. (2017a) stated that this type of feedback was essential so that students know that their performance is correct.

Specific Positive Feedback. The MO SW-PBS Handbook (2019) referred to contingent adult attention with the term specific positive feedback (SPF). SPF should include a specific description of the behavior, provide a rationale, and can include a tangible item or preferred activity as further reinforcement (*Missouri Schoolwide Positive Behavior Support Handbook*, 2019). An example of a contingently applied instance of SPF would be: "Sue, you stayed calm when Jill got upset with you. You were responsible for your own action and possibly avoided hurt feelings" (*Missouri Schoolwide Positive Behavior Supports: Tier 1 Implementation Guide*, 2019, p. 169).

Reinke et al. (2013) reported classroom teachers are more likely to use general praise (e.g. "good job,") as opposed to specific praise. The use of specific praise in classrooms is more advantageous than general praise because it clearly imparts teacher or classroom expectations and actively promotes positive and expected student behaviors. Additionally, improved student behavior increases when the ratio of teacher-student

interactions about behavior is at least four times greater when the student is behaving as expected versus misbehavior.

ETLP 4: Discouraging Unexpected Behavior. The MO SW-PBS Tier 1 Workbook (2018) indicated that each school and classroom should develop a continuum of responses for inappropriate behavior that range from minor to intense interactions from school staff. All teachers should be equipped with a range of strategies to ensure consistency in response to problem behaviors. Furthermore, discouragement strategies should be instructionally based in that they respond to behavioral errors as skill deficits that require teaching and re-teaching to remediate. Using academically or instructionally based tactics to respond to minor student behavioral errors rather than exclusionary practices, reprimands, or other punitive measures are more effective (Caldarella et al., 2021).

According to the MO SW-PBS Tier 1 Implementation Guide (2019), there are three main types of discouragement strategies. The continuum ranged from indirect strategies to direct strategies to additional consequences. Examples of indirect discouragement strategies included planned ignoring, proximity, praising expected behavior, and the use of signals and non-verbal cues. Examples of direct discouragement strategies included re-direction, re-teaching, providing choice, and student conferences. The use of additional dynamic and contextual consequences was recommended on the continuum of responses toward the more disruptive end.

ETLP 5: Active Supervision. MO SW-PBS described active supervision as an evidence-based practice in three parts: moving, scanning, and interacting (*Missouri Schoolwide Positive Behavior Support Handbook*, 2019). The teacher continually moves

throughout the class shifting proximity randomly. This allows for the teacher to be nearer

students to demonstrate interest and assist with problems and provide necessary feedback.

Scanning requires the teacher to be in a position to visually scan all areas of the

classroom. This practice allows the teacher to respond quickly and identify students who

may need assistance. Interactions may be verbal or non-verbal exchanges that work to

build relationships (*Missouri Schoolwide Positive Behavior Support: Tier 1 Team

Workbook*, 2018). Similar to supervision in non-classroom areas, classroom active

supervision is based on the premise that when adults are present, student behavior is more

likely to be appropriate (Simonsen et al., 2008).

      ETLP 6: Opportunities to Respond. The practice of providing multiple student

opportunities to respond (OTR) is any instructional engagement strategy promoting or

soliciting student responses (Haydon et al., 2012). The MO SW-PBS Handbook **(2019)**

stated OTR may include verbal or non-verbal designs. Verbal OTR could consist of

individual questioning, choral responding, direct instruction with high rates of scripted

interactions, and various other group interactive strategies. Non-verbal OTR might

include use of student wipe-off boards, response cards, signals, gestures, movements,

guided notes, and digital student response systems. OTR can also include the use of wait

time. Providing multiple opportunities to respond in the classroom is linked to on-task

behavior and increased student engagement (Scott et al., 2012b).

      ETLP 7: Sequencing and Choice of Activities. The MO SW-PBS Handbook

(2019) combined two disparate strategies together into one practice that promotes

increased engagement in the classroom. Sequencing was further divided into the ideas of

task interspersal and behavioral momentum. Task interspersal requires the classroom

teacher to intermingle already mastered tasks with more difficult tasks using the logic

that completed tasks are reinforcing (*Missouri Schoolwide Positive Behavior Support*

Handbook, 2019). Bottini et al. (2018) suggested that task interspersal is advantageous in

the classroom because it can improve on-task behavior. Behavioral momentum was

described by MO SW-PBS as a sequencing of simpler educational tasks or requests to

build energy or motion to then increase the tendence to comply with more difficult tasks

(*Missouri Schoolwide Positive Behavior Support Handbook*, 2019). Trump et al. (2021)

explained the practice as analogous to Newton's laws of motion where an object in

motion stays in motion and an object not moving continues its stasis until acted upon

otherwise.

To further increase the likelihood that students will become and stay engaged in

classroom activities, MO SW-PBS recommended offering students choices in completing

tasks (*Missouri Schoolwide Positive Behavior Support Handbook*, 2019). Scott (2017a)

described this practice as providing students with an original choice to complete a task

and a different choice of equal or greater effort. Although Royer et al. (2017) did not

identify instructional choice as an evidence-based practice, they noted positive classroom

results in student motivation toward completing tasks. Likewise, while Riden et al.

(2022) described moderate positive effects in the classroom, they declined to add

instructional choice to their list of evidence-based behavior management practices.

ETLP 8: Adjusting Task Difficulty. Scott et al. (2012b) posited that when a

teacher manipulates the difficulty of student tasks or reduces task difficulty, students are

more likely to remain engaged because completion of simpler tasks is reinforcing. The

MO SW-PBS Handbook (2019) suggested selecting instructional materials at the

student's level of performance. Task difficulty may be accomplished by adjusting the time to complete an assignment, the length of the assignment, the response mode, or input mode.

Design of the Study

Merriam and Tisdell (2015) indicated that qualitative research seeks to understand "the meaning people have constructed," (p. 15) where the "researcher is the primary instrument for data collection and analysis," (p. 16). The researcher revealed meaning through interviews and meaning was uncovered through rich descriptions of experiences of administrators about novice teachers' classroom management.

A Process of Inquiry

As a process of inquiry, qualitative research seeks to understand the meaning people have constructed about experiences (Creswell, 2013; Merriam & Tisdell, 2015). While quantitative research examines a part of an experience or phenomenon and its variables, qualitative researchers reveal how all of the parts of a phenomenon work together (Merriam & Grenier, 2019). "Quantitative researchers work with a few variables and many cases, whereas qualitative researchers rely on a few cases and many variables" (Creswell, 1998, p. 15). Creswell (2013) explained further that qualitative research begins with a singular focus, idea, or problem that needs to be understood rather than comparing variables as one might do in quantitative research. One of the aims of qualitative research is to "write persuasively so that the reader experiences *being there*" (Creswell, 1998, p. 21). Creswell (2014) suggested that qualitative design methods include a detailed methodology, data collection that is rigorous, accurate data analysis, along with rich and thick report writing.

More specifically, qualitative research is drawn from a philosophy of phenomenology (Merriam & Grenier, 2019). A phenomenological study is a description of the lived experiences of people regarding an experience, concept, or phenomenon (Creswell, 2013, 2014). One of the main aims and characteristics of phenomenological research is to explain the essence of a phenomenon through the lens of those who experience it (Merriam & Grenier, 2019). This study examines the particular phenomenon of classroom management in elementary schools through the eyes of elementary principals.

Research Setting and Participants

The setting for this study took place within the service catchment area of the Central Regional Professional Development Center (CRPDC or Central RPDC). The RPDC serves a 13-county area around the campus of the University of Central Missouri located in Warrensburg, Missouri. One common form of purposeful sampling is convenience sampling which includes selecting participants by region (Creswell, 2013; Merriam & Tisdell, 2015). This purposeful convenience sampling of administrators is in an area in close proximity to a regional university that prepares teachers for service. The sample size was 19 administrators at buildings that serve predominantly elementary school students. Seidman (2019) suggested that two criteria, sufficiency and saturation, should be met in deciding the number of research participants. Nineteen interviews provided a sufficient number of responses to represent the population and would likely be enough to achieve maximum variation in types of participants and their responses.

Participants for this study were solicited by email directed to all persons within the Central RPDC catchment area that serve in an administrative capacity. Specifically,

the invitation was sent to those persons in a school building that serve elementary level students. More specifically, school principals and assistant principals with at least three years of experience were invited to participate in the study.

Ethical Procedures

Participants in a study have certain rights to privacy and protection (Seidman, 2019). The voluntary participants were protected through procedures proscribed by the University of Missouri Institutional Review Board (IRB). No data were collected without participant consent through a form approved through the IRB process. Additionally, any necessary protections were reiterated before each interview began. Protections included the maintenance of privacy of participant names, their responses, school names, and locations. The researcher did not record names or any other personally identifiable information. Only the researcher transcribed and analyzed the data (Seidman, 2019). Participants had the opportunity to review their responses to interview questions before data were analyzed through a process of member checking or respondent validation (Merriam & Tisdell, 2015). Member checking occurred at two different levels. During several points within each interview and at the end of each interview, the researcher summarized interview data for the subject for clarification and validation (Mertens, 2020). After transcribing recordings of each interview, the researcher provided a copy of the transcription to the subject for review. Each interviewee was encouraged via conversation, email, and prompts within the transcription to edit, correct, or delete any response. Interviewees indicated on the shared digital document the time and date when the review, or member check, was complete.

Data Collection Tools

Yin (2014) suggested that one of the most significant sources of data and evidence is the interview. In-depth interviewing seeks to understand the "lived experiences of other people and the meaning they make of that experience" (Seidman, 2019, p. 9). Merriam and Greiner (2019) suggested that the phenomenological interview process addresses how the interviewee experiences the phenomenon "in the moment" (p. 88). The instrumentation utilized in this study consisted of individual interviews of elementary school administrators. A semi-structured interview technique was employed to gather data. The semi-structured format is desirable for phenomenological study (Seidman, 2019). Merriam and Tisdell (2015) listed characteristics of semi-structured interviews, including the use of an interview guide rather than a specific script, flexibly worded questions, and questions in no particular order. The semi-structured interviews collected the perceptions of elementary school administrators about their experiences with novice teachers and their classroom management efficacy (See Appendix A-Interview Protocol). Particular attention was paid to the administrators' perception of the implementation of ETLPs in the classrooms they supervise. Each interviewee was requested to provide demographic information, including educational background and preparation for administrative service. Other sections of the interview protocol included what Merriam and Tisdell (2015) referred to as "experience and knowledge questions" (p. 118). This type of question examined behaviors, actions, and activities. Basic categories of these questions included administrative knowledge of ETLPs, perceptions of ETLP implementation by novice teachers, perceptions of ETLP implementation by experienced teachers, expectations of novice teachers' classroom management capacity

and efficacy, and types of support provided for novice and experienced teachers regarding classroom management. To yield detailed descriptive data, Merriam and Tisdell (2015) recommended using open-ended questions. Seidman (2019) informed that open-ended questions do not lead participants to a particular answer but allow the responder to "take any direction they want" (p. 91). Other than the demographic questions, questions for this study were open-ended in nature.

Data collection commenced after approval from the Institutional Review Board (IRB). Elementary administrators were invited to participate via email in the one-on-one interviews. Once interviewees elected to participate, participants were provided the IRB approved consent form (See Appendix B).

Interviews

Interviews were conducted either on an in-person basis or via Zoom virtual meeting technology – whichever best suited the interviewee. The preponderance of the interviews were conducted remotely via Zoom at the request of the interviewee as they provided less of a distraction or disruption in their day. Each interview lasted approximately one hour.

A total of 19 interviews were conducted from a pool of 105 invitees that met the criteria (Central RPDC catchment area, elementary principal or assistant principal, three or more years' experience). The semi-structured interview allowed for the subjective experiences of each interviewee to be related to the researcher in a natural and conversational format (Ryan et al., 2007; Seidman, 2019).

During each interview, the researcher took notes detailing salient points and responses from each interview participant. These notes were later compared to the written

interview transcription. The personal notes reflected general descriptions of responses, comments based on experience and personal knowledge, and reflective thoughts about each interview. Merriam and Tisdell (2015) referred to this note-taking and reflection strategy as reflexivity or a description of the researcher's position.

Data Analysis

Immediately following the collection of the interview data, the researcher began to transcribe each interview. This simultaneous process of data collection and analysis is advised by Merriam and Tisdell (2015) to reflect the emergent nature of qualitative research. To protect the identity of the participants, each interviewee was assigned a pseudonym ("AERA Code of Ethics," 2011). Coding, or using a short-hand method of classifying thematic aspects of the data, allowed for retrieval of specific ideas common across interviews (Merriam & Tisdell, 2015). The goal of the analysis was to consolidate vast amounts of information into a manageable size and to interpret what people have said in order to make meaning (Merriam & Tisdell, 2015). Useful quotations that support the research questions were identified for use in the dissertation to bolster ideas and anchor themes in reality.

A phenomenological approach to data analysis was intended. Mertens (2020) and Merriam and Tisdell (2015) described this approach as emphasizing the understanding of subjective experiences or a way in which group members interpret the world around them. Creswell (2013) depicted the phenomenological approach as "a group of individuals who have all experienced" (p. 78) the same phenomenon. Analytically, phenomenological data are processed through layers or themes searching for all possible meanings (Creswell, 2013; Merriam & Merriam, 1998). In describing the

phenomenological data analysis process, Merriam and Merriam (1998) included a number of key features including managing the data, reading the data, describing and classifying the data, followed by interpreting and then representing the data. Furthermore, Creswell (1998) suggested that the researcher treats each piece of data as having equal worth working to develop a list of "nonrepetitive, nonoverlapping statements" (p. 147). This study seeks to understand the lived experiences of elementary administrators as they encounter the classroom management skills employed by novice teachers.

Upon completion of data collection, the researcher reviewed the combined data in spreadsheet form. The responses were separated into categories based on relevance to the four research questions. In a process known as horizontalization, the researcher coded quotes and responses treating each response with equal weight and consideration (Creswell, 2013; Merriam & Tisdell, 2015). Themes were gleaned from the responses and coding revealing textual descriptions of interview responses and useful quotations that reinforced ideas (Creswell, 2013). Coding took place in layers beginning with open coding of data into large, general categories. Data were then reduced through analytical coding as themes and ideas were grouped by description and further organized into themes (Merriam & Tisdell, 2015; Mertens, 2020).These themes were used to address each research question and form the basis for discussion of the findings. This process continued until reaching saturation, revealing a thick, rich description of lived experiences of the participants reinforced by quotes from the data. The entire process contributed to the credibility of the research (Merriam & Tisdell, 2015).

Trustworthiness

Merriam and Tisdell (2015) suggested that rigorous or trustworthy qualitative research is reflected in the researcher's application of design standards, authenticity of the study, and careful design. Similarly, Tracy (2010) included trustworthiness as an indicator of credibility in qualitative works. Carnine (1997) suggested that trustworthiness "reflects the confidence practitioners can safely have in research findings" (p. 2). Trustworthiness can be described in terms of credibility, transferability, dependability, and confirmability (Mertens, 2020; Seidman, 2019).

Credibility

Credibility connotes a congruence with reality (Merriam & Tisdell, 2015). Mertens (2020) suggested strategies to establish credibility in data collection measures. Merriam and Tisdell (2015) noted that member checking helps to ensure creditability. Member checking occurred when the researcher provided a verbal and written summary of interview data for each interviewer to review and approve. Creswell (2014) suggested rich descriptions of setting and participants supports credibility. The research questions were designed to yield rich descriptions of the phenomenon. Interviewee responses were recorded and transcribed and compared with the researcher's notes taken during the interview for clarity and accuracy. Additionally, the researcher reviewed teacher handbooks, new teacher training session agendas, and new teacher induction and onboarding materials to further triangulate meaning revealed through interviews.

Transferability

Thick descriptions and the use of multiple cases provide transferability allowing this research to be applied to similar situations (Mertens, 2020). Although the burden of

transferability is on the reader, the use of thick descriptions and multiple cases will aid

the reader in generalizing the findings to their own situation (Merriam & Tisdell, 2015).

A thick description of the data allows readers to understand the complex nature of the

situation (Mertens, 2020). Contextual elements of the study were specifically outlined

and described to support transferability and, therefore, increase credibility (Merriam &

Grenier, 2019; Merriam & Tisdell, 2015).

Confirmability

Confirmability is a measure of trustworthiness indicating that the data and the

interpretation are not "figments of the researcher's imagination" (Mertens, 2020, p. 284).

The data collected in this study were managed in such a way that information could be

tracked to the original source, which Yin (2018) referred to as a chain of evidence.

Toward further confirmability, the researcher employed ethical research standards as

outlined by the American Educational Research Association ("AERA Code of Ethics,"

2011) to allow interviewees' voices to be heard without imposition of bias from the

researcher (Lincoln & Guba, 1985).

Researcher bias was identified through handwritten notes characterizing the

researcher's perceptions of each interview. These notes helped the researcher clarify

assumptions and dispositions as a result of the researcher's personal and professional

positionality and experience (Merriam & Tisdell, 2015). To minimize bias, these notes

were compared to the written transcription of each interview in order to identify the true,

subjective voice of each interview participant (Merriam & Tisdell, 2015; Seidman, 2019).

Dependability

Mertens (2020) stated that dependability, akin to quantitative reliability, assumes that as change occurs over time, data and findings should be tracked and "publicly inspectable" (p. 284). Consistency between results and the data collected are an indication of dependability (Merriam & Tisdell, 2015). Furthermore, "rather than demanding that outsiders get the same results, a researcher wishes outsiders to concur that, given the data collected, the results make sense" (Merriam & Tisdell, 2015, p. 251). To increase reliability, Yin (2014) suggested a traceable chain of evidence connecting the research questions, interview questions, and conclusions. The process of data collection and coding was repeated for each interview to mitigate bias and reduce error causing the researcher to avoid assumptions or implications not collected through the interview and data analysis process (Lincoln & Guba, 1985). The researcher made comparisons and connections with printed onboarding, professional development, and training documents submitted by principals as well as other publicly available documents.

Significance of the Study

This study examined the perceptions of elementary administrators about novice teachers' capacity and efficacy in classroom management. The themes and insights learned from this study will further research regarding effective pre-service learning for teachers in classroom management by providing information on what more can be done at the pre-service level to prepare teachers for effectively managing their classrooms. While most teacher preparation institutions provide some instructional time on classroom management, it is often unorganized, incomplete, not based on research, or not associated with a clinical experience (Pomerance & Walsh, 2020). In Missouri, standards exist that

require pre-certification learning about classroom management, but are not specific about which evidence-based practices should be studied. In fact, an evidence base for strategies is not mentioned in the standards. Any language beyond the specific standards are at the pre-service institution's discretion (*Revised Missouri Standards for the Preparation of Educators (MoSPE)*, 2020). Information from the data revealed in this study helped identify gaps in current practice that can be addressed at the post-secondary level.

Other benefits may apply to scholarly research of teacher retention. This study revealed effective strategies that might reduce the negative risk factors associated with teacher burnout, stress, and teachers leaving the profession early in their careers. If teachers are better prepared for their work by learning more effective classroom management strategies during the preparation stages, they may be less likely to leave the profession early. This study will help scholars acquire greater understanding of teacher turnover.

Meaningful data were revealed to inform educators of the clear link between academic success and classroom management. Understanding the connection between behavior and academics in schools is key to improving practice and achievement (Hulac & Briesch, 2017). This study was aimed at helping pre-service institutions and pre-service educators find deeper understanding of linkage between the two.

This study also provided information about easily accessible evidence-based strategies for classroom management and how they are perceived by administrators. The strategies identified can be implemented by novice and experienced teachers, alike. This study increased scholarly knowledge about specific, evidenced-based practices and their application in elementary school classrooms.

Definition of Terms

The following common definitions and conventions will be in use throughout the study.

Administrator. For the purposes of this study, an administrator is defined as a person who oversees or provides leadership to an elementary school building or program. A lead or head principal or assistant principal may be referred to as principal, administrator, or building leader.

Beginning Teacher. A beginning teacher is a certified staff member of a school that has not completed one year of professional teaching experience. Beginning teachers are also referred to as novice teachers.

Capacity. Refers to the abilities, skills, and expertise of educators. In this study, one of the measures of performance is the perceived capacity to implement effective classroom management.

Classroom Level Factors. In this study, a strategy or practice is considered at the classroom level when it is implemented inside an individual classroom under the auspices of a particular teacher. Classroom level factors are synonymous with *Teacher Level Factors.*

Classroom Management. "Actions taken to create and maintain a learning environment conducive to attainment of goals of instruction" (Brophy, 1988, p. 2).

Efficacy. The capacity held by a teacher to produce a desired result or effect. In this study, effective classroom management is the desired effect.

Educator Preparation Program (EPP). For the purpose of this study, an EPP is a post-secondary institution that provides coursework that leads to the certification of teachers. An EPP may also be referred to as a TPP or Teacher Preparation Program.

Effective Teaching and Learning Practice (ETLP). This designation represents the eight evidence-based practices proffered by the Missouri Department of Elementary and Secondary Education and Missouri Schoolwide Positive Behavior Supports. They include classroom or teacher level practices of clear expectations, procedures and routines, encouraging expected behavior, discouraging unexpected behavior, active supervision, multiple opportunities to respond, activity sequencing and choice, and adjusting task difficulty. The use of this term and definition does not negate the fact that there are other viable, evidence-based strategies that could be used to positively influence classroom management.

Elementary School. This term will represent any one of the numerous configurations of schools that serve students at the pre-school through sixth grade level. K-8 or PK-8 districts may also have divisions that include elementary students and are included in the study.

Evidence Based Practices or Strategies. Strategies or practices informed by objective evidence from research or practice.

Experienced Teacher. In this study, a teacher referred to as experienced has more than one year of teaching experience in their professional practice.

Local Education Agency (LEA). An autonomous school district.

Look-For. A skill, practice, cause, or effect that is pre-determined to be associated with a particular observation standard or indicator.

Novice Teacher. In this study, a novice teacher is another way to refer to a beginning teacher.

Professional Development (PD). Any supports, resources, or structures put in place to increase performance of teaching staff and to provide growth opportunities for teachers. These supports may have been initiated by a person, groups of persons, or through policy. Professional development occurs after a teacher has been hired by a school district.

Regional Professional Development Center. There are nine Regional Professional Development Centers (RPDC) across the state of Missouri. Each center is responsible for a specified geographic region. The state-wide system is designed to build the capacity of Missouri educators through high quality professional development. Each RPDC is a subsidiary of the Missouri Department of Elementary and Secondary Education.

School. In this study, the term school will mean a particular attendance center, building, or academic division of a school district.

School District. In most cases, the term school district will be used to describe a unique grouping of school buildings within one jurisdiction. Some jurisdictions may be comprised of a portion of a political boundary, a city, a collection of cities, or a county. DESE uses the term Local Education Agency (LEA) to describe an autonomous school district.

Self-Efficacy. One's belief in their capability to exercise control over their own functioning. For this study, self-efficacy of classroom management will be studied.

Teacher Level Factors. Teacher level factors are strategies or practices under the direct control of a teacher and implemented within that teacher's classroom. In this study, teacher level factors are synonymous with classroom level factors.

Teacher Preparation Program (TPP). A TPP is a post-secondary institution that provides coursework that leads to the certification of teachers. An TPP may also be referred to as a EPP or Educator Preparation Program.

Transitions. Transitions occur in classrooms any time one activity, event, time period, or lesson stops, and another begins.

For clarity, Table 1 provides a guide to acronyms used in this study.

Table 1

Acronym Guide

Acronym	Description/Definition
ACT	American College Text
BIST	Behavior Intervention Support Team
COE	College of Education (University of Central Missouri)
CRPDC	Central Regional Professional Development Center
DCI	District Continuing Improvement (DESE Initiative)
DESE	Department of Elementary and Secondary Education (Missouri)
EPP	Educator Preparation Program
ESSA	Every Student Succeeds Act
ETLP	Effective Teaching and Learning Practice
IDEA	Individuals with Disabilities in Education Act
LEA	Local Education Agency (School District)
MAESP	Missouri Association of Elementary School Principals
MEES	Missouri Education Evaluation System
MODEC	Missouri Division of Early Childhood
MoSPE	Missouri Standards for the Preparation of Educators
MO SW-PBS	Missouri Schoolwide Positive Behavior Supports
MU	University of Missouri
MTSS	Multi-Tiered Systems of Support
NASEM	National Academies of Sciences, Engineering, and Medicine
NCLB	No Child Left Behind
NCTQ	National Council on Teacher Quality
NEE	Network for Educator Effectiveness
OSEP	Office of Special Education Programs (Federal)
PD	Professional Development
PK	Pre-Kindergarten
PK-12	Pre-Kindergarten through 12th grade, refers to elementary and secondary education
PBS	Positive Behavior Supports
PBIS	Positive Behavioral Interventions and Supports
RPDC	Regional Professional Development System
SAT	Scholastic Achievement Test
SW-PBS	Schoolwide Positive Behavior Supports
TPP	Teacher Preparation Program
UCM	University of Central Missouri

Findings

The research questions were specifically designed to yield information about the perceptions principals and assistant principals held about teachers' efficacy and capacity to effectively manage a classroom. A phenomenological process was used to analyze responses of those interviewed. This section provides a profile of participants including their own setting and experience base. This section will also deliver answers to the research questions, as well as a summary of the findings.

Participant Profile

Nineteen elementary school principals in the Central RPDC region were interviewed for this study. All principals interviewed were currently practicing administrators with appropriate administrative certification in Missouri. The principals' experience in the field of education (a combination of professional education service including teaching and administrating) ranged from 16 to 29 years. The average administrative experience of the interview subjects was 11.9 years. Principals from rural schools made up 71% of interviewees, with the balance from suburban schools. District size, based on student enrollment, represented by principals ranged from approximately 120 students to over 6,000. The enrollment for elementary schools represented by interviewees averaged 303 students with a low of approximately 120 to a high of approximately 530. Forty-four percent of the principals interviewed represented schools that participate in the state-sponsored Schoolwide Positive Behavior Supports framework. Twenty-eight percent reported observing BIST practices and 28% reported no particular alignment to any behavior management framework. Various elementary school

configurations were represented. Table 2 represents descriptive data from participants as

well as their pseudonyms.

Table 2: Participant Profile

Pseudonym	Location	Approximate District Size	Approximate School Size	School Type	Years in Education	Years in Admin	Admin Years in School
1. Velma	Rural	1,900	370	3-5	22	4	2
2. Roma	Rural	1,000	450	PK-5	20	10	10
3. Vila	Rural	330	150	PK-5	21	14	14
4. Vicki	Suburban	2,300	375	4-5	19	10	5
5. Florence	Rural	120	120	K-8	29	6	6
6. Betty	Suburban	6,500	400	K-5	16	4	2
7. Rhonda	Rural	400	200	K-6	26	14	14
8. Linda	Rural	390	150	PK-6	18	13	6
9. Chuck	Rural	5,000	149	PK-6	28	6	4
10. Jennifer	Suburban	3,400	400	3-5	28	18	12
11. Julie	Suburban	2,200	530	PK-2	29	10	6
12. Cindy	Rural	4,950	250	K-4	29	23	23
13. Beverly	Rural	5,000	500	K-4	29	17	17
14. Mildred	Rural	425	225	PK-6	21	11	11
15. Gary	Suburban	4,500	520	K-5	29	23	16
16. Patricia	Rural	350	230	PK-8	26	8	8
17. Randall	Rural	550	300	PK-6	27	18	18
18. Jeff	Rural	150	150	PK-8	16	11	1
19. Edward	Rural	475	280	PK-6	23	6	5

Research Questions Answered

      The researcher strove to provide answers to questions related to the efficacy and capacity of how new teachers are perceived to manage their classroom. Nineteen practicing principals were interviewed to determine their perceptions. Additionally, the researcher reviewed teacher handbooks and new teacher induction materials to corroborate principal references to new teacher support and professional development. The data were originally coded and then reconsidered in a second phase of coding to synthesize and organize the data into themes. This section summarizes answers to the four research questions.

RQ 1: What do building-level leaders perceive about new teachers' capacity and efficacy in evidence-based effective teaching and learning practices in classroom management?

      The researcher sought to summarize and organize elementary principals' collective impressions of new teachers' capacity and efficacy with the use of evidence-based teaching and learning practices in classroom management. Responses to interview questions were grouped into categories and themes, coded, and sorted. After the themes were coded, two large classifications emerged as significant. In the first section, principals described tools and the collective sets of tools teachers use to effectively manage behavior in the classroom as toolboxes. The second classification is an explanation of how experience affects a new teachers' classroom management performance.

Tools and Toolboxes

A popular euphemism for a skill among teachers is the term tool. Principals referred consistently to teachers' tools and their proverbial toolboxes. Florence had a good definition of a teacher's toolbox, "I think that it needs to be a toolbox with enough information and things in there that they're comfortable working with that they can choose what needs to work with that particular class that year." Of new teachers, Betty quipped, "Their toolbox isn't very big yet." Rhonda considers it is up to the principal, "to give them tools to go into their toolbox."

Several principals gave general descriptions about what effective tools might be. Linda called them "proactive steps." Mildred listed "clarity" as a tool. Chuck said he talks to his new teachers about "strategies" and "being proficient with strategies as tools." He elaborated, "So new teachers coming in, they may have a couple of tools, but if they don't know how to use them properly, or when to use them more…" Perhaps the best analogy for tools and toolboxes was from Gary, "So you know, if I'm gonna go fix a car and I have all the tools to fix it. Great, but that doesn't mean I can fix it, or even come close to that."

There were specific examples of tools principals mentioned with great frequency. Two tools were mentioned by nearly all principals in terms of practices that needed support. While all teachers need support in the two areas, "New teachers need a bit more," according to Betty. Julie insisted that she "doesn't think in terms of deficiencies, but in opportunities for growth." "Make no mistake," exclaimed Randall, "our new teachers bring us new ideas and new energy every year. It is a good trade-off for inexperience." The two areas were the design and use of clear expectations in the

classroom and the employment of effective procedures and routines. Three areas of concern arose regarding the two prevalent tools. These were student engagement, transitions in the classroom, and consitency.

Clear Expectations. Almost universally, principals interviewed expressed concern over new teachers' use of clear expectations in their classroom. A preponderance of interviewees echoed Lisa's thought,

> Many of my new teachers do not know what they want their classrooms to look like from day one. If they don't know what they want from their classroom, then they have a hard time getting what they want from the kids.

Gary stated it more succinctly, "Teachers that don't communicate clear expectations, struggle controlling their classrooms." Roma characterized expectations as setting up boundaries and creating structure, "People think that structure and boundaries mean that they're being mean…. You don't have to be the crazy, angry person to set structure." When talking about the effective use of expectations, Jennifer added, "Some people might think that is more like a military school type, but that's not it. It is effective practice."

Teaching Procedures and Routines. Another tool identified by principals in terms of new teacher opportunities for growth is an extension of expectations. Teaching procedures and routines "may be one of the most overlooked and powerful tools in their toolkit," stated Chuck. Julie extended the idea of the importance of the classroom use of procedures and routines for new and experienced teachers,

> They need to know that those sort of things [procedures and routines] save time, they are very efficient. Even things like passing out papers or distributing

materials can be more efficient so that the majority of time is spent with the lesson or the instruction versus getting set up and all of that.

Most interviewees indicated that many new teachers might understand that teaching procedures and routines are important, but they do not grasp the value of having procedures and routines for "everything from sharpening pencils to getting the teacher's attention to how to put your chair under the desk," said Vicki. This principal pointed out that having procedures and routines for as many normal classroom activities as possible "smooths out behaviors and transitions." When asked how the principal knows when good classroom management is happening, nearly every voice indicated that there was a presence of procedures and routines that were taught and effectively used.

Both the tools, the use of clear expectations and the use of procedures and routines correspond directly to the first two ETLPs. While principals mentioned all ETLPS as important to effective classroom management, expectations and procedures and routines were voiced most frequently and with more intense rhetoric.

Engagement. Principals mentioned frequently that students who are engaged in learning often display fewer classroom management problems. Randall, Jennifer, and Vila agreed with Julie regarding engagement strategies, "If you have students engaged, you're going to have less and less management issues." Those principals involved with SW-PBS work explained more fully that new teachers often lack skills in designing lessons that more deeply engage students in the lesson content. Julie said, "a lot of times they come in and they're really good about, kind of managing the noise level, but keeping kids engaged is more of a challenge." For many principals, engagement is so important that it was a part of their official evaluation scheme. Mildred stated, "we obviously go in

and we assess engagement." Linda wanted to see engagement in classroom evaluation visits, "Our cognitive engagement and effective instruction are a focus."

There are a number of ETLPs that encompass engagement strategies. ETLP 6 or Opportunities to Respond is the intentional employment of strategies to elicit student responses and therefore demonstrate engagement with lesson content. Another manifestation of ETLPs related to engagement include ETLP 5 – Active Supervision, ETLP 7 – Sequencing and Choice of Activities, and ETLP 8 – Adjusting Task Difficulty. When speaking about how new teachers often miss opportunities to include these ETLPs, Vila insisted "Many new teachers do not realize that they have the ability to make adjustments in student work at any time they want."

Transitions. Gary said that "Transitions are a very big one where they struggle." Florence agreed, "A lot of the discipline issues I see are in transition times." "Transitions could probably be really bad if classroom management is off," said Betty. Jennifer summed up many principals' ideas, "Consistency in transitions can be a lack of teaching expectations or a failure to practice the routine over and over." Many of the principals like Edward specifically look for transitions in official observations. "You know, that's a big indicator if there are problems." Edward added "They know how they want their students to transition but I don't believe they know how to teach their students. I feel like that's where I've spent some of my time…showing them exactly how to do it."

Like engagement, transitions in the classroom can be approached by considering which ETLPs have a positive effect. ETLP 1 -- Clear Expectations and ETLP 2 – Procedures and Routines are most prominent. However, ETLP 3 – Encouraging Expected

Behavior, ETLP 4 – Discouraging Inappropriate Behavior, and ETLP 5 – Active

Supervision are applicable considerations, as well.

      Consistency. Edward said, "I think the first thing that comes to mind is

consistency, that is, every type of kid in every scenario," when asked about new teacher

needs for support. Mildred described consistency in teachers as "such a level of

confidence that there's no negotiation, there's no arguing, that it's just expected."

Jennifer summed up consistency,

> I believe that consistency is probably that key factor that I find, that holds the
>
> most difference, because I find more veteran teachers or seasoned teachers are
>
> more consistent with the behaviors they address in their classroom, and new
>
> teachers have a tendency to address something one time and may not address it
>
> the next time with a different student. And so the kids see that, and they play on
>
> that inconsistency. So being fair and consistent is something that I have found
>
> new teachers, first, second, even third year. Teachers lack just maintaining that
>
> consistency.

      While many principals used the actual word consistency, others referred to

consistency using other terms. Patricia referred to "follow through". Jeff offered "say

what you mean and mean what you say". Gary referred to teachers that "ignore some

behaviors and correct others," meaning that some teachers lack surety in addressing all

inappropriate behaviors.

Experience

      By the time a new teacher begins their first year of school, it is expected they may

have already accumulated a minimum of experience. Most new teachers have completed

the requisite college coursework which usually includes a student teaching experience. Most principals perceived new teachers on a continuum just as they would with experienced teachers. The majority of principals concurred with Vila when referring to their new teachers and classroom management, "They're on one end of the spectrum or the other…so sometimes they have a hard time finding that middle ground to have the structure but still be able to build relationships." Roma noted that her "experienced teachers still need support, but not to the same degree" as the new teachers.

Vicki did not see differences between new and experienced teachers. She said, "I don't necessarily always know if I see a clear-cut difference in the basic management of our new teachers. They are able to be self-reflective and able to fix those mistakes within their classroom, or they're not." Rhonda added, "I'm noticing that new teachers coming out of college are more reflective in general."

For Jennifer, the distinction between new and experienced teachers' classroom management is clear,

> You can talk theory all day when you're in a college class, and you can talk about different scenarios and how you might handle those. Until you are actually in a classroom and handling that situation on your own, you just don't have that experience. I believe it's a lack of experience, not a lack of knowledge.

Beverly agreed, "so they might be fumbling over some things…You just have to practice it." Edward reflected on his experiences as a teacher, "I feel like they know a broader range than when I went through school coming out of college. They're taught different things in school now, which is great, but they're not experts yet."

Life experiences were important to one group of principals. Gary explained, "The ones [new teachers] I have seen be successful are ones that are older than 24 and have gone down a different path. I think, just the maturity."

Principals often referred to new teachers and their classroom management as a natural phenomenon. Patricia said of all teachers, "I feel like some are just a natural at it and others have to work a little harder to build those relationships and set those expectations." Patricia continued, "I think that some of it is how they were taught in school, or the examples that they've had. Or maybe what they did themselves as a student." Velma called it a "Sixth sense." She explained further,

I think that part of classroom management is just a talent that you have. You just have that—something. It is in you where you have the radar. I think you can be taught to do better, but I do think it's a talent.

Mildred shared a sentiment which resonated with others,

I think new teachers are also in survival mode in the sense that they will just go with what a colleague is using without truly thinking about is this best practice. Sometimes we go with whatever's going to be safe or easy to find because we don't know.

Several principals had situations similar to Julie's, "Most of our teachers that we hire have student-taught here." Beverly continued the same thought, "They have already been here a year when I hire them. They are like a second-year teacher. That is huge. They know how we do things around here."

Several principals had preferences about who they hire based on whether the student teaching experience happened in the fall or the spring. Jennifer, Patricia, and

Beverly agreed with Cindy who said, "Everyone should student teach in the fall because, otherwise, they don't get to see how you set up a classroom. Because when they student teach in the spring, then they don't see that piece."

RQ 2: How do building-level leaders determine capacity and efficacy in teacher classroom management?

The researcher examined how principals come to know the classroom management efficacy and capacity of their new teachers. This research question helps understand the frames of reference principals used to determine effectiveness. Most principals indicated similar pathways in determining the efficacy and capacity of their teachers' classroom management. The researcher posed two interview questions directly to principals that helped deduce an answer to this research question. "What does good classroom management look like in your building, and "How do you know good classroom management when you see it?" Initially, many principals answered these questions with vague responses similar to what Betty said, "You know, I can see it, I can hear it," or Mildred's offering, "It is visible." Velma's first thoughts were, "It's night and day, you can see their whole class in the hallway and know that that teacher's got it and that the other doesn't."

Most responses to the questions regarding what principals consider effective classroom management consistently included the idea that good classroom management has as many different looks as there are teachers. By and large, principals indicated they neither required nor expected each classroom to have the save version of classroom management. Velma shared, "It depends on the teacher," when referring to her expectations of what classroom management might look like. Jennifer extended that

logic, "It is different in every classroom," and classroom management is "best when the style suits the teacher." Linda added she was, "Not concerned that all classes are handled the same way." Mildred posited what classroom management is not:

As far as all the students having to be quiet and sit in a row and, sometimes I think that's just a traditional way to look at good classroom management. They're always quiet in there. Well, that's not a sign of a good classroom manager at all.

When pressed for more specific answers about how principals determine efficacy and capacity of classroom management of new teachers, the researcher grouped responses into five key categories: observations, networks, past experiences, published resources, and data. An apt summation of conversations with all of the principals was from Cindy, "We can never say we're done," when talking about learning more about classroom management. She continued, "We must continue to grow."

Observations

All principals are required to evaluate their teaching staff and provide a report to the superintendent or board of education. Julie submitted, "I learn a lot just by watching teachers. The most prevalent way principals complete this task is through a formal process of classroom observations conducted throughout the year culminating in a summative evaluation. Eighty-five percent of the principals interviewed used the Network for Educator Effectiveness (NEE) system to observe and evaluate teachers. The fidelity to which principals adhere to the number of evaluations required varied tremendously but the training received by principals did not. Principals are able to use a common language and understanding of standards of performance as a basis for their judgements of efficacy and capacity of classroom management. The NEE system is built

upon certain standards and indicators of performance that provide an excellent organized

knowledge base and framework for communication. The NEE standards and indicators

are based on the Missouri Education Evaluation Standards (MEES). Principals not

utilizing the NEE framework either use the Missouri Model Evaluation System or a

system devised locally. Both NEE and the Missouri Model are based on the MEES

standards (Brown & Bachler, 2013; *Educator Effectiveness | Network for Educator*

Effectiveness, 2015). The NEE system prescribes six to eight observations annually.

Presumably, teachers receive a score based on a common scoring guide as well as a

follow-up conversation. Beverly revealed "I really don't put a lot of emphasis on the

score." Rather, as Jeff pointed out, "It's those quick conversations that we have that make

the difference." Roma extended that thinking, "Our one-on-one conversations are more

meaningful and have more results." Gary explained, "so then the written feedback is not

the most important piece to me. It's the verbal. So when I do go talk to them, I don't go

over all the NEE indicators…I'm more likely to focus on the positive…just because that

if you focus on the positives, they're going to continue to strive to do that."

One standard used by NEE and the Missouri Model, standard 5, and several

indicators within that standard directly relate to issues regarding classroom management.

Most principals use one of the indicators from Standard 5 to evaluate performance, but

those who do not use an indicator from standard 5 freely admit that effective classroom

management is apparent by using other indicators. "That's kind of the sweet spot for

anything behavioral is the fives," Velma mentioned. All principals indicated that their

perception of classroom management figures either directly or indirectly into a teacher's

summative evaluation. "Whether I am looking directly for classroom management or not,

it [classroom management] always seems to show up no matter what indicator I focus

on," said Beverly.

Of those who did not use indicators from standard 5, Gary, Mildred, and Edward

described situations where those standards may be added to the official list of observed

indicators for new teachers. Gary remarked that

One of the things that I do is add an extra NEE indicator for all new teachers to

[my school] …that indicator is focused on classroom management. It really

focuses on transitions…just because I do think classroom management is such a

critical piece of an effective classroom. I might take off the content piece for the

next two months and focus on classroom management and give them more

extensive feedback.

Most principals indicated that they intend to carry out more official observations

in new teachers' classrooms than experienced teachers. Vila said, "For my first through

fifth-year teachers, it is between five and eight and then for my six-year and beyond, they

are three to five." Gary stated that his new teachers get "twice as many observations as

experienced teachers."

Aside from the required formal observation procedures that take place in an

elementary school, principals insisted that their informal observations were more

prevalent and more beneficial. Principals described their informal observations as

happening all the time. These are observations that are not officially recorded. Principals

were less likely to characterize informal observations as evaluative, classifying them

instead in the category of coaching and feedback opportunities. Vicki said "I take the

informal much more seriously. My formal evaluations can't possibly mean much to

them." Vila described her method to find time for informal observations, "I go into my classrooms just about every day and just pop in."

Look-Fors of Effective Classroom Management. As mentioned earlier, one line of interview questions asked about what effective classroom management might look like. Many principals listed their look-fors. A look-for is simply a skill, practice, cause, or effect that is pre-determined to be associated with a particular observation standard or indicator. Generally, look-fors are listed ahead of time, shared with staff, and used as a common knowledge base during post-observation conferences. In reviewing the data, the researcher identified a finite list of look-fors as common across the interviewees.

Overwhelmingly, principals referred to the visual presence of expectations along with evidence of the use of classroom procedures and routines to be components of effective classroom management. Florence noted, "When you have expectations, routines, and procedures down and you are very consistent, then kids know what to expect and that lessens those discipline issues in the classroom."

Another pervasive response regarded engagement. It should be noted that the majority of principals specifically sought evidence to support NEE indicator 1.2, which deals with cognitive engagement. Their comments connected the importance of engagement with good classroom management. Patricia, Lisa, and Cindy all commented on the nexus of engagement and management. Cindy explained it succinctly, "Higher levels of engagement mean that students are taking time to learn and not to misbehave."

Another grouping of responses could be characterized as relational. Many principals suggested that evidence of good management was perceived through visible positive relationships or what Vila referred to as "A sense of community within the

classroom." When speaking of relationships and their importance, Velma noted, "If you don't know your kids, you can't expect them to trust you."

Networks

Most principals gave credit to their personal and professional networks as means to learn about what good classroom management is. Roma said, "I get so much from networking with other principals. I'm always looking for new things. Some of my best ideas are stolen." Patricia shared,

> Well, I turn to other administrators. When we have our meetings and things, that's
> so nice to get together, and just to be able to bounce ideas off of each other and
> say, hey, I have this issue. What are you doing for people in your building that are
> like that, because I do feel like sometimes being in a rural community, that I am
> not as aware of the resources as those that are in the larger city areas.

A host of interviewees mentioned professional organizations as informative about classroom management. Chuck summarized what many related, "I go to our leadership conference with MAESP, Missouri Division of Early Childhood, the Council for Exceptional Children…and the RPDC." Florence has a "wonderful K-8 group that I can turn to." Half of the interviewees were the only elementary principal within their district. They relied on colleagues from other districts for support. Those principals working in districts that have two or more elementary schools were afforded an additional opportunity as they collaborate and learn from their in-district colleagues. As a principal who once was the only elementary administrator in a district and now, in another district, has other elementary principals on which to rely, Vicki felt "lucky to have others close by to share problems with." Jennifer added, "You know we have 4 elementary principals,

and we work really well as a team to talk about opportunities and how we need to address what's happening in our buildings."

A majority of principals described one or more regional groups that meet regularly that provide an outlet for learning about classroom management. Roma, Rhonda, Mildred, and Edward belong to groups organized around their schools' conferences. Conferences are groups of eight to twelve schools who frequently associate with one another mostly for athletic purposes. They are often delineated by the enrollment of the district. Edward said, "We try to meet monthly, and we often end up talking behavior."

Some principals detailed collaborative conversations with personnel inside their district as helpful. Edward talked about a person he learns from in his building, "I am blessed with an instructional coach who is amazing. [She] notices before they [teachers] do that they're struggling. Then I will talk to them about it, as well." Chuck works with a team of staff members including a behavior coach, an occupational therapist, and the school's SW-PBS Leadership Team, "They will model strategies for the teacher and then turn it over to the teacher."

Past Experiences

Principals linked previous experiences to their current knowledge base of classroom management. Some, like Cindy, drew on past teaching experiences and their own reflective development,

> I think as a teacher, when you were fed up, it was like, I want to send them to the
> office and want something done. I think as an administrator, I have learned most

of the issues are they're [teachers] lacking in a skill. They need retaught, they

need to retrain, they need guidance.

Just under half of the principals interviewed characterized their buildings or

districts as espousing SW-PBS, and all had some familiarity with the framework. Like

SW-PBS, BIST is a framework that has wide-ranging familiarity in West-Central

Missouri. All principals who were interviewed had some familiarity with BIST processes.

Five of the principals interviewed indicated their school used BIST as their main

behavioral or classroom management ideology. Most of the principals interviewed

revealed some BIST oriented structures exist in their building. Cindy noted, "We did

BIST before this [SW-PBS] and we have some left-overs from BIST that we have

blended in our PBS."

Published Resources

Principals mentioned that reading books were a part of their learning about

classroom management. "We use a lot of *Teach Like a Champion*," said Cindy, "I look at

individual strategies that might help a particular teacher." For her teachers, Linda "relies

a lot on Wong's First Days of School." Beverly related her preference, "We have a very

strong push with Kagan. Kagan is so specific with the structure that if you do it correctly,

I feel like you can't help but become a better classroom manager."

Another facet of this category described by principals included learning derived

from social media. Beverly noted,

I follow a lot of gurus on Twitter and get a lot of PD from that. And also there's

some Facebook groups that are okay. But sitting in a Saturday morning chat with

other principals that know a lot more than I do helps.

Vila concurred, "I use social media to expand my principal network and gather things."

So did Florence, "I do a lot of professional development through social media."

Data

There were several data sources cited by principals as informative to their

determination of effective classroom management practices. Direct data, or that data

dealing specifically with student or adult behaviors, was advanced as an important source

of information. Principals described two classes of direct behavioral data, both based on

information related to student behavior infractions. At the classroom level, student

behaviors were collected and analyzed to establish trends and patterns that a reflective

teacher might realize. Classroom level data were collected by teachers and analyzed

either individually or as a collaborative group -- usually a grade level team. While the

principal may have collaborated with the teacher or team about the data, administrative

action was not indicated at the classroom level. Jennifer talked about how her school uses

classroom level data, "We look at the minor [classroom] data to see if incidents that are

being reported are down, that we are lessening the number of specific violations. Because

if they are not, there's a missing piece somewhere."

Other data were collected reflecting student behavior infractions which required

office or principal involvement. Cindy, Julie, Beverly, and Gary concurred with Velma,

"Of course, we look at our office referrals as important data." In most schools, the

delineation between what data are collected at the classroom level and what infractions

are sent to the office is the result of an ongoing conversation between teachers and

administrators. "I see a lot of misunderstandings between what is classroom-managed and

what is administratively managed," noted Velma.

RQ 3: What professional development do teachers require to develop and maintain capacity and efficacy in evidence-based classroom management?

In this study, professional development is defined as any supports, resources, or structures put in place to increase performance of teaching staff and to provide growth opportunities for teachers. These supports may have been initiated by a person, groups of persons, or through policy. A cursory scan of school district calendars reveals the universal presence of professional development in the lives of teachers. The intentional scheduling of professional development at the very beginning of the year happened in each school district examined. Most districts also listed occurrences of PD spread throughout the year. In this sampling, this either occurred on days when school dismissed early for PD or whole days where PD was delivered when students were not present. This section will describe prevalent topics listed by principals intended to support their teachers' capacity and efficacy with classroom management. Additionally, this section will depict the types of PD used by schools.

Professional Development Topics

Principals pointed to a variety of topics they considered important to support new and experienced teachers in classroom management. This section will describe the overarching concept of consistency along with specific skills and types of PD principals use to support teacher fluency in classroom management.

Consistency. The predominant idea mentioned by principals regarding necessary PD was not one specific skill or practice. The concept of consistency could be applied to all classroom ETLPs. Rhonda noted that "a good deal of our PD is helping teachers understand that consistency is a big one," and that "the lack of consistency is a lack of

preparedness. We want them to be prepared." As a result of their PD on consistency,

Florence wants teachers to answer the questions, "What does that look like? How does it

work? What does that mean?" Cindy admitted the importance of PD on consistency,

"Consistency is important and that's hard sometimes for a new teacher. It's hard for all

teachers sometimes. It's hard for principals. That's why we work on it."

Expectations, Procedures and Routines. Principals noted a lack of consistency

in applying all ETLPs, but a strong consensus of responses indicated a need for PD in

establishing and teaching clear expectations and the development and use of procedures

and routines in the classroom. Nearly all principals described addressing the need for PD

about expectations, procedures, and routines at the beginning of the year. Gary described

beginning of the year PD on classroom management as a "proactive step". Velma,

Beverly, Cindy, and Roma used the term "boot camp," to describe the PD reminding new

and returning staff about the importance of the key universal strategies of expectations,

procedures, and routines at the beginning of the year, and after long breaks from school.

Vila expects her teachers to develop and teach expectations, procedures and routines

exclusively at the beginning of the year. She expected her teachers to

> Spend a lot of time the first two weeks that we have school… I discourage them
>
> jumping into content during the first two weeks of school…Because if we spend
>
> those first two weeks of school…teaching our procedures and routines, we are
>
> going to save ourself time later on in the year.

In many interviews, various principals described choosing PD topics dynamically.

"You want to provide professional development in the areas that are lacking," insisted

Jennifer. Julie shared "I work with our PBIS team to see what kind of training we can

provide." Gary's school uses "real life academic data." He added, "Perception surveys are great, your office referrals and all that," which generated questions for Gary, "Where are we still struggling?" and "What can we do to make it go in the right direction?" Velma elaborated about teacher use of the ETLPs, "I got together with my PBIS team, and we discussed what we're struggling with – some teachers not providing this or that, following up on expectations, etc. It's more of conversations." For Rhonda, PD is driven by data, "We're looking at how to do that [a particular practice] better. What data are we going to use to see if our PBIS is being effective?"

To focus on a particular ETLP for development many principals described a scenario-based methodology. "Staff are good about bringing in scenarios. Sometimes during staff meetings, we go back, and we revisit the continuum [of adult responses to student behavior]. We go back and talk about expected behaviors," explained Cindy as she detailed using scenarios to address PD needs. Rhonda noted "We gave them some different tools and some resources to look at, as we talked about different scenarios.

Professional Development Types

Principals were more specific about the type of professional development than the topic. Each took time to mention how PD was delivered. The most mentioned PD methods are detailed in this section along with perceived barriers to effective PD.

Inservice. Most notably in every interview, the prevalent mode of professional development is the dedication of time during the teachers' workday for the study of a subject. This practice is commonly referred to as inservice or job-embedded PD. Other than sending teachers outside the district for PD, all principals described inservice meetings held during the school workday. There was variety in the number of days and

time allotted for PD. All principals described between three and five days of PD time before the school year starts. Most conveyed that they also have partial or full days throughout the year for PD. Principals described their inservice PD time as being led by themselves, by a behavior team, or by an outside provider.

Principals reported what Roma referred to as "one and done" types of training are not as effective as continued support throughout the year. Beverly's thoughts encompassed many others' when she said, "Beginning of the year PD is fleeting. PD must be ongoing and in the trenches." Vila revealed that "We will do our kick-off at the beginning, but we work on reinforcing those things throughout the year. And then, every month, we have a monthly focus." She added, "We are not always on the same page with ideas, so frequent support is important." Rhonda described ongoing PD as a team activity, "We have our PBIS team…we utilize those teachers to do training with our other staff members all year long." Vicki, Betty, Linda, and Jeff have a consultant from outside the district coach their teachers. Betty said, "Our BIST consultant works with our teachers monthly." Jeff stated, "We have our [BIST] consultant that comes in once a month who works with our teachers and talks about students." Rhonda, Patricia, and Gary rely on frequent support from the RPDC. Rhonda said, "We rely on our RPDC helpers to get the training we need."

In Cindy's building, PD for new teachers begins over the summer, "We have our new teacher meeting in June, because they cannot put all of that information into the first week [the usual time PD for new teachers happens during the week or so before school]. And that's probably one of the most positive things that I've heard back from the staff."

Small Group PD. In many buildings, principals echoed what Beverly said, "Primarily [PD happens] during team meetings because it's a small group and we can really home in on what the group needs, what that grade level needs, and we can cater to whatever it is that they're needing." "Much of our professional development happens in grade-level team meetings," stated Lisa. Cindy, Sherry, and Vicki also mentioned team meetings. Gary had a detailed description of collaboration-based PD:

> Every Thursday, we have collab. I'm in there 90% of the time with our instructional coach, and that PD does it. We do have it kind of prescribed before the year starts. It's on my calendar, but it changes based on the need.

Jeff uses the small group PD format to "Make it as relevant as possible. What can they take with them right after that workshop opportunity that they can do inside their classroom the next day?" Vila's summation of why differentiating PD for small groups was significant.

> I think probably one of the greatest barriers is trying to do a one size fits all district-wide PD. But every teacher is different, and every classroom make up of students is different. And so trying to say, we are providing classroom management, behavior training, and it's for everybody. Well, that's not going to work for everybody, because everybody's needs are different.

Barriers to Effective PD About Classroom Management

Time was listed by principals as the chief barrier. "There's just so much information that we need to get to teachers and just not enough time," said Jennifer. Julie stated, "I have felt stretched so thin, I just don't feel like I've had the time to give it the

attention that it needs." Gary suggested a contrary idea about time, "I think people would say time. But I think if it's important, you find time."

Another barrier that surfaced frequently was attitudinal. Often principals told stories of teachers who were resistant to changing their practices. Linda called it the "if it's not broke, don't fix it," attitude. She continued, "People don't like change. And, if this is what I've done and I'm not having any major problems, I don't see any sense in changing anything." Rhonda characterized the same idea as a "lack of a growth-mindset".

RQ 4: What are the evidence-based practices that principals believe can be taught at the pre-service level that would provide the necessary capacity and efficacy in classroom management?

As a result of interviews of principals and document reviews of professional development and onboarding literature, the researcher made clear distinctions about which ETLPs principals consider important and effective. The following sections describe specific ETLPs principals perceive as necessary to achieve adequate capacity and efficacy of classroom management. It will also describe general themes associated with the effective use of ETLPs.

Specific ETLPs to Include in Teacher Preservice Learning

It is important to consider that the ETLPs mentioned hereafter may not necessarily be perceptions of need for only new teachers. Principals suggested these ideas would be necessary for all teachers. Patricia added clarity, "This is my wish list for new teachers. Some of our new ones have these skills or varying degrees of the skills but we want all of our teachers to be able to do these skills well." While many ETLPs were

mentioned by principals, the following three received the most mentions and were emphasized.

ETLP 1: Clear expectations. Every principal mentioned the importance for new teachers to have clear expectations. In addition, they extended their comments to include not merely the existence or establishment of expectations, but the processes of creating expectations, alignment of the classroom expectations with schoolwide expectations, and the specific teaching of classroom expectations. Jennifer explained what many thought about the need for clear expectations, "You have to put expectations in place in your classroom. Kids do better when they know what to expect. Your whole classroom flow will be so much better." Cindy added, "We talk about writing those down for yourself, so you know what to expect. And you can talk, talk, talk, about those things, but until they get into a classroom, they don't understand the importance of them."

ETLP 2: Teaching procedures and routines. Mentioned nearly as many times as expectations, the teaching of classroom procedures and routines figured prominently among responses. Florence reiterated what many others said, "I think, having established routines and procedures and knowing how to establish those routines and procedures, is key to classroom management." Julie explained,

> I would say just the knowledge of how to set routines and the importance of having routines. It's just the chance to think about what kinds of things could be made into a routine and what that would look like. It's of course, been many years since I was in college at that level, but I don't recall ever spending time talking about things like what does it look like when a kid needs to sharpen a pencil or, you know, what does it look like when they need to throw away trash or those sorts

of things? So I think, you know, just spending time and talking about the

importance of those types of things would be very beneficial.

ETLP 5: Active supervision. Defined as moving, scanning, and interacting in the

classroom, active supervision was reported by many principals. Velma was honest, "We

have a lot of not-active supervision. I need them to know how to monitor classroom

behavior. I need them to know how to travel their room and build relationships with

students." They described the use of proximity to control behavior. Rhonda referred to

"What I call withitness, like awareness – a classroom awareness of what's happening

during your instruction."

General Themes for Consideration in Teacher Preservice Learning

The tenor of the following themes revolves around improvement of teacher

preparation in classroom management. In her interview, Cindy pondered, "[Ineffective

classroom management] It can break them. And so if you don't have it, but you are

expected to walk in with it, how do you get it?" The ensuing ideas address Cindy's

question about how to get 'it,' or, classroom management.

Increase Theoretical and Practical Experiences Around Classroom

Management. All principals in this study made this recommendation. In the amalgam,

principals called for increased knowledge and practice with classroom management.

Their experiences coaching, supervising, and evaluating new teachers inform this request.

Additionally, as evidenced earlier in this study, principals have all developed various

methods of support through professional development to increase the efficacy and

capacity of new teachers along with experienced teachers. Both of these conditions exist

and inform the researcher of a need to better prepare teachers at the preservice level. Jennifer had an apt summary,

> The more experience they have in a classroom where they are required to address those behaviors where they observe that teacher modeling what those expectations are going to look like throughout the year, the more equipped they will be to run their own classroom on their own when they begin.

Expressly Teach ETLPs at Preservice Levels. Because principals indicated the importance of evidence-based practices and the positive benefits of ETLPs, the researcher recommends that ETLPs be used as a foundational framework for the delivery of undergraduate classroom management instruction. Furthermore, outcomes of undergraduate classroom management instruction should include processes for identifying evidence-based practices, a theoretical understanding of ETLPs, textbook examples of the use of ETLPs, and practical, hands-on experiences applying ETLPs in real classrooms. Noting the confidence newer teachers exhibit when they learn and use effective practices, Beverly revealed, "I think a lot of it is when they believe when they, when they see that what they do works and it just builds, builds that confidence and that efficacy for themselves."

Explore Options to Extend Student Teaching. With a singular voice, principals called for more experience for preservice teachers. In that extended experience, classroom management is of increasing importance. Cindy and others had the same sentiment, "Classroom management to me is one of the heavier things that should be worked on in college. I've heard lots of students say, 'I appreciated the opportunity to see very different classrooms and versions of classroom management because I can take

things from different people that I like or don't like." Jennifer posited, "The more experience they have in classroom management, the more equipped they will be to run their own classrooms when they begin." Mildred called for "Some type of a 30-hour observation practicum, whatever you want to call it, to complete, where it's just focused on what do they notice about the behavior in this classroom."

Randall's logic was clear, "We have a system of student teaching that is not addressing our needs. We keep doing the same things over and over and expecting better outcomes." Several principals had similar thoughts as Julie, "Most of our teachers that we hire have student taught here. They gain a lot of skills when they student teach." Lisa concurred and added, "It's like they have already been here a year after we hire them," referring to new teachers who completed their student teaching in her building.

Limitations

This study was conducted in a post COVID-19 period in which the common stasis of schools and schooling were upset by a pandemic. Further limitations included the efficacy of the interviewees themselves about evidence-based classroom management. Assumptions limiting this study included honesty of participant identification as building leaders or administrators, that the interviewee understood and recognized evidence-based classroom management, and that the interviewees provided honest responses.

Additional limitations included the positionality of the researcher. The researcher has a particular orientation to the subject matter in a duality of categories. The researcher has extensive experience as an elementary school administrator and, more specifically, an administrator who has led a schoolwide and districtwide implementation of Positive Behavior Supports with advisement and direction from the Central RPDC. Moreover, the

researcher has five years' experience as a consultant and coach employed by the Central

RPDC working within the Schoolwide Positive Behavior Supports initiative.

Additionally, the researcher is currently employed by the Central RPDC as a specialist in

the Missouri Leadership Development System (MLDS) which serves aspiring through

retiring principals. Any potential bias because of the researcher limitations were

mitigated through member checking of participants, analysis of reflexivity notes, and

guidance of the researcher's advisor.

Recommendations for Further Research

In the future, researchers may examine these same factors at the secondary level.

This study only encompassed principals and teachers at the elementary level, and it is

likely that similar conditions could be studied in grades seven through twelve. A larger

scale study might include perceptual data about classroom management efficacy of

preservice teachers, new teachers, experienced teachers, and principals. Perceptions

between the various groups could be compared to yield further impetus to continue

change in TPP practices and inform the PD practices of schools and districts. Other

research might focus specifically on the design and composition of PD offered by schools

and districts about classroom management. Data could inform TPPs of more effective

classroom management instruction at the preservice level.   Another avenue of useful

research might be a study reviewing teachers who leave the profession at or before five

years and the classroom management coursework they experienced during preservice

education.

Conclusion

"We are drowning in behavior!" Edward listed example after example of student behaviors affecting his school's culture and climate. Stough et al. (2015) insisted a "continued and persistent need for classroom management training," (p. 42). For preservice teachers, training in classroom management is of vital importance (Christofferson & Sullivan, 2015). The findings in this study led the researcher to identify patterns of deep concern in elementary schools about the classroom management skills of new teachers and the associated support systems. These patterns include implications for systems that prepare preservice teachers for the rigors of classroom management in reality and for professional development in schools.

This qualitative phenomenological study described administrators' perceptions of teacher capacity and efficacy in classroom management among novice elementary school teachers. Through semi-structured interviews of elementary administrators, data gleaned will provide a rich description of administrator perceptions of teacher efficacy in classroom management. Ethical considerations were put in place to protect the confidentiality of interviewees, schools, and districts. The researcher handled ethical issues appropriately through member checking, triangulation of data with documentation, and clear chains of evidence. The data revealed prominent themes for discussion leading to recommendations for practice and future research.

Section 2:

Practitioner Context

Introduction

Contextually, this study is situated geographically, ideologically, and developmentally. Geographically, the purposeful convenience sample of subjects share commonality within the catchment area of Missouri's Central Regional Professional Development Center (CRPDC or Central RPDC), and all represent the elementary level of student development. Ideologically, the study is positioned within the logical underpinnings of a single state-sponsored initiative. This section will describe the geographical region, as well as the leadership and organizational structure of the schools represented.

Background of the Context

The Central Regional Professional Development Center is located in Warrensburg, Missouri on the campus of the University of Central Missouri (UCM). The CRPDC serves 13 counties in the West Central Missouri region. There are 78 publicly funded school districts in the catchment area plus a number of public-school districts outside the region that are served by the CRPDC. Districts represent rural and suburban population centers.

The CRPDC is situated on the campus of the University of Central Missouri. UCM is a four-year post-secondary university that houses the College of Education (COE). The COE is an accredited institution that confers a full range of education undergraduate and graduate degrees. The COE facilitates certification processes for teachers, directors, and administrators of Missouri public schools as regulated by the Department of Elementary and Secondary Education (DESE).

In the CRPDC catchment area are 134 school buildings that serve elementary age students. Average school district enrollment is 1,009 students (PK-12), with the smallest district with 40 students (K-8) and the largest with over 14,000 (PK-12). The average of public elementary school building enrollment is 286, with the smallest enrollment of 40 and the largest of nearly 800. Of the 134 elementary buildings, the modal configuration is K-5 (31) followed by PK-6 (20). There are nine K-8 districts in the region (*MCDS Portal*, 2021). Across the region, the average free and reduced lunch percentage for districts is 49.31% and for elementary buildings is 50.94%. The statewide free and reduced lunch average is 48.37% (*October 2019 Free & Reduced Enrollment with CEP Claiming Percentages*, n.d.).

Consultants at the CRPDC offer professional development activities and resources to schools within the region. Funding for CRPDC consultants is mixed between the Missouri Department of Elementary and Secondary Education (DESE) and the federal Department of Education, specifically, the Office of Special Education Programs (OSEP). A variety of initiatives are funded, including Schoolwide Positive Behavior Supports (SW-PBS), District Continuous Improvement (DCI), Literacy, Dyslexia Education, Leadership Development, Teacher Development, and Special Education. The structure and offerings at the CRPDC are replicated in eight other regions throughout the state of Missouri. Presently, the CRPDC employs two consultants for SW-PBS, five consultants for District Continuing Improvement (DCI), two consultants for Leadership Development, two consultants for Literacy, two consultants for Special Education, and one each for Dyslexia Education and Teacher Development. A director oversees the consultants and the governance of the RPDC. For this study, elementary level

administrators from public schools within the CRPDC service area will be invited to

participate.

Missouri Schoolwide Positive Behavior Supports

In 1998, a national technical assistance center on Positive Behavioral

Interventions and Supports (PBIS) was created. Funded by continuing grants from the

Office of Special Education Programs (OSEP) at the U. S. Department of Education, the

initiative intended to disseminate information about PBIS implementation through

demonstrations, evaluation tools, and organizational models. This work continues to be

accomplished through the partnership of researchers, technical assistance directors,

collaborating organizations, and implementers to foster the free flow of information about

effective systems, practices, and data associated with PBIS implementation (*PBIS.Org /*

About, n.d.).

In Missouri, the collaborating organization, Missouri Schoolwide Positive

Behavior Supports (MO SW-PBS), is also supported by DESE through implementation

grants to regional support offices, or RPDCs, which provide training and support to

schools and districts in regional territories. Through the work of OSEP, PBIS, DESE, and

MO SW-PBS, eight Effective Teaching and Learning Practices (ETLP) for classroom

management have been identified as evidence-based practices with high leverage to

increase student academic performance through classroom management (*Missouri*

Schoolwide Positive Behavior Supports: Tier 1 Implementation Guide, 2019).

SW-PBS is a multi-tiered implementation framework for the delivery of evidence-

based systems and practices informed by behavioral and implementation science (Horner

et al., 2017). The MO SW-PBS Handbook (2019) described a multi-tiered framework as

having three tiers. At the universal level or Tier 1, schoolwide practices, and systems to prevent the development of inappropriate and unexpected academic or social behavior are applied to all students through the implementation of evidence-based practices. On average, greater than 80% of students demonstrate success at the Tier 1 level. Students at the targeted or Tier 2 level show risk for failure by showing a lack of academic or behavioral progress by documented failure at the Tier 1 level. These students receive intensified versions of the evidence-based practices applied at Tier 1. In most schools, the Tier 2 group encompasses approximately 10-15% of students. Typically 3-5% of students need Tier 3 or intense interventions. These students show further risk of failure documented by failure at the lower tiers. Highly individualized practices are applied at the Tier 3 level.

The implementation of the SW-PBS framework is a team-developed strategic plan with certain core features. These core features typically include a prevention-focused continuum of supports, decisions based on specific behavioral data, regular monitoring for outcome and fidelity progress monitoring, ongoing professional development, collaborative leadership, and, most importantly, evidence-based practices (Horner et al., 2010; Kittelman et al., 2019). SW-PBS implementation has shown significant effects in student outcomes including a decrease in problematic student behaviors, increased climate perceptions by stakeholders, along with adult outcomes of reduced stress and burnout, and perceptions of staff cohesiveness (Baule, 2020; Bradshaw et al., 2012; Kelm & McIntosh, 2012).

Effective Teaching and Learning Practices

MO SW-PBS, through research, has identified eight evidence-based practices that increase the likelihood of expected behavior and decrease problematic or unexpected behavior. Additionally, these practices also increase the likelihood of increased academic time and improved student engagement (*Missouri Schoolwide Positive Behavior Support: Tier 1 Team Workbook*, 2018). According to MO SW-PBS, the effective teacher will clarify behaviors needed to succeed, teach these behaviors, encourage these behaviors, and become proficient with professionally correcting inappropriate behavior. These four management practices are complemented by four instructional practices that include active supervision, offering multiple opportunities to respond, effectively sequencing activities and providing choice, and adjusting task difficulty. These evidence-based practices are known as Effective Teaching and Learning Practices (ETLP).

Evidence-Based Practices

MO SW-PBS and the DESE purport the ETLPs to be evidence-based. To be considered evidence-based, Scott (2017a) delineated a number of factors that contribute to the perception of legitimacy. These include:

- Evidence exists in the form of valid research on the effects of intervention.
- Other researchers have replicated the evidence.
- The researchers have no conflict of interest with study outcomes or were adequately blinded.
- There is direct evidence of a change in student outcomes as a result of intervention.
- Evidence is published in a peer-reviewed journal or peer-reviewed outlet.

- There is no equally credible contradictory evidence (Scott, 2017a, p. 33).

Likewise, Simonsen et al. (2008) indicated that evidence-based practices are those that are evaluated with a sound experimental design, demonstrated to be effective, and supported by more than two empirical studies published in peer-reviewed journals.

Policy Considerations

Concerning policies that relate to the use or learning of classroom management, the State of Missouri, through DESE, exerts governance for teacher preparation institutions, providing guidelines for the certification of future educators. The *Revised Missouri Standards for the Preparation of Educators (MoSPE)* includes five standards of education of teacher candidates. *Standard I: Candidate Professional Knowledge and Skills, and Their Application* has three indicators that apply to the topics of classroom management and professional development (see *Revised Missouri Standards for the Preparation of Educators (MoSPE)*, 2020). Indicators within this standard include competencies such as creating positive social interactions, group motivation, and student behavior.

The State of Missouri also provides evaluation tools for teacher candidates through the Missouri Educator Evaluation System Teacher Candidate Assessment Rubric (see *MEES*, 2019). Corresponding to MoSPE indicator 1, MEES Standards describe candidate performance related to the MoSPE Standards, including a teacher candidate's understanding of group motivation, positive social interactions, and classroom management strategies that minimize distractions (*MEES*, 2019).

Leadership Structures and Organizational Analysis

This section will briefly analyze the governance structure of Missouri schools

from the state to the local level. These provisions are set forth by state statute codified in

the *Missouri State Revised Statutes* under Title XI: Education and Libraries (*Missouri*

Revisor of Statutes, 2018). In addition, the structure of Missouri Schoolwide Behavior

Supports will be described.

Missouri State Board of Education

Topping the organizational chart for Missouri public schools is the Missouri State

Board of Education. Provided for in the Missouri Constitution (see *Missouri Revisor of*

Statutes, 2018 Article IX, Section 2a), the State Board has general authority for public

education. The Board is comprised of eight members appointed by the Governor of the

State of Missouri and confirmed by the Senate of Missouri. Authority extends over

preschool, elementary, and secondary public education. Although the State Board does

not govern higher education, it does provide requirements for certification of

paraprofessionals, teachers, counselors, librarians, and administrators. The State Board is

responsible for appointing the Commissioner of Education, defining academic

performance standards and assessments for students, and establishing requirements for

educator certification, among other things (*State Board Facts*, n.d.).

Local School Districts

Similarly, local school districts are governed by their own boards of education.

According to state statutes, local boards of education must have at least seven locally

elected members (see *Missouri Revisor of Statutes*, 2018, § 160.111). Local boards of

education are charged with adopting policies governing the district including budgets,

education of students, hiring, and evaluating staff (*A Candidate's Legal Guide to Running for the School Board*, 2021).

In each district, the local board typically employs one administrator to oversee the entire district who is usually referred to as the superintendent. Operating subordinately to the superintendent are administrators directly responsible for governance of one particular building, attendance center, or location. This person is generally referred to as a principal. In the very smallest districts, one administrator may oversee all operations under the purview of superintendent and principal. In larger districts, there may be multiple levels of administration including assistant superintendents and assistant or vice-principals. Most simply put, the chain of command extends from teachers, through principals, then to the superintendent. The local board of education is the entity ultimately responsible for all goings-on in a school district.

School districts in the CRPDC service area (and around the state) have various configurations. These configurations can be based on location, or the population served. Generally, there are four development classifications associated with school buildings within districts. Pre-school or Pre-Kindergarten (PK) students are those who are typically three to four years of age. Pre-school classrooms are sometimes associated with kindergarten classrooms and referred to as Early Elementary. Elementary schools can be configured a number of ways, PK through grade four, five, or six is typical. Students attending schools with a configuration of grades five or six through eight are often referred to as Middle Schools. High Schools usually house students in grades nine or ten through 12. Each building has at least one administrator, or principal, in charge of all activities within. The researcher for this study will recruit principals and assistant

principals (referred to as elementary principals or administrators) to participate in this study.

In common practice, principals, or assistant principals (among others, depending on the size of the district) are charged with developing and designing professional development for staff members. Furthermore, one of the principals' chief tasks is the observation and evaluation of teachers. In Missouri public schools, the evaluation process is mandated to have specific components. These include measures of baseline performance, student growth samples, observations and feedback, a professional development plan, and opportunities for reflection (*Teacher Evaluation Protocol*, n.d.).

Missouri Schoolwide Behavior Supports

MO SW-PBS exists as both a research entity and an outreach structure. Research is conducted locally through the University of Missouri Center on Positive Behavior Supports (MU Center). This organization is partially funded through the University of Missouri (MU) and a federal grant from OSEP. As of 2021, the MU Center has celebrated 25 years of continuous OSEP funding. Heading the organization is a lead researcher who oversees a number of assistant researchers. MO SW-PBS is a member of an 11-partner organization from around the United States. The MU Center is organized within the University of Missouri College of Education and Human Development. As a national partner, the Center supports educators throughout the Midwest, including Iowa and Nebraska (*MU Center for Schoolwide Positive Behavior Support*, 2018).

The statewide director of MO SW-PBS is a member of the MU Center. The state director oversees the approximately 25 consultants assigned to the nine RPDCs across the state. The director also has a staff of four statewide leadership persons charged with

training and supporting consultants at each RPDC. The MO SW-PBS Leadership Team

consists of the Director, statewide leaders, and regional consultants. The Leadership

Team is responsible for creation, articulation, and evaluation of SW-PBS curriculum

statewide (*MU Center for Schoolwide Positive Behavior Support*, 2018; *What Is SW-*

PBS? – Missouri Schoolwide Positive Behavior Support, n.d.). The mission of MO SW-

PBS is "to facilitate building the capacity of all Missouri schools and districts to establish

and sustain a research-based, multi-tiered behavioral framework that supports positive

outcomes for all students" (*What Is SW-PBS? – Missouri Schoolwide Positive Behavior*

Support, n.d.).

Implications for Research

A greater understanding of evidence-based classroom strategies that increase

academic time and student engagement while decreasing acts of inappropriate student

behavior has strong implications of positive effect. For the building-level administrator,

this understanding informs the type and frequency of professional development offered to

teachers. Understanding these practices also gives principals necessary tools to help new

teachers become fluent with classroom management skills.

For the educator preparation program (EPP), a clear understanding of the ETLPs

can transform what is taught in undergraduate education classes regarding classroom

management. It may also increase the instances in which the importance of classroom

management is addressed in the total undergraduate curriculum. Since researchers agree

that classroom management is a key skill in effective teaching (Freeman et al., 2014a;

Hulac & Briesch, 2017), that classroom management has been shown to aid academic

gains (Evertson & Emmer, 2017; Scott, 2017a; Simonsen et al., 2014), and that classroom

management is often overlooked in college curriculum (Eisenman et al., 2015;

Goldhaber, 2019), it therefore behooves greater attention for consideration in

undergraduate education study.

Summary

The context for this study lies with administrators who supervise elementary-aged

students within the service area of the CRPDC. Interview considerations were limited to

those who are principals or assistant principals currently serving in supervisory roles in

public school buildings at the preschool through sixth grade level. Further criteria

included three years of administrative experience The CRPDC service area encompasses

both rural and suburban, small, and large buildings, and small and large districts.

This study has imminent implications for principals and educational preparation

programs. Data and results will be disseminated into groups and organizations that have

direct impact on the teaching and learning of classroom management. In addition, the

contribution to scholarly practice will be shared in a variety of environments including

PK-12 schools, EPPs, and throughout various DESE initiatives.

Section 3:

Review of Scholarly Context

Introduction

Classroom management is one area agreed upon by researchers as a key skill in effective teaching (Freeman et al., 2014a). The study of classroom management continues to develop and grow (Bozkuş, 2021). The scientific study of essential classroom management strategies blossomed with Kounin's seminal work (Kounin, 1970) which identified a conceptual framework for studying the topic of classroom management (Brophy, 1988). Kounin established three key elements as a format for the study of classroom management. The elements were 1) to scientifically collect data on how teachers effectively manage their classrooms, 2) to descriptively compare successful and unsuccessful classroom manager methodologies, and 3) a focus on engaging lessons and activities over interventions and misbehavior. These key elements have guided contemporary academic inquiry into classroom management. Instead of educators relying on a 'bag of tricks' or adages like 'don't smile until Christmas,' Kounin gave an empirical backbone to the study of effective classroom management (Brophy, 1988).

Review of Literature

Evertson and Weinstein (2006) suggested classroom management was "neither content knowledge, nor psychological foundations, nor pedagogy, nor pedagogical content knowledge," (p. 4) as a possible reason for the lack of study in teacher preparation programs. Relegated to lesser status, classroom management has often been overlooked in teacher preparation programs (Eisenman et al., 2015), although skill at classroom management has been shown to increase achievement in students at all levels (Evertson & Emmer, 2017; Scott et al., 2017b; Simonsen et al., 2014).

In terms of teacher efficacy, one of the most cited concerns of teachers is student problem behavior (Dicke et al., 2014). Since individual student behavior may affect the rest of the classroom, classroom management skills are critical (Algozzine et al., 2012; Evertson & Emmer, 2017). In particular, new teachers entering the field do not have enough training in classroom management and tend to need more supports to maintain classroom discipline (Briere et al., 2015; Freeman et al., 2014a).

Teachers wield great power in influencing outcomes for students. Teachers demonstrating efficacy in the use effective classroom management skills have been shown to increase performance of their students while also decreasing the associated stress and eventual burnout (Dicke et al., 2015). Freeman et al. (2014a) indicated there are specific classroom management skills that are effective in creating the likelihood that teachers get the results they desire. The lack of classroom management training at the preservice level causes teachers to enter the profession under-skilled to deal with classroom management (Cleaver et al., 2020). Consequently, schools and districts must create professional development programs to help staff learn better classroom management skills; this continues to be problematic for schools, districts, and also for the end user—the student (Freeman et al., 2014a). Therefore, it is incumbent on schools to provide useful and accessible knowledge about classroom management for new staff (Simonsen et al., 2017b).

The research gathered here posits the importance of teacher fluency with effective classroom management as a key determiner in educational success, both for schools and students (Evertson & Emmer, 2017). More specifically, this review of literature explores several sub-categories that support this claim. Classroom management will be defined

and explored as a viable field of study. To establish background, workforce trends and dynamics around teachers and education will be examined along with current teacher certification requirements in Missouri. Attention is given to specific classroom management skills researchers have identified as crucial to classroom and school success. Professional development around classroom management of teachers will be investigated in two ways: from the standpoint of teacher preparation in preservice learning and from the standpoint of ongoing professional development of practicing teachers.

Classroom Management

   There are as many definitions of classroom management as there are researchers and textbooks. As we all know, there are academic and scientific definitions of many terms, but there are also practical applications of the terms in reality. This section addresses the accepted standard definitions of classroom management, as well as the current reality of the state of classroom management in schools.

Classroom Management Defined

   Freiberg (2020) described classroom management as "the gatekeeper of learning" (p. 160). Brophy (1988) defined classroom management as, "actions taken to create and maintain a learning environment conducive to attainment of goals of instruction" (p. 2). Evertson and Weinstein (2006) defined classroom management as "…the actions teachers take to create an environment that supports and facilitates both academic and social emotional learning" (p. 1044). Evertson and Emmer (2017) suggested that classroom management was a broad concept that encompasses a wide range of strategies to guide student behavior. A proactive and preventative set of strategies was described by Scott, et al. (2012a) in a definition of classroom management that is based on prevention of

problem behavior. Simonsen and Myers (2015) detailed a continuum of supports to decrease problem behavior, leading to an increase in academic achievement. Perhaps the simplest and easiest definition to understand comes from Jones (2007), "Classroom management is the business of getting kids to do what you want them to do" (p. 13).

Classroom Management in Reality

The extant literature regarding classroom management is arguably vast. As a quantifiable construct, Hattie's (2012) meta-analysis of 100 studies described an overall moderate and positive effect size of 0.521 for classroom management as it pertains to increased student achievement. However, there exists a gap between research and practice regarding classroom management (Cleaver et al., 2020; Freeman et al., 2014b). Fixsen et al. (2013) characterized the idea as a "science to service gap" (p. 213). The underutilization of research and evidence-based strategies is due in part to the trustworthiness, perceived usability, and accessibility of information and a chasm between the knowledge producers and the knowledge consumers (Carnine, 1997). Scott (2017b) posited that this chasm between knowledge and practice occurs when educators fall back on comfortable and anecdotal practices rather than seeking evidence-based strategies.

Lortie (2002) coined the term "apprenticeship-of-observation" (p. 66), referring to the ways that teachers become aware of their craft. Students become acquainted with teaching because of their exposure throughout their own schooling. Notwithstanding the traditional training models of preservice teacher education, students are side-by-side with their teachers as they experience the daily routine and rigor through 12 or more years of schooling. The simplicity of this statement belies the obvious fact that there is much more

to teaching than what the student personally experiences. Chicoine (2004) extended Lortie's assertion by surmising that if education is to change, we must move past the model that teachers mimic what they learned through observation during their own elementary and secondary experiences and restructure how we train our teachers.

A theoretical transformation has occurred regarding classroom management. Where classroom management was once described and practiced as authoritarian or industrial, the emphasis more recently is on prevention and intervention (LePage et al., 2005). The impetus for the intense study of classroom management follows a simple pathway. Teachers who effectively manage their classrooms increase the probability of success for their students (Scott et al., 2017b). Meeting instructional demands is more difficult for teachers who struggle to address student behavior leading to less instruction and worsening student outcomes (Freeman et al., 2014a). Students identified as challenging or difficult receive less instruction and, therefore, have less access to opportunities for success (Simonsen et al., 2014).

Teacher Workforce Trends

The demand for teachers in the United States has ballooned since the 1980s (Ingersoll et al., 2018). Ingersoll et al. continued the analysis to include a number of other factors. In the 1987-88 school year, the modal age for teachers in the U.S. was 41; in 2007-2008, the mode climbed to 55. In addition, the number of teachers 50 years or older has increased, as well, indicating that the teacher workforce is becoming "grayer." In terms of years of experience, the teacher workforce is becoming "greener." In 1987-88, the modal value for teacher experience was 15. In 2012-13, the modal teacher was in their first three years of experience. The report further indicated that for those majoring in

education, the academic ability of those entering teacher education programs is declining,

as evidenced by ACT and SAT scores (Ingersoll et al., 2018; Liu & Loeb, 2019; Perda &

Ingersoll, 2013).

The U. S. Government Accountability Office (2022) reported that while the

demand for teachers has increased, there exists a national shortage of teachers to supply

the demand. Teacher shortages worsened during the COVID-19 pandemic due to fewer

teachers staying in the profession and fewer students entering TPPs. The report further

indicated that "these challenges are compounded by increasingly aggressive student

behavior" (p. 28).

With respect to general demographics, the National Academies of Sciences,

Engineering, and Medicine (NASEM) (2020) reported that since 1987, white teachers

and male teachers have decreased in the teaching workforce, while women and Hispanics

have increased. Teachers of color, in general, have shown a slight increase with Hispanic

teachers replacing Black teachers as most represented. The trend is opposite when

considering the decline in the percentage of white students and the increase, in the

percentage of students of color. One of the fastest growing segments of the demographic

population are students who are English language learners, making up approximately

10% of the population. These trends point to considerable and growing misalignment of

race and ethnicity between the teaching force and the students they teach (National

Academies of Sciences, Engineering, and Medicine, 2020).

Workforce Trends in Missouri

In Missouri, students enrolled in education preparation programs declined from

14,139 in 2010 to 8,214 in 2018, and those who have completed their programs of study

declined from 4,795 to 3,386 during the same time period. In 2014, initial teaching

certificates issued in Missouri declined from 4,341 to 3,886 in 2020 (Katnik, 2021).

In Missouri, teachers are in demand. Projections for future demand of teachers

consistently ranks high (*Occupational Projections*, 2018). Regarding teachers hired into

Missouri public schools, districts replaced an average of 11.4% of their teaching staff in

2019-2020, with 52.7% of new hires being first-year teachers. In 2021-2022, the new hire

rate increased to 11.9% (Katnik, 2023). Nearly one-third of all teachers in Missouri in the

2019-2020 school year possessed less than six years of experience. Higher rates of

inexperienced teachers lead to higher vacancy rates (Katnik, 2021).

The retention rate of Missouri teachers after three years of teaching experience is

64.1% and after five years, 48.0%. That means that after five years of teaching, less than

half of Missouri teachers remain in the workforce (Katnik, 2021). Elementary education

positions remain at the top of the teacher shortage list published each year by the U.S.

Department of Education (2022). The net shortage of elementary education teachers in

Missouri as of December 2022 was 523.32 full-time equivalent positions (Katnik, 2023).

Pathways to Certification

To address a perceived need in teacher shortages, as well as to help reduce

scrutiny, many newer pathways to becoming a teacher have been developed, including

Teach for America, The New Teacher Project, UTeach, Troops to Teachers, and

Teach.com. These new certification pathways are indicative of the ever-changing and

complex nature of recent teacher recruitment efforts (National Academies of Sciences,

Engineering, and Medicine, 2020).

These programs provide more teachers to fill the void but, given the alternative nature of the programs, they do not always expose preservice teacher trainees to the curricular rigor of traditional programs. Some non-traditional certification programs do not require observation hours or student teaching (Feuer et al., 2013). Instead of recruiting more teachers as intended, alternative programs often end up driving teachers away from the profession (Darling-Hammond, 2010). Darling-Hammond went on to state that, although there is discrepancy between many traditional programs' levels of teacher preparation, research indicated that the average alternative certification program shows fewer positive results in terms of teacher preparedness, effectiveness, and retention.

In Missouri, there are currently 43 educator preparation programs (EPP) credentialed to offer some level of teaching certification, including 17 institutions of higher learning that offer alternative pathways to certification (*Educator Preparation Programs*, n.d.). Missouri EPPs, have standards for the preparation of teachers (*Revised Missouri Standards for the Preparation of Educators (MoSPE)*, 2020). These standards correlate with the Missouri Educator Evaluation System (MEES) standards and are all regulated by the Missouri Department of Elementary and Secondary Education (DESE). The combined standards list the criteria by which new teachers will be prepared for service and certification. The standards include content knowledge and experiential standards and include only one mention of "understanding of individual/group motivation and student behavior to create a learning environment that encourages active student engagement in learning, positive social interaction, and self-motivation" which is where skills related to classroom management are situated (*Revised Missouri Standards for the Preparation of Educators (MoSPE)*, 2020). Thus, given the totality of institutions

that prepare teachers for service and the lack of specific learning required for beginning teachers about classroom management, there is great impetus for uniformity and clarity around the teaching of evidence-based classroom management strategies to preservice teachers (Dunst et al., 2020).

Teacher Stress and Burnout

Increasing pressure and scrutiny from societal and governmental accountability measures leads to higher perceptions of job-related stress and burnout for teachers (von der Embse et al., 2019). Job satisfaction is tied to perceptions of stress and burnout for teachers (Dicke, Elling, et al., 2015; Herman et al., 2018). Herman et al. (2018) and Dicke et al. (2015) linked positive job satisfaction with lowered job stress and reduced job-related burnout and emotional exhaustion. Additionally, Dicke et al. found that there was predictive evidence that beginning teachers' stress and exhaustion was decreased with increased levels of educational and professional knowledge, and higher levels of knowledge are best learned in the preservice stage of teacher development. However, although the relationship between decreased stress and increased teacher knowledge did not include any particular area of knowledge, it did solidify the connection, in general.

In a recent study, Herman et al. (2018) stated that over 90% of teachers consider themselves to have high levels of stress, with only 7% classifying themselves as well adjusted. These data confirmed that teaching is a stressful profession. In addition, the study linked high teacher stress with two important categories: burnout and reduced student achievement. Most importantly, Herman et al. found teachers who employ highly effective coping and efficacy strategies did not display adverse student outcomes. This

study highlights the importance of professional development on specific coping strategies, to include supports for teachers in managing their classrooms.

Aloe et al. (2014) completed a meta-analysis of teacher self-efficacy and burnout. Among other statistically significant factors, the study found a moderate relationship between a teacher's self-efficacy and three burnout-related factors: emotional exhaustion, depersonalization, and personal accomplishment. Most importantly, the study posited that teachers with high self-efficacy in classroom management have a greater sense of accomplishment. Additionally, those with a low sense of self-efficacy had a negative relationship with emotional exhaustion.

When the effects of classroom management training were measured against stress management training, teacher perceptions of effectiveness pointed toward the classroom management training as being more beneficial. Participants of the classroom management training study indicated less emotional exhaustion than participants of stress management training (Dicke, Elling, et al., 2015). Although Dicke et al. did not discover a relationship between duration or intensity of classroom management training regarding performance, the study cemented the relationship between training in classroom management and teacher self-efficacy resulting in a decrease in perceived teacher stress. Therefore, classroom management training is of benefit to teachers by reducing one factor that contributes to teacher leavers, while providing for greater student achievement.

Evidence-Based Skills for Classroom Management

There exists robust and voluminous research on effective classroom management skills. The offerings in the literary genre of self-help for teachers ranges from poignant prose to highly technical descriptions of evidence-based practices. Many authors have

based their careers in writing for such a lucrative and necessary market. In terms of comprehensive options for school-based classroom management, there are exemplary and exhaustive works of literature dedicated to increasing the success of the classroom teacher. Multiple studies have indicated a number of classroom management strategies that prove to be effective in the classroom (Alter & Haydon, 2017; McIntosh et al., 2016; Pomerance & Walsh, 2020; Reinke et al., 2013; Simonsen & Myers, 2015). It has become important for educators to be able to differentiate between anecdotal strategies learned through experience and evidence-based classroom management strategies (Simonsen et al., 2008). However, the effectiveness of evidence-based strategies is measured by the effect of improved outcomes and is dependent on effective implementation (Fixsen et al., 2013).

The behavioral approach of classroom management is focused on two main observable and measurable practice areas. Prompting and teaching are used to increase expected behavior along with strategies to prevent and decrease inappropriate behavior. In this behavioral approach where both student and adult behaviors are considered environmental, practitioners make adjustments to the environment to increase the likelihood of the occurrence of appropriate and desired behaviors (Freeman et al., 2014a).

Effective teachers act in a proactive way to prevent interruptions in the classroom environment. In order to maintain a positive and effective learning environment, researchers point to a specific system or continuum of responses to student behavior (Colvin & Sugai, 2018; Simonsen et al., 2008; Simonsen & Myers, 2015). The preventative and proactive findings of many research studies not only help teachers and schools to develop professional responses to routine classroom misbehavior, but

educators are more likely to react to unexpected or inappropriate behavior with calm and measured responses versus irrational overreactions (Simonsen et al., 2008).

Brophy (1988) elaborated his definition of classroom management to include these specific actions: 1) arrangement of the classroom, 2) establishing rules and procedures, 3) maintaining attention to lessons and engagement, and 4) engagement in academic activities. Classroom management extends beyond teacher management of student behavior. Decisions about managing the classroom are not just means to an end but are rooted in enhancing the quality of instruction. In addition, classroom management should also extend toward developing well-adjusted students capable of maintaining socially appropriate behavior (Brophy, 1988).

In the description of evidence-based practices to support effective classroom management, Simonson et al. (2008) listed five strategies including maximizing structure and predictability; posting, teaching, reviewing, monitoring, and reinforcing expectations; actively engaging students in observable ways; using a continuum of strategies to acknowledge appropriate behavior; and using a continuum of strategies to respond to inappropriate behavior. Moreover, effective classroom management begins not after students misbehave, but long before the school year begins. While the authors asserted that these strategies are based on studies revealing high effect sizes, they also directed researchers to continually identify more effective classroom management strategies based on empirical research.

Oliver and Reschly (2010) reviewed post-secondary special education teacher preparation program syllabi seeking the following components: 1) a structured environment, 2) active supervision and student engagement, 3) schoolwide behavioral

expectations, 4) classroom rules, 5) classroom routines, 6) encouragement of appropriate behavior, and 7) behavioral reduction strategies. Although this study focused on content listed in syllabi, their findings indicated that the preponderance of programs evaluated had coursework prescribing reactive measures rather than proactive.

Lane et al. (2015) prescribed a number of strategies to manage behavior and support instruction. Included in the list were increasing opportunities to respond, behavior-specific praise, active supervision, instructional feedback, high probability successes, precorrection of expected behavior, and instructional choice. The authors further described these strategies as low-intensity, teacher-level strategies.

In a recent and perhaps most comprehensive study, Scott et al. (2017b) collected data from 2008-2015 which included direct observations of teacher-student interactions in typical classroom settings in a range of schools (urban to rural, elementary through high school). Trained observers collected 6,752 single observations of teacher-student dyads. The researchers were looking for significant positive and negative effects of specific evidence-based strategies. These strategies were derived from reviews of journal articles and textbooks and were dependent on what replicable and predictable effects it had on students. The study identified three main areas of potential positive effect: instruction - focusing on teacher presentation, use of directions, and instructional groupings; engagement - teacher and student interactions as a predictor for success; and feedback - positive and negative feedback rations as a predictor of success. Also identified in the study were factors mediating success, which included gender, race and ethnicity, and students with disabilities. While the study included rich information on specific high-effect strategies for teachers to use, no interviews or teacher identification

took place. Without this key information, it is difficult to adjudicate why some strategies were minimally used. It was likewise difficult to determine if the misuse was due to a deficit of skill, performance, or compliance. Nonetheless, Scott et al. asserted teacher choice of any particular strategy is often based on comfort or familiarity and indicated that it is less often based on pedagogical science. This has implications for preservice institutions preparing students for teaching careers and for practicing teachers in need of professional development.

Most recently, the National Council on Teacher Quality (NCTQ) (Pomerance & Walsh, 2020) specified five classroom management strategies that, when implemented appropriately, have a positive influence on student behavior. The five strategies are 1) establishing rules and routines that set expectations for behavior; 2) maximizing learning time by managing time, class materials and the physical setup of the classroom, and by promoting student engagement; 3) reinforcing positive behavior by using specific, meaningful praise and other forms for positive reinforcement; 4) redirecting off-task behavior through unobtrusive means that do not interrupt instruction and that prevent and manage such behavior; and 5) addressing serious misbehavior with consistent respectful and appropriate consequences. For future action, they implore states to design and implement evaluations that measure the performance of student teachers in the five strategies.

Commonalities exist between each pedagogical methodology listed above. Most importantly, they reflect a proactive and preventative approach to managing classroom behavior. These factors, although well established in research as effective and based on

evidence, are often replaced by more comfortable and anecdotal practices in reality (Scott et al., 2017b).

Preservice Learning About Classroom Management

Criticism has increased in the last few decades about the quality of teachers and schools (Flower et al., 2017; Moore et al., 2017). Not escaping criticism are the institutions that prepare teachers for their profession. Educator preparation programs (EPP) have historically faced scrutiny about the condition of educators as they transition from collegiate preparation to professional practice (Allen et al., 2014). Preservice teacher education research indicated little evidence about the impact of TPP on teaching performance, and any successes are contextual (Freeman et al., 2014a; National Academies of Sciences, Engineering, and Medicine, 2020).

Scrutiny is encouraged by studies with findings indicating that teachers learn classroom management haphazardly and without grounding in scientific methods. When reports of teachers stating that they learned classroom management from their peers or through trial and error appear in the literature, confidence in the preservice learning system is not engendered. Some teachers even reported that they had no preservice training on classroom management (Ficarra & Quinn, 2014).

As a remedy or response to scrutiny, many researchers suggest that preservice institutions proactively incorporate classroom management instruction into the collegiate teacher education curriculum with some specific stipulations. A growing field of research stemming from Kounin (1970) indicated a scientific approach to the learning of classroom management, beginning with preservice experiences. With Evertson and Weinstein's (2006) suggestion that classroom management should be a content area of its

own, learning of classroom management begs attention from preservice institutions. Eisenman et al. (2015) and Dicke (2015) suggested preservice institutions shift from the consideration of classroom management as merely controlling student behavior to the understanding of the impact of classroom management on student learning. Classroom management should not be an "add-on topic in teacher education" (Eisenman et al., 2015, p. 10). Furthermore, classroom management should be fully integrated into teacher preparation of academic content (Scott, 2017b).

In a large survey of education preservice institutions in the Midwest, Oliver and Reschly (2010) found that 42% did not teach about active supervision and 19% did not instruct students about teacher encouragement to increase positive behavior. The authors also stated that 22% of elementary teachers, 30% of middle school teachers, and 13% of high school teachers strongly agreed that they received inadequate training for classroom management.

In a study encompassing all 50 states, Freeman et al. (2014a) indicated that 77% of teacher preparation programs offer courses that address the non-academic needs of students and 74% of sampled programs offer a course that relates to classroom management. In many cases, these coursed are not required. While most states require some form of classroom management coursework, only 28 states require programs to include research-based classroom management instruction for education majors. In terms of content, the study revealed that elementary education preparation programs were more likely to spread the teaching of evidence-based classroom management strategies over multiple classes, whereas secondary preparation programs tended to include classroom management into one or two specific classes. The researchers concluded that many

preservice teachers do not have adequate access to learning about classroom management. Consequently, the authors called for policy makers and certification grantors to include access to evidence-based classroom management classes in required teacher preparation coursework.

Christofferson and Sullivan (2015) reported on a study of preservice teachers' perceptions of their training in classroom management. They found that preservice teachers found less satisfaction in theoretical examinations of classroom management versus clinical practice. They held that preservice teacher experiences from experience-based classroom management in observations and student teaching practice were of greater value than their collegiate study alone.

In order to better equip teachers with knowledge of evidence-based classroom management strategies, preservice institutions should consider teacher education classes as primary sources for knowledge. Furthermore, colleges should provide coordinated fieldwork and coursework for preservice teachers to more fully develop their skills (Ficarra & Quinn, 2014).

Performance Gaps Between New and Experienced Teachers

There exists a constant tension between emergent needs of managing classrooms and the ongoing process of professional development. Where experienced teachers who have become proficient with classroom management often handle classroom disturbances invisibly and fluently, novice teachers require time and practice to develop their skills (C. Wolff et al., 2017). Managing a classroom is a complex task and there are noticeable differences in classroom management efficacy between new teachers and those with experience. Doyle (1977) posited that "some teaching skills only become usable after the

teacher has first mastered classroom demands" (p.55). Wolff (2015) further explained this logic plainly when stating that expert and experienced teachers have more practical knowledge in managing classrooms than do the novices. Consequently, novice teachers usually struggle with the complex nature of classroom management (Seidel & Stürmer, 2014).

Given that much evidence exists that preservice teachers receive inadequate preparation for managing classrooms (Greenberg et al., 2014; Moore et al., 2017; Pomerance & Walsh, 2020), it is not surprising that novice teachers lack classroom management skills (C. Wolff et al., 2017). To reduce the gap between novice teacher classroom management performance and what is perceived effective classroom management, schools and districts must design and deliver professional development so staff members can increase their classroom management capacity and efficacy (Bayar, 2014). The negative effect of unprepared novices is amplified by the fact that many professional development activities designed by schools and districts do not effectively support teacher and student needs (Bayar, 2014; Darling-Hammond et al., 2017).

Teacher Perceptions of Classroom Management Efficacy

Bandura (1977, 1993) advanced the theory of self-efficacy as a central component to the Social Cognitive Theory. As an important aspect of an effective classroom environment, teacher efficacy, or self-efficacy, is the extent to which the teacher feels competent in performing a certain task, or tasks including classroom management. Aloe et al. (2014) operationalized the definition of teacher self-efficacy of classroom management as "efficacy for controlling disruptive behavior, calming and responding to defiant students, and establishing a routine and order to keep learning activities running

smoothly (p. 105). Although the thrust of their research tied classroom management efficacy to teacher burnout, they posited the interaction between learning and the environment, student behavior, and various personal factors. Lazarides et al. (2020) identified the aforementioned interactions into a teacher's identity and personal satisfaction with teaching, in general.

Teacher self-efficacy can affect student behaviors and achievement. Specifically, teacher self-efficacy can positively affect student confidence, retention, motivation, and academic achievement (Pan, 2014). Teachers with high self-efficacy in classroom management are less likely to devote class time to classroom management practices and more time to academic pursuits (Mireles-Rios et al., 2019). Teachers with a high sense of self-efficacy of classroom management are more likely to employ evidence-based strategies while managing the classroom (Zee & Koomen, 2016). Furthermore, these highly efficacious teachers are less-likely to suffer burnout (Aloe et al., 2014).

Performance gaps between novice and experienced teachers aside, Lazarides et al. (2020) found that teacher efficacy regarding classroom management did not change significantly from novice to experienced teachers. Furthermore, the findings suggested that teacher efficacy of classroom management became established during the teacher preparation.

Professional Development for Teachers

The state of professional development in schools has shifted over the years reflecting undercurrents in accountability demanded by society (National Academies of Sciences, Engineering, and Medicine, 2020). In 2017-18, only one percent of all public-school teachers reported that they did not participate in any form of professional

development (PD). In the same time, 76% of teachers thought they had access to sufficient professional development resources (Taie & Goldring, 2020). Nevertheless, researchers have indicated that current trends in professional development do not meet the needs of teachers (National Academies of Sciences, Engineering, and Medicine, 2020; Wood et al., 2016), particularly for teachers in their first year of practice (Ronfeldt & McQueen, 2017). More evidence indicated that not only is professional development often insufficient, teachers are not often given enough time or opportunity to practice new skills and receive little or no feedback on their performance (Wood et al., 2016). Teachers reported spending eight or fewer hours on any specific activity other than their own subject and on reading instruction (Rotermund et al., 2017). Many in-service programs for professional development are poorly conceived and topics are only offered once in a school year (Bayar, 2014; Glickman et al., 2010).

According to NCLB Act (2002), high quality professional development is sustained, intensive, and content focused; is aligned with academic standards and assessments; improves teacher content knowledge; improves teachers' use of evidence-based instructional methods; and is evaluated for student and teacher effects. Yoon et al. (2007) described the effects of professional development through three steps: 1) effective PD grows teaching knowledge and skill; 2) improved skills and knowledge improve classroom teaching; and 3) student achievement is raised with improved teaching. NASEM (2020) concluded professional development that has a positive impact on student achievement consists of four characteristics: 1) content-specific focus on instructional strategies, 2) development on the actual content and instructional materials

that teachers use, 3) teachers locally participating together, and 4) adapting focus to contextual teacher needs.

Desimone (2002) listed structural features of effective professional development including appropriate typology and duration of training, collective participation, active learning, a coherence aligned with teacher goals, and, most importantly, a content focus. Bayar (2014) indicated that teachers perceive professional development to be effective if it is tailored to their personal needs or the needs of the school, and is continuous. Other effective components are active engagement in the planning process and participation in actual training.

Scott et al. (2017b) recommended that professional development should be provided and include clear definitions, rationale, realistic examples for discussion, and a process of collaborative coaching with feedback. Furthermore, Scott et al. suggested regular meetings with a focus on consistent improvement using a model centering on understanding challenges, discrimination of key practices, engagement through structured discussions, collaborative coaching, and work toward perfecting performance by selecting high-probability strategies.

Darling-Hammond et al. (2017) reviewed 35 studies from over three decades to determine elements of effective professional development. This study suggested seven criteria for PD: 1) content focused study, 2) incorporation of active learning (according to adult learning theories), 3) job-embedded collaboration, 4) utilizing models of effective practice, 5) provision of coaching and expert support, 6) opportunities for feedback and reflection, and 7) sustained duration. Additionally, the study revealed that effective PD is reflective of the changing needs of teachers.

The importance of continued professional development on classroom management is evidenced by teacher reports that the majority of their learning about evidence-based classroom practices was not from preservice opportunities but from in-service opportunities. Teachers begin teaching with limited knowledge about classroom management (Ficarra & Quinn, 2014). Since much of what teachers learn about classroom management is learned on the job during their first few years of professional practice, the importance of continued professional development around classroom management is even more important (Scott et al., 2017b).

Continued professional development in classroom management is a necessary component for effective schools (Gage et al., 2017; Oliver & Reschly, 2007; Simonsen et al., 2014). Behavioral researchers seeking evidence of effective practice rely heavily on the work of Fixsen et al. (2005), who held that even if information were disseminated and training were provided, "good evidence that successful implementation efforts designed to achieve beneficial outcomes for consumers require a longer-term multilevel approach," (p. 70). Algozzine et al. (2012) and Simonsen et al., (2014) supported the idea of a multi-tiered systems approach for integrating academic and behavioral support into professional development. Simply receiving information about a behavioral strategy was not as effective as a procedural approach to professional development including modeling and providing feedback. In addition, these continued supports are not likely to be utilized unless they are easily completed and socially valid for the context (Hagermoser Sanetti et al., 2018).

Stokes and Baier introduced the thematic idea of "train and hope" in 1977 (p. 351), as a description of how skills are generalized over time, assuming that staff will be

motivated to support a new intervention after minimal training. Sugai and Horner (2006) expanded this idea into more specific details by identifying key system supports (e.g. providing resources, continued training and practice over time, and supportive policy adoption) to avoid the inevitable failure of the train and hope model. Sugai and Horner highlighted the need for systematic, continuous, and comprehensive professional development for proactive and preventative interventions. Sugai and Horner established a theoretical basis for the development of schoolwide systems of positive behavior supports defining effective professional development in terms of characteristics that support effective classroom management.

A field of research showing strong agreement regarding professional development with a focus on specific strategies is increasing. Researchers indicated that professional development focused on targeted strategies increased the use of those strategies in the classroom and, therefore, increased student performance (Bayar, 2014; Simonsen et al., 2017b; Thompson et al., 2012; Wood et al., 2016). Success with specific strategies led to increased teacher efficacy and agency in teaching (Dicke et al., 2014; Tsouloupas et al., 2010).

Briere et al. (2015), Gage et al. (2017), and Simonson et al. (2017b) extended the logic of targeted professional development with research by establishing the effectiveness of short, targeted presentations of specific skills regarding evidence-based classroom management strategies. Following the presentation, structured peer or administrative feedback is tailored to observations of the specific skills. Data are collected by observers and teachers to determine the effectiveness of the learned strategy followed by collaborative discussions of resulting outcomes data. The conclusions of the studies

showed significant gain in skills by the teachers resulting in better classroom

management perceptions of teachers and administrators. In each study, the researchers

established evidence of a functional relationship between targeted professional

development and the particular skill.

Briesch et al. (2015) addressed implementation fidelity or integrity of classroom

management strategies. This study stated that although most teachers understood

classroom management procedures and could implement them without external support,

some evidence-based strategies were not implemented at all or with fidelity because of

perceived incompatibility with personal or contextual values. This was particularly true

regarding teachers employing group contingencies to address problem behavior. Group

contingencies are strategies or systems used as the teacher uses a single criterion for

reinforcement for all students. Group contingencies have higher rates of success than

individual contingencies (Briesch et al., 2015).

Multi-Tiered Systems of Support for Teachers

Using the same logic that schools have been using for a generation on gauging

student response to interventions within a multi-tiered system of support (MTSS),

researchers are calling for tiered support for teachers (Simonsen et al., 2014, 2017b;

Wood et al., 2016). The parallel logic includes stratification of teachers based on needs.

Universal supports are offered to all teachers; targeted supports are designed to support

teaches who need more time or attention to develop skills, and intensive supports are

provided on an individual basis that intensify skill acquisition and application (Kennedy

& Lees, 2015). Whether the MTSS interventions are for students or teachers, one

component that remains integral is a system of data collection to identify needs and to

monitor progress (Kennedy & Lees, 2016; Myers et al., 2017). Other databased

components are processes by which teachers are referred to appropriate supports based

upon their needs and certain methodologies of providing consistent feedback (Briere et

al., 2015; Myers et al., 2017). Moreover, to implement such systems of support in schools

and districts, training will be necessary for practitioners (Hagermoser Sanetti et al.,

2018).

Conclusion

Hattie and Zierer (2018) described a search for the core concepts of the

differences in those teachers who have a high impact on student learning and those

teachers who have a low impact. It is incumbent on teachers and administrators to know

and understand the magnitude and nature of impact on student learning (Hattie, 2012).

Researchers agree that certain teacher level factors have a high influence on student

achievement. One teacher level factor illustrated by the literature having a significant

impact on teacher efficacy and student achievement is classroom management. Evidence

supports the assertion that not enough classroom management is taught in preservice

learning--if it is taught at all. In those institutions that do have some component of

classroom management teaching, there is no guiding force that prescribes specific

evidence-based strategies about classroom management. Because of these factors,

schools and districts deal with low levels of teacher efficacy in classroom management

by offering professional development to teachers who continue to struggle. Even when

classroom management is offered to teachers, on average, data suggest it is not beneficial.

This study seeks to identify the particular classroom management strategies that school

administrators perceive as lacking in teachers, specifically new teachers. It will also

identify how professional development is offered to staff.

Section 4:

Contribution to Practice

Contribution to Practice

The ensuing presentation will be offered to attendees of the Missouri Schoolwide Positive Behavior Supports Summer Institute. This state-wide conference is held each year in June. Attendees include current and future implementers of Schoolwide Positive Behavior Supports (SW-PBS) from Missouri as well as other states. The intended audience is administrators, professional development designers, and state level behavior education leaders.

We Are Drowning In Behavior!

Elementary Principals' Perceptions of Effective Classroom Management of New Teachers

Hello. I am Joe Beydler and this is my research. Presently, I am a Leadership Development Specialist at the Central Regional Professional Development Center on the campus of the University of Central Missouri, in Warrensburg. I work within a statewide initiative supported by the Missouri Department of Elementary and Secondary Education and the Wallace Foundation. The initiative is called the Missouri Leadership Development System or MLDS. MLDS serves principals from aspiring to retiring throughout the state with mentoring, coaching, and general support. Prior the MLDS, I worked as a consultant at the RPDC in another initiative called Schoolwide Positive Behavior Supports or SW-PBS. The mission of SW-PBS is to provide effective support for teachers, principals, schools, and districts in managing student and adult behavior. It is at the intersection of these two initiatives, principal leadership and classroom management that provides context and impetus for my research.

Before work at the RPDC, I was an elementary school principal for twelve years. That work followed sixteen years as a teacher in an elementary and a high school inside the CRPDC region.

Today I will reveal my research surrounding Elementary Principals' Perceptions of Effective Classroom Management in New Teachers in a presentation called We Are Drowning In Behavior! The title is lifted directly from the testimony of one elementary principal and echoed in the voices of all interviewees.
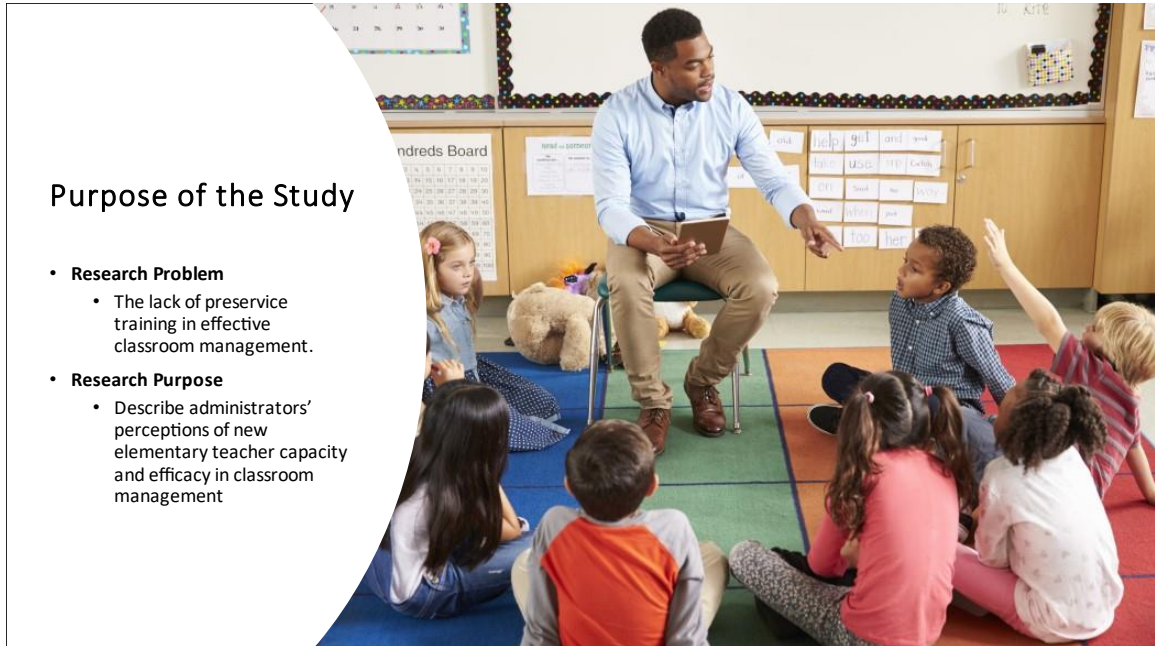
Purpose

- The problematic area for this study is classroom management.
- Specifically, what elementary principals think about the classroom management efficacy and capacity of new teachers. The study identified exactly what principals believe are the greatest opportunities for growth before teachers are hired into districts along with the support required for continued professional development after hiring.

The Why: We have a problem!

12% of public-school teachers leave within their first 2 years.

50+% leave within the first 5 years.
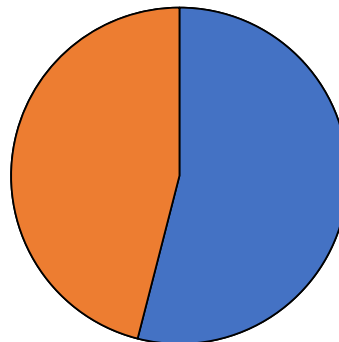
(Jenset al., 2018; *K-12 Education: Education Should Assess Its Efforts to Address Teacher Shortages*, 2022; *Teacher Area Shortage Report*, 2023; *Teacher Area Shortage Report*, 2022; Katnik, 2021a, 2021b, 2023; Williams III et al., 2022)

- According to multiple studies and information from the National Center for Educational Statistics (NCES), about 12% to 20% of public-school teachers leave the professional within their first two years. This does not sound like a lot and it sounds like an attrition rate we can live with.
- Those same studies indicate that up to half of teachers leave the profession within their first five years. This is a rate that has become unsustainable.
- We have to look fore deeply into the problem. Luckily, the NCES, can help us with that information, as well.
- In Missouri, students enrolled in education preparation programs declined from 14,139 in 2010 to 8,214 in 2018, and those who have completed their programs of study declined from 4,795 to 3,386 during the same time period. In 2014, initial teaching certificates issued in Missouri declined from 4,341 to 3,886 in 2020 (Katnik, 2021).
- In Missouri, teachers are in demand. Projections for future demand of teachers consistently ranks high (Occupational Projections, 2018).
- Regarding teachers hired into Missouri public schools, districts replaced an average of 11.4% of their teaching staff in 2019-2020, with 52.7% of new hires being first-year teachers.
- In 2021-2022, the new hire rate increased to 11.9% (Katnik, 2023). Nearly one-third of all teachers in Missouri in the 2019-2020 school year possessed less than six years of experience. Higher rates of inexperienced teachers lead to higher vacancy rates (Katnik, 2021).
- The retention rate of Missouri teachers after three years of teaching experience is 64.1% and after five years, 48.0%. That means that after five years of teaching, less than half of Missouri teachers remain in the workforce (Katnik, 2021). Elementary education positions remain at the top of the teacher shortage list published each year by the U.S. Department of Education (2022).
- The net shortage of elementary education teachers in Missouri as of December 2022 was 523.32 full-time equivalent positions (Katnik, 2023).
- If we can reduce the stress and burnout of classroom teachers by helping them find greater capacity and efficacy in their classroom management, then they will be happier with their work and stay on the job longer.

Why do teachers leave?

- Most consistently listed factors:
  - Lack of pedagogical training
  - School environment
  - **Poor student behavior** and motivation

- Teachers consistently report
  - Inadequate pre-service training on **classroom management**, and
  - Lack of support and training for handling **student behaviors**

(Jensen et al., 2018; *K-12 Education: Education Should Assess Its Efforts to Address Teacher Shortages*, 2022; *Teacher Area Shortage Report*, 2023; *Teacher Area Shortage Report*, 2022; Katnik, 2021a, 2021b, 2023; Williams III et al., 2022)

Why do teachers leave?

- Among the most listed factors for teacher leavers is poor student behavior and motivation.
- In addition, teachers report that they feel that they were inadequately trained in college for the rigors of classroom management and that they lack support and professional development for dealing with unexpected student behavior in their classrooms.
- In a world where many educators don't make it past the first five years, we need to figure out what is going on.
- In Arkansas, 40% of teachers in the state leave within their first 5 years.
- In South Carolina, Clemson University has developed a teacher-led study program to determine reasons for teacher attrition.
- About 90% of the demand for teachers is associated with teachers leaving the profession.
- Students in high needs schools are four times more likely to be taught by uncertified teachers.
- High teacher turnover rates in schools negatively impact student achievement for all students in that school.
- If we can reduce the stress and burnout of classroom teachers by helping them find greater capacity and efficacy in their classroom management, then they will be happier with their work and stay on the job longer.
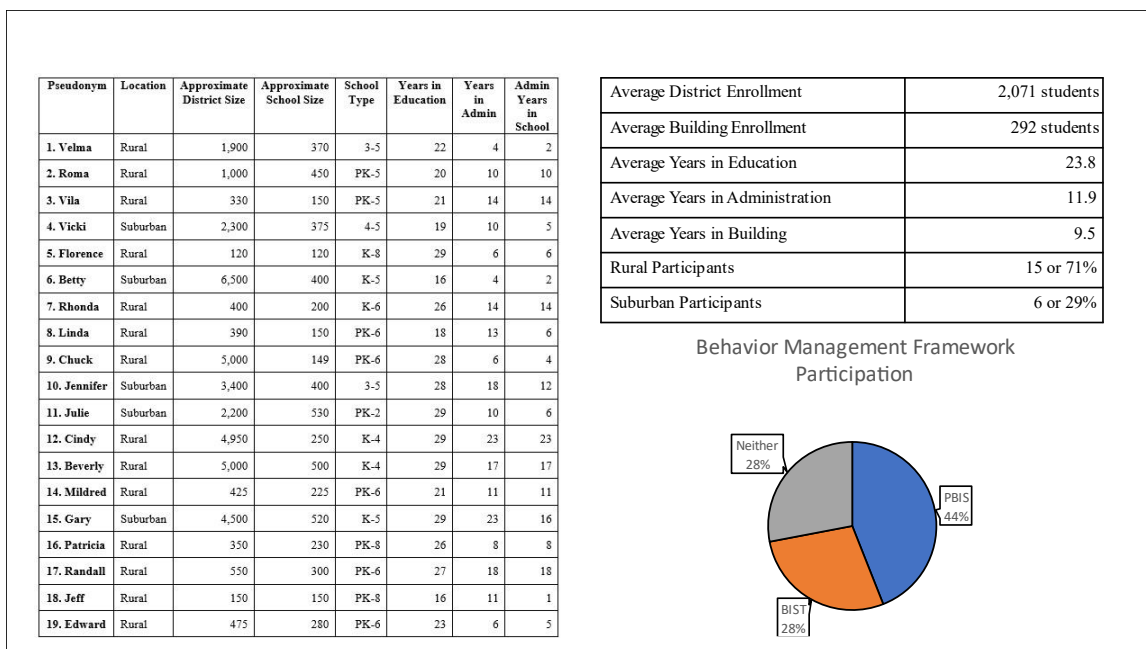
Methodology

- This study was a qualitative study. It seeks to understand meaning principals have constructed about new teaches and classroom management.
- Phenomenology is a qualitative analysis concerned with determining the essence of a phenomenon. In this study, the phenomenon was classroom management.
- This study was completed through semi-structured interviews with elementary principals. The use of a semi-structured format allowed the principals' responses to go where they wanted them to go without guiding from the researcher.
- The participants were purposely selected from the Central RPDC service area which is a 13-county region surrounding the University of Central Missouri. Nineteen elementary principals responded to an invitation email sent to every elementary principal in the CRPDC service area having three or more years of administrative experience.
- To maintain credibility, the researcher sent a transcription of the interview for review. Principals were invited to review their responses and make any edits, additions, or deletions to their responses.
- Once the data were collected, the researcher reviewed responses and assigned codes representing salient themes in the responses. The codes were combined into themes responding to the research questions.
- Limitations to this study include:
    - The positionality of the researcher as a former teacher, principal, implementer of SW-PBS, SW-PBS coach and consultant, as well as an MLDS specialist.
    - Post Covid-19 environment.
    - Efficacy of interviewees about classroom management and ETLPs.
    - Honesty of participants.

Pseudonym	Location	Approximate District Size	Approximate School Size	School Type	Years in Education	Years in Admin	Admin Years in School
1. Velma	Rural	1,900	370	3-5	22	4	2
2. Roma	Rural	1,000	450	PK-5	20	10	10
3. Vila	Rural	330	150	PK-5	21	14	14
4. Vicki	Suburban	2,300	375	4-5	19	10	5
5. Florence	Rural	120	120	K-8	29	6	6
6. Betty	Suburban	6,500	400	K-5	16	4	2
7. Rhonda	Rural	400	200	K-6	26	14	14
8. Linda	Rural	390	150	PK-6	18	13	6
9. Chuck	Rural	5,000	149	PK-6	28	6	4
10. Jennifer	Suburban	3,400	400	3-5	28	18	12
11. Julie	Suburban	2,200	530	PK-2	29	10	6
12. Cindy	Rural	4,950	250	K-4	29	23	23
13. Beverly	Rural	5,000	500	K-4	29	17	17
14. Mildred	Rural	425	225	PK-6	21	11	11
15. Gary	Suburban	4,500	520	K-5	29	23	16
16. Patricia	Rural	350	230	PK-8	26	8	8
17. Randall	Rural	550	300	PK-6	27	18	18
18. Jeff	Rural	150	150	PK-8	16	11	1
19. Edward	Rural	475	280	PK-6	23	6	5

Average District Enrollment	2,071 students
Average Building Enrollment	292 students
Average Years in Education	23.8
Average Years in Administration	11.9
Average Years in Building	9.5
Rural Participants	15 or 71%
Suburban Participants	6 or 29%

Behavior Management Framework Participation

Participant Profile

- Participants were assigned pseudonyms to protect their identities.
- 71% of the principals were from what could be considered rural schools and the balance were from suburban schools.
- The mean average experience for principals participating was 11.89 years.
- The actual years of administrative experience ranged from 4 to 29 with a mode of 6 and a median of 11.
- The average principal interviewed for this study has spent 49.5% of their career as an administrator.
- Elementary schools represented ranged in enrollment from approximately 120 to 530 students with an average size of 292 students.
- Total elementary approximate student population represented in this study: 5,749
- 44% of the principals identified participation in Schoolwide Positive Behavior Supports, Five identified as BIST schools, and the rest identified no alignment with any other behavior management program or framework. anonymity.

Framework

The framework is based on the Eight Effective Teaching and Learning Practices or ETLPs from Missouri Schoolwide Positive Behavior Supports (MO SW-PBS). MO SW-PBS is a state-supported framework consisting of curriculum, a statewide network of consultants and practitioners, and a research component at the University of Missouri. MO SW-PBS is a full partner within a national network of support centered around the National Center on Positive Behavior Interventions and Supports (PBIS). The national center is supported through the Office of Special Education Programs and the U.S. Department of Education.

The ETLPs are evidence-based, empirically sound practices that, when implemented with fidelity, produce positive and sustainable results for students. The practices are known to decrease inappropriate and unexpected behaviors in classrooms from preschool through secondary.

Principals were interviewed about their perceptions of classroom management and the ETLPs were used as a framework for the interview questions. Responses from principals indicated information about specific ETLPs and overarching themes about ETLP implementation.

EvidenceBased Practices

- Evidence exists in the form of valid research on the effects of intervention.
- Other researchers have replicated the evidence.
- The researchers have no conflict of interest with study outcomes or were adequately blinded.
- There is direct evidence of a change in student outcomes as a result of intervention.
- Evidence is published in a peer-reviewed journal or peer-reviewed outlet.

- There is no equally credible contradictory evidence.

Adapted from Scott, T. M., Hirn, R., & Cooper, J. (2017). *Teacher and student behaviors: Keys to success in classroom instruction.* Rowman & Littlefield.

Evidence-Based Practices

- MO SW-PBS, through research, has identified eight evidence-based practices that increase the likelihood of expected behavior and decrease problematic or unexpected behavior.
- These practices also increase the likelihood of increased academic time and improved student engagement.
- The effective teacher will clarify behaviors needed to succeed, teach these behaviors, encourage these behaviors, and become proficient with professionally correcting inappropriate behavior.
- MO SW-PBS and the DESE purport the ETLPs to be evidence-based. To be considered evidence-based, Scott (2017) delineated a number of factors that contribute to the perception of legitimacy.
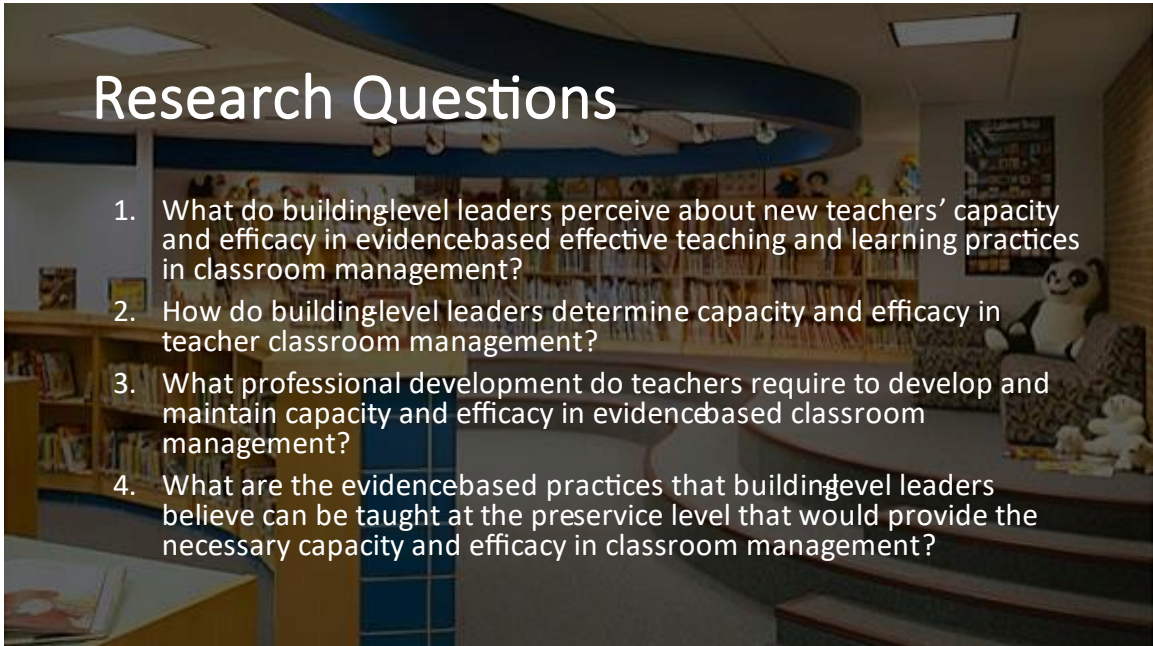
Research Questions

The research questions were designed to reveal the essence of a phenomenon which was classroom management. The study describes the phenomenon through the eyes of principals.

- Research question one deals directly with what principals think are the efficacy and capacity of new elementary teachers.
- Question two examines how principals know about the new teachers' abilities related to effectively managing a classroom.
- Question three seeks information about the support systems principals apply to improve classroom management fluency in their teaching staff.
- Question four inquires about what principals think are the most important practices or strategies to learn at the preservice level.

Findings for RQ 1:
What do buildinglevel leaders perceive about new teachers' capacity and efficacy in evidence-based effective teaching and learning practices in classroom management?

- Tools and Toolboxes
  - Tools: Skills, proactive steps, strategies
  - Toolboxes: Collections of tools

Research Question 1: Tools and Toolboxes, Overarching Ideas

The researcher sought to summarize and organize elementary principals' collective impressions of new teachers' capacity and efficacy with the use of evidence-based teaching and learning practices in classroom management. In the first section, principals describe the ETLPs as tools and the collective set of tools teachers use to effectively manage behavior in the classroom as toolboxes. The second classification is an explanation of how experience affects a new teachers' classroom management performance.

> **"Their toolbox isn't very big yet."**
> Betty
>
> **"I think that it needs to be a toolbox with enough information and things in there that they're comfortable working with that they can choose what needs to work with that particular class that year."**
> Florence
>
> **So new teachers coming in, they may have a couple of tools, but if they don't know how to use them properly, or when to use them more…"**
> Chuck
>
> **"So you know, if I'mgonna go fix a car and I have all the tools to fix it. Great! But that doesn't mean I can fix it, or even come close to that."**
> Gary

Research Question 1: Tools and Toolboxes, Overarching Ideas
Tools and Toolboxes

- A popular euphemism for a skill among teachers is the term tool. Principals referred consistently to teachers' tools and their proverbial toolboxes.
    - Florence had a good definition of a teacher's toolbox, "I think that it needs to be a toolbox with enough information and things in there that they're working with that they can choose what needs to work with that particular class that year."
    - Of new teachers, Betty quipped, "Their toolbox isn't very big yet." Rhonda considers it is up to the principal, "to give them tools to go into their toolbox."
- Several principals gave general descriptions about what effective tools might be.
    - Linda called them "proactive steps." Mildred listed "clarity" as a tool.
    - Chuck said he talks to his new teachers about "strategies" and "being proficient with strategies as tools." He elaborated, "So new teachers coming in, they may have a couple of tools, but if they don't know how to use them properly, or when to use them more…"
    - Perhaps the best analogy for tools and toolboxes was from Gary, "So you know, if I'm gonna go fix a car and I have all the tools to fix it. Great, but that doesn't mean I can fix it, or even come close to that."
- Whether it was tools, skills, proactive steps, hacks, or tricks of the trade, principals know that there are skills teachers use to effectively manage their classrooms.
- They viewed the toolbox as the collection of those skills. The collection of tools in the toolboxes begins in different places and times for everyone.
- Principals noted that some skillfully use tools and some have tools in their toolboxes they do not fully understand how to use.
- All teachers are on a continuum of how many tools they have in their toolboxes and how skillfully they use the tools they have.
- All principals agreed that one of their jobs as administrators is to increase the number of tools and skill using those tools of all their teachers.
- Although the focus of this study was on new teachers, principals noted that all teachers need development, and some new teachers have more tools than some experienced teachers.

Research Question 1: Tools and Toolboxes, Overarching Ideas
Specific Tools

There were **two tools** mentioned by every principal as crucial for new teacher toolboxes. These two were singled out in the study as they were not only mentioned as important considerations for new teachers, these two were also a large part of the formal and informal observation and evaluation practices mentioned by principals.

> "Teachers that don't communicate clear expectations, struggle
> controlling their classrooms."
> Gary
>
> "Many of my new teachers do not know what they want their
> classrooms to look like from day one. If they don't know what they
> want from their classroom, then they have a hard time getting what
> they want from the kids."
> Lisa
>
> "They need to know that those sort of things [procedures
> and routines] save time, they are very efficient. Even things
> like passing out papers or distributing materials can be more
> efficient so that the majority of time is spent with the lesson
> or the instruction versus getting set up and all of that.
> Julie

Research Question 1: Tools and Toolboxes, Overarching Ideas

- **Clear expectations:**
    - Almost universally, principals interviewed expressed concern over new teachers' use of clear expectations in their classroom.
    - Their message was clear: Teachers that don't communicate clear expectations, struggle controlling their classrooms.
- **Teaching procedures and routines*:* Another ETLP identified by principals in terms of new teacher opportunities for growth is an extension of expectations.**
    - Teaching procedures and routines may be one of the most overlooked and powerful tools in their toolkit
    - Most interviewees indicated that many new teachers might understand that teaching procedures and routines are important, but they do not grasp the value of having procedures and routines for everything from sharpening pencils to getting the teachers attention to how to put your chair under the desk. Having procedures and routines for as many normal classroom activities as possible smooths out behaviors and transitions
- **Other tools frequently mentioned: Many principals mentioned many different ETLPs perceived as important for new teachers, they included:**
    - Encouraging expected behavior with specific positive feedback.
    - Discouraging unexpected behavior with professional correction and use of a continuum of adult responses.
    - Active supervision in the classroom.
    - Providing multiple opportunities to respond.

Findings for RQ 1:
What do buildinglevel leaders perceive about new teachers' capacity and efficacy in evidence-based effective teaching and learning practices in classroom management?

- Overarching considerations:
  - Engagement
  - Transitions
  - Consistency

Research Question 1: Tools and Toolboxes, Overarching Ideas

Three overarching considerations also were revealed in interviews. These three considerations, engagement, transitions, and consistency, have important effects on new teacher fluence and fidelity of ETLP use.

Research Question 1: Tools and Toolboxes, Overarching Ideas

- Principals mentioned frequently that students who are engaged in learning often display fewer classroom management problems.
    - Randall, Jennifer, and Vila agreed with Julie regarding engagement strategies, "If you have students engaged, you're going to have less and less management issues."
    - Julie said, "a lot of times they come in and they're really good about, kind of managing the noise level, but keeping kids engaged is more of a challenge."
    - For many principals, engagement is so important that it was a part of their official evaluation scheme. Mildred stated, "we obviously go in and we assess engagement." Linda wanted to see engagement in classroom evaluation visits, "Our cognitive engagement and effective instruction are a focus."
- The logic and evidence indicate if you have students engaged, you're going to have fewer management issues.
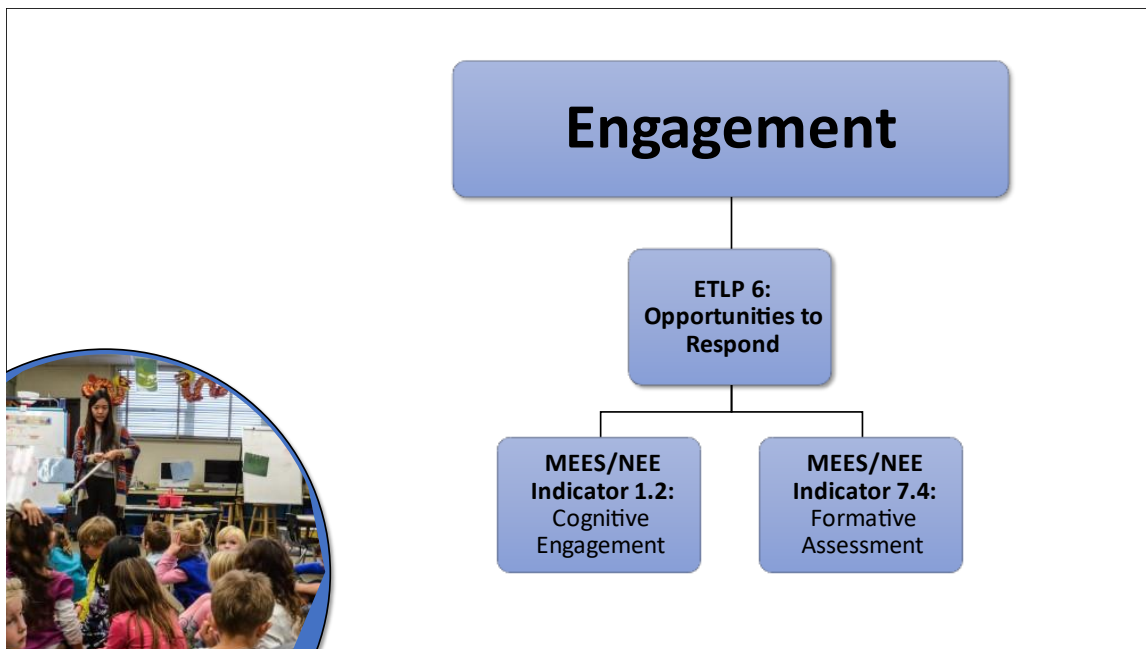
Research Question 1: Tools and Toolboxes, Overarching Ideas

- The logic and evidence indicate if you have students engaged, you're going to have fewer management issues.
- Those principals involved with SW-PBS work explained more fully that new teachers often lack skills in providing students with multiple opportunities to respond.
    - This is an ETLP that has ramifications as an engagement strategy and a strategy to elicit student knowledge of learning otherwise known as gathering formative assessments of student learning.
- Other manifestations of ETLPs related to engagement:
    - New teachers' minimal skills in adjusting the difficulty of tasks for students based on their abilities. This ETLP was often blended with activity sequencing.
    - Teacher fluency with active supervision-knowing when students are engaged through scanning, moving, and interacting.
    - The ETLP offering multiple opportunities to respond was often mentioned in terms of engagement.
- Most principals indicated that engagement was a prevalent observation target for new and experienced teachers.
    - The Missouri Model Evaluation System and the Network for Educator Effectiveness were the two most used observation and evaluation systems revealed in interviews. Principals very frequently measure teacher performance with two specific standards and indicators related to engagement:
        - 1.2-Cognitive engagement.
        - 7.4-Formative assessment.

Research Question 1: Tools and Toolboxes, Overarching Ideas

- Gary said that "Transitions are a very big one where they struggle."
- "Transitions could probably be really bad if classroom management is off," said Betty.
- Jennifer summed up many principals' ideas, "Consistency in transitions can be a lack of teaching expectations or a failure to practice the routine over and over."
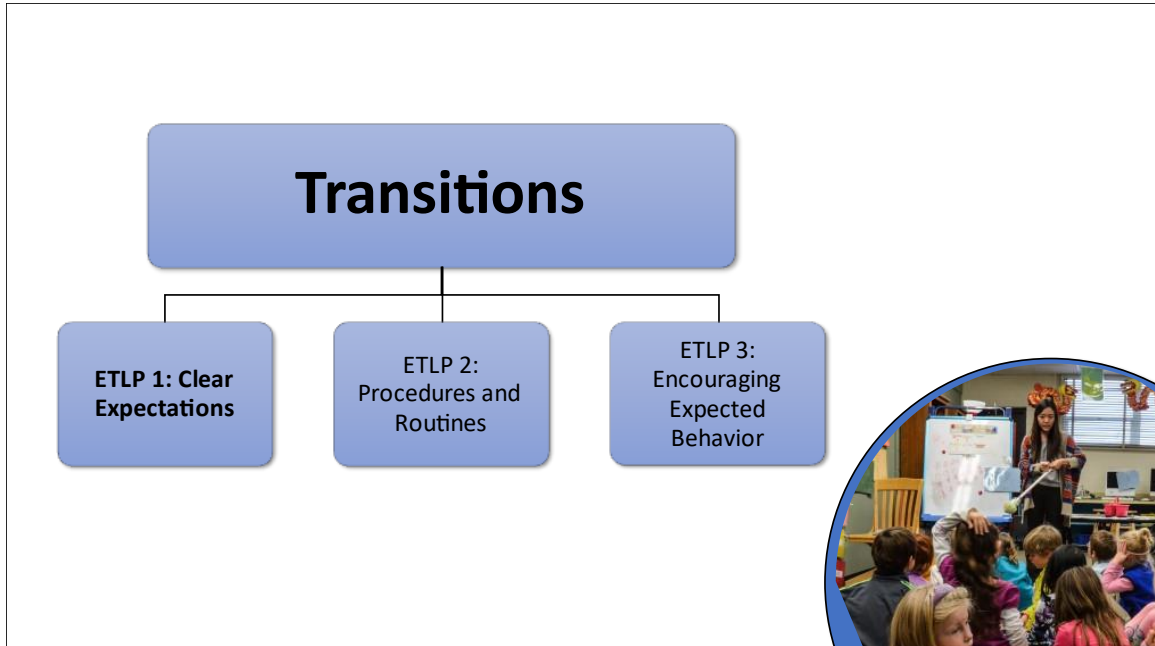- Many of the principals like Edward specifically look for transitions in official observations. "You know, that's a big indicator if there are problems." Edward added "They know how they want their students to transition but I don't believe they know how to teach their students. I feel like that's where I've spent some of my time…showing them exactly how to do it."

Research Question 1: Tools and Toolboxes, Overarching Ideas

- **Transitions. Transitions were noted by most principals as leverage points for new and experienced teachers.**
    - The two main ETLPs (expectations, procedures and routines) were mentioned in combination particularly when principals talked about transitions in the classroom.
    - Principals suggested that there were hundreds of transitions in classrooms every day and becoming skilled with transitions is evidence of an effective classroom manager.
    - Transitions were expressly observed and evaluated by a majority of principals using indicators from standard 5 which deals with behavior, management, and affect.
    - Some principals added observation indicators specifically for newer or struggling teachers to measure the performance in their use of transitions.

Research Question 1: Tools and Toolboxes, Overarching Ideas

- **Consistency**
- Edward said, "I think the first thing that comes to mind is consistency, that is, every type of kid in every scenario," when asked about new teacher needs for support.
- Mildred described consistency in teachers as "such a level of confidence that there's no negotiation, there's no arguing, that it's just expected."
- Jennifer summed up consistency,I believe that consistency is probably that key factor that I find, that holds the most difference, because I find more veteran teachers or seasoned teachers are more consistent with the behaviors they address in their classroom, and new teachers have a tendency to address something one time and may not address it the next time with a different student. And so the kids see that, and they play on that inconsistency. So being fair and consistent is something that I have found new teachers, first, second, even third year. Teachers lack just maintaining that consistency."
- While many principals used the actual word consistency, others referred to consistency using other terms. Patricia referred to "follow through". Jeff offered "say what you mean and mean what you say". Gary referred to teachers that "ignore some behaviors and correct others," meaning that some teachers lack surety in addressing all inappropriate behaviors.

Research Question 1: Tools and Toolboxes, Overarching Ideas

- Consistency was frequently mentioned by principals referring to expectations, procedures and routines.

Findings for RQ 1:
What do buildinglevel leaders perceive about new teachers' capacity and efficacy in evidence-based effective teaching and learning practices in classroom management?

- Experience
    - Natural grows with time
    - Not always indicated by years teaching
    - Life experience contributes
    - Nature vs. Nurture
    - Student teaching in hiring building improves performance, Fall student teaching is preferable
    - New teachers are not experts yet

Research Question 1: Experience

- By the time a new teacher begins their first year of school, it is expected they may have already accumulated a minimum of experience. Most new teachers have completed the requisite college coursework which usually includes a student teaching experience.
- Most principals perceived new teachers on a continuum just as they would with experienced teachers. Some did not see new teachers much differently than their experienced teachers.
- Principals agreed that teachers with more life experience (new teachers who are older than their peers) often have better senses about classroom management.
- Some good teachers have good classroom management, and some do not. They view components of effective management as a talent more than a learnable skill.
- Many principals use the student teaching experience as a semester- or year-long training and interview period. A few principals noted that most of their new teachers student taught in that building. So, when they begin their first contract, they already have a year of learning about that building, its culture, climate, and expectations under their belts.
- Most agreed that new teachers are just not experts yet.

> "I think new teachers are also in survival mode in the sense that they will just go with what a colleague is using without truly thinking about is this best practice. Sometimes we go with whatever's going to be safe or easy to find because we don't know."
> Mildred

> "I feel like they know a broader range than when I went through school coming out of college. They're taught different things in school now, which is great, but they're not experts yet."
> Edward

> "You can talk theory all day when you're in a college class, and you can talk about different scenarios and how you might handle those. Until you are actually in a classroom and handling that situation on your own, you just don't have that experience. I believe it's a lack of experience, not a lack of knowledge."
> Edward

Research Question 1: Experience

- Mildred shared a sentiment which resonated with others, "I think new teachers are also in survival mode in the sense that they will just go with what a colleague is using without truly thinking about is this best practice. Sometimes we go with whatever's going to be safe or easy to find because we don't know."
- Edward reflected on his experiences as a teacher, "I feel like they know a broader range than when I went through school coming out of college. They're taught different things in school now, which is great, but they're not experts yet."
- For Jennifer, the distinction between new and experienced teachers' classroom management is clear, "You can talk theory all day when you're in a college class, and you can talk about different scenarios and how you might handle those. Until you are actually in a classroom and handling that situation on your own, you just don't have that experience. I believe it's a lack of experience, not a lack of knowledge."

Findings for RQ 2:
How do buildinglevel leaders determine capacity and efficacy in teacher classroom management?

- Observations
- Familiarity with frameworks and programs
  - Missouri Schoolwide Positive Behavior Supports (SW-PBS)
  - Behavior Interventions Support Team (BIST)
- Collegial networks

Research Question 2

- The study examined how principals come to know the classroom management efficacy and capacity of their new teachers. This research question helps understand the frames of reference principals used to determine effectiveness.
- Three themes emerged as important: Observations, familiarity with existing frameworks or programs, and collegial networks.

> "You know, I can see it, I can hear it."
> Betty
>
> "It's night and day, you can see their whole class in the hallway and know that that teacher's got it and that the other doesn't."
> Velma
>
> "It is different in every classroom," and classroom management is "best when the style suits the teacher."
> Jennifer
>
> "Not concerned that all classes are handled the same way."
> Linda

Research Question 2: General thoughts

- The researcher posed two interview questions directly to principals that helped deduce an answer to this research question. "What does good classroom management look like in your building, and "How do you know good classroom management when you see it?"
- Initially, many principals answered these questions with vague responses similar to what Betty said, "You know, I can see it, I can hear it," or Mildred's offering, "It is visible." Velma's first thoughts were, "It's night and day, you can see their whole class in the hallway and know that that teacher's got it and that the other doesn't."
- Jennifer said, "It is different in every classroom," and classroom management is "best when the style suits the teacher."
- Linda added she was, "Not concerned that all classes are handled the same way."
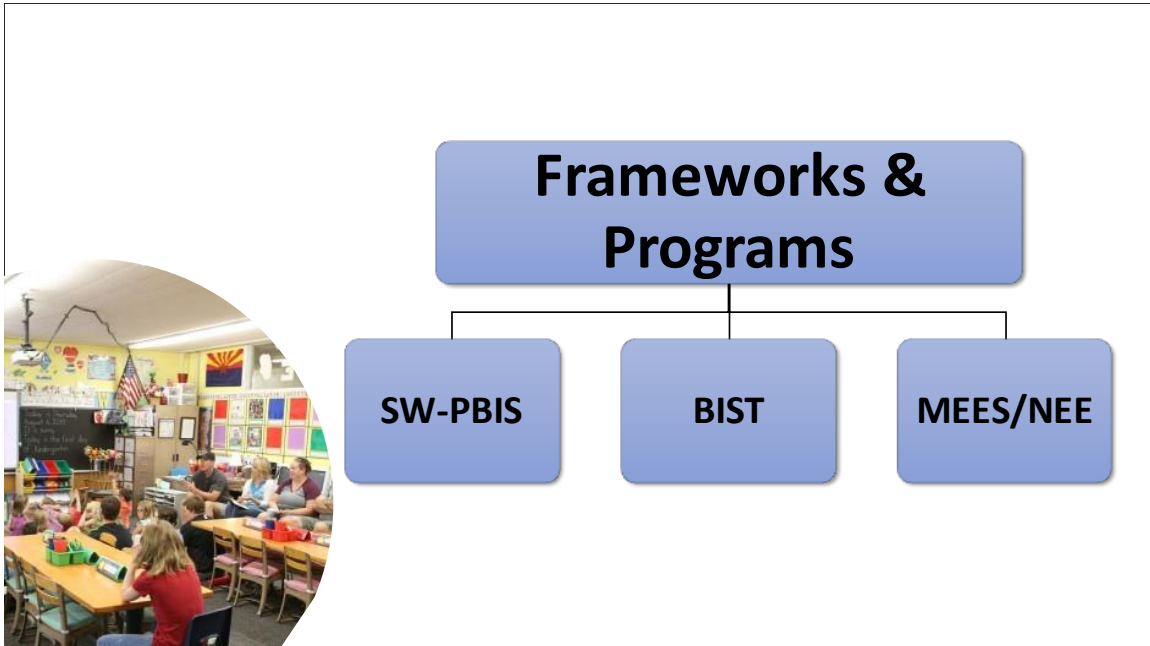
Research Question 2: Familiarity with frameworks and programs

- Principals learn about effective classroom management from previous experiences with various initiatives, programs, and frameworks.
    - All principals were, at the very least familiar with tenets of MO SW-PBS. SW-PBS is an evidence-based framework for applying district-wide, school-wide, and classwide behavior management interventions.
    - Like SW-PBS, all principals had some familiarity with BIST. BIST is a behavioral response methodology that employs exclusionary practices to mitigate inappropriate classroom behaviors.
    - All principals described certain look-fors in what they consider to be classroom management. These look-fors ranged in specificity. Those principals most familiar with SW-PBS gave very specific answers related to ETLPs and often cross-walked with NEE standards (1.2, 5.1, 5.2, 5.3b, 7.4).

> **"I really don't put a lot of emphasis on the score."**
> Beverly
>
> **"It's those quick conversations that we have that make the difference."**
> Jeff
>
> **"One of the things that I do is add an extra NEE indicator for all new teachers to [my school] …that indicator is focused on classroom management."**
> Gary
>
> **"I take the informal much more seriously. My formal evaluations can't possibly mean much to them." Vila described her method to find time for informal observations, "I go into my classrooms just about every day and just pop in."**
> Vila

Research Question 2: Observations

- Many principals learn about classroom management efficacy through direct observations of teachers. In Missouri, principals are required to evaluate their teaching staff and provide a report to the superintendent or board of education.
- Eighty-five percent of the principals interviewed used the Network for Educator Effectiveness (NEE) system to observe and evaluate teachers.
- Although fidelity of the specific observation protocol ranges dramatically, principals suggested that the conversations following official observations were critical to developing a staff and helping the principal to learn more about how classrooms are managed.
- Beverly revealed "I really don't put a lot of emphasis on the score."
- Rather, as Jeff pointed out, "It's those quick conversations that we have that make the difference."
- Many principals add extra observation indicators to new staff. . Gary remarked that "One of the things that I do is add an extra NEE indicator for all new teachers to [my school] …that indicator is focused on classroom management. It really focuses on transitions…just because I do think classroom management is such a critical piece of an effective classroom. I might take off the content piece for the next two months and focus on classroom management and give them more extensive feedback."
- For many, it is the informal observations where most work happens. "I take the informal much more seriously. My formal evaluations can't possibly mean much to them." Vila described her method to find time for informal observations, "I go into my classrooms just about every day and just pop in."

Research Question 2: Collegial Networks

- Principals revealed how they learn about classroom management through networking with others. All principals indicated that they rely on their colleagues for their own learning about supporting classroom management.
    - Patricia shared, "Well, I turn to other administrators."
    - Roma said, "I get so much from networking with other principals. I'm always looking for new things. Some of my best ideas are stolen."
    - MAESP (state and regional), MoDEC, LACE, and conference associations were often mentioned.
    - Chuck summarized what many related, "I go to our leadership conference with MAESP, Missouri Division of Early Childhood, the Council for Exceptional Children…and the RPDC."
    - Many reported networking opportunities available through geographical arrangements and participation in regional or statewide organizations as places to gather information. Vicki felt "lucky to have others close by to share problems with."

Findings for RQ 3:
What professional development do teachers require to develop and maintain capacity and efficacy in evidence-based classroom management?

- Professional development topics
  - Consistency
  - Expectations, procedures and routines

Research Question 3

- PD is defined as any supports, resources, or structures put in place to increase performance of teaching staff and to provide growth opportunities for teachers. These supports may have been initiated by a person, groups of persons, or through policy.
- **Two topics** were mentioned more frequently by principals than any other: Consistency and expectations, procedures, and routines.
  - **Consistency.** PD to help teachers understand why consistency is important and how to be more consistent with their ETLP use.
  - **Expectations, procedures and routines:**
    - While principals noted consistency as a factor with all ETLPs, ETLP 1 and 2 together were prevalently mentioned.
    - ETLP 1 and 2 are so universal that they are constantly topics of PD.
    - Other popular topics of PD on ETLPs were specific positive feedback (Encouraging expected behavior-ETLP 3), correction (Discouraging inappropriate behavior, ETLP4), active supervision (ETLP 5) and opportunities to respond (ETLP 6).

"The lack of consistency is a lack of preparedness."
Rhonda

"You want to provide professional development in the areas that are lacking,"
Jennifer

"Spend a lot of time the first two weeks that we have school… I discourage them jumping into content during the first two weeks of school…Because if we spend those first two weeks of school…teaching our procedures and routines, we are going to save ourself time later on in the year."
Vila

Research Question 3: Consistency

- The predominant idea mentioned by principals regarding necessary PD was not one specific skill or practice. The concept of consistency could be applied to all classroom ETLPs.
    - Rhonda noted that "a good deal of our PD is helping teachers understand that consistency is a big one," and that "the lack of consistency is a lack of preparedness."
- Principals noted a lack of consistency in applying all ETLPs, but a strong consensus of responses indicated a need for PD in establishing and teaching clear expectations and the development and use of procedures and routines in the classroom.
- Nearly all principals described addressing the need for PD about expectations, procedures, and routines at the beginning of the year.
    - "You want to provide professional development in the areas that are lacking," insisted Jennifer.
    - Vila expects her teachers to develop and teach expectations, procedures and routines exclusively at the beginning of the year. She expected her teachers to "Spend a lot of time the first two weeks that we have school… I discourage them jumping into content during the first two weeks of school…Because if we spend those first two weeks of school…teaching our procedures and routines, we are going to save ourself time later on in the year."

Findings for RQ 3:
What professional development do teachers require to develop and maintain capacity and efficacy in evidencebased classroom management?

- Professional development types
  - Inservice
  - Small group PD

Research Question 3

- A larger part of each interview was more about the type of PD rather than the topic.
  - Inservice.
    - Most typical PD offered at the beginning of the school year and periodically throughout the year.
    - Most principals noted that one and done types of PD were not as effective as sustained and continual PD.
    - Inservice PD may be whole group or differentiated by need.
  - Small Group
    - By far, mentioned as the most effective type of PD.
    - Usually in grade level or team meeting configurations.
    - Ideal for differentiation and addressing emerging needs.

> **"Beginning of the year PD is fleeting. PD must be ongoing and in the trenches."**
> Beverly
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> **"We are not always on the same page with ideas, so frequent support is important."**
> Vila
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> **"Primarily [PD happens] during team meetings because it's a small group and we can really home in on what the group needs, what that grade level needs, and we can cater to whatever it is that they're needing."**
> Beverly
>
>
> **"Much of our professional development happens in grade level team meetings,"**
> Lisa

Research Question 3: Types of PD

- Inservice for large groups:
    - Beverly's thoughts encompassed many others' when she said, "Beginning of the year PD is fleeting. PD must be ongoing and in the trenches."
    - Vila revealed that "We will do our kick-off at the beginning, but we work on reinforcing those things throughout the year. And then, every month, we have a monthly focus." She added, "We are not always on the same page with ideas, so frequent support is important."
- Small Group PD
    - In many buildings, principals echoed what Beverly said, "Primarily [PD happens] during team meetings because it's a small group and we can really home in on what the group needs, what that grade level needs, and we can cater to whatever it is that they're needing."
    - "Much of our professional development happens in grade-level team meetings," stated Lisa. Cindy, Sherry, and Vicki also mentioned team meetings.

Findings for RQ 4:
What are the evidencebased practices that {building-level leaders believe } can be taught at the pre-service level that would provide the necessary capacity and efficacy in classroom management?

- Specific ETLPs
  - Clear expectations
  - Teaching procedures and routines
  - Active supervision
- General themes
  - Increase theoretical and practical experiences around classroom management
  - Expressly teach ETLPs

Research Question 4

- As a result of interviews of principals, we can see clear distinctions about which ETLPs principals consider important and effective and what should be included, from their perspective in teacher training programs. The following describes specific ETLPs principals perceive as necessary to achieve adequate capacity and efficacy of classroom management. Also included are general themes associated with the effective use of ETLPs.
  - **Specific ETLPs** to include in teacher training programs (3):
    - It is important to consider that the ETLPs mentioned hereafter may not necessarily be perceptions of need for only new teachers. Principals suggested these ideas would be necessary for all teachers.
      - **Clear expectations.**
      - **Teaching procedures and routines**
      - **Active supervision.**
  - **General Themes** to include in teacher preparation programs
    - Increase theoretical and practical experiences around classroom management.
    - Expressly teach ETLPs.

ETLP 1: Clear Expectations

"You have to put expectations in place in your classroom. Kids do better when they know what to expect. Your whole classroom flow will be so much better."
Jennifer

"We talk about writing those down for yourself, so you know what to expect. And you can talk, talk, talk, about those things, but until they get into a classroom, they don't understand the importance of them."
Cindy

Research Question 4: Specific ETLPs-Expectations

- Every principal mentioned the importance for new teachers to have clear expectations.
- In addition, they extended their comments to include not merely the existence or establishment of expectations, but the processes of creating expectations, alignment of the classroom expectations with schoolwide expectations, and the specific teaching of classroom expectations.
    - Jennifer explained what many thought about the need for clear expectations, "You have to put expectations in place in your classroom. Kids do better when they know what to expect. Your whole classroom flow will be so much better."
    - Cindy added, "We talk about writing those down for yourself, so you know what to expect. And you can talk, talk, talk, about those things, but until they get into a classroom, they don't understand the importance of them."

Research Question 4: Specific ETLPs-Procedures and Routines

- Mentioned nearly as many times as expectations, the teaching of classroom procedures and routines figured prominently among responses.
    - Florence reiterated what many others said, "I think, having established routines and procedures and knowing how to establish those routines and procedures, is key to classroom management."
    - Julie explained, "I would say just the knowledge of how to set routines and the importance of having routines. It's just the chance to think about what kinds of things could be made into a routine and what that would look like. It's of course, been many years since I was in college at that level, but I don't recall ever spending time talking about things like what does it look like when a kid needs to sharpen a pencil or, you know, what does it look like when they need to throw away trash or those sorts of things? So I think, you know, just spending time and talking about the importance of those types of things would be very beneficial."

Research Question 4: Specific ETLPs-Active Supervision

- Defined as moving, scanning, and interacting in the classroom, active supervision was reported by many principals.
    - Velma was honest, "We have a lot of not-active supervision. I need them to know how to monitor classroom behavior. I need them to know how to travel their room and build relationships with students." They described the use of proximity to control behavior.
    - Rhonda referred to "What I call withitness, like awareness – a classroom awareness of what's happening during your instruction."

Overarching Themes

"[Ineffective classroom management] It can break them.
And so if you don't have it, but you are expected to walk in
with it, how do you get it?"
Cindy

Research Question 4: Overarching Themes

- The tenor of the following themes revolves around improvement of teacher preparation in classroom management.
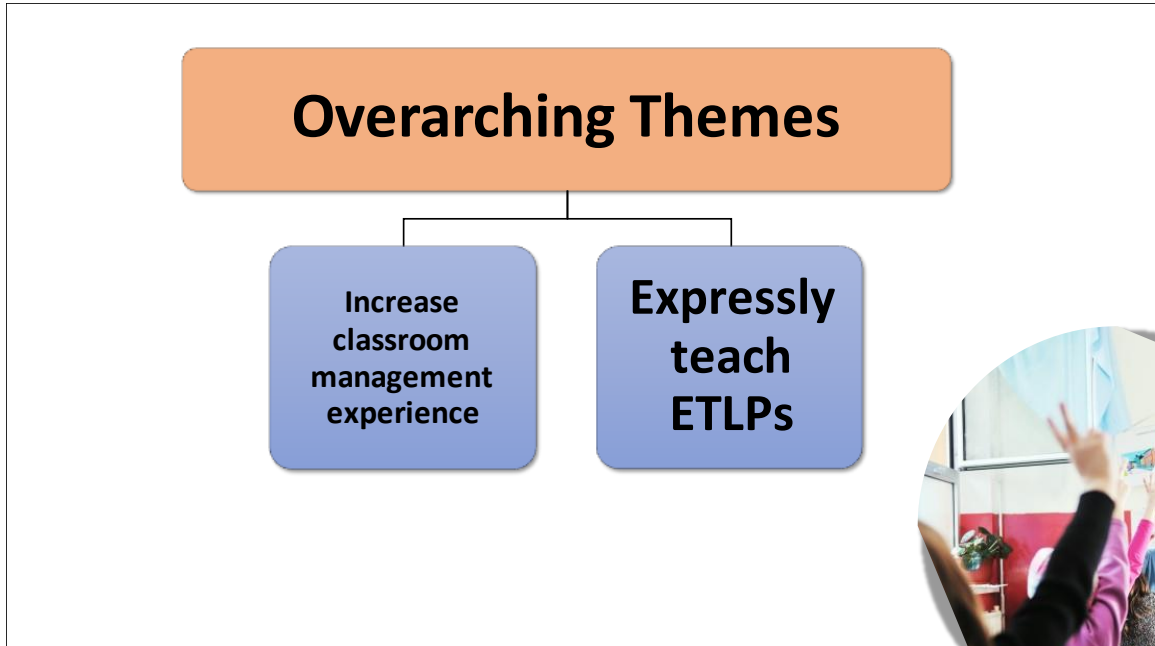- In her interview, Cindy pondered, "[Ineffective classroom management] It can break them. And so if you don't have it, but you are expected to walk in with it, how do you get it?"
- The ensuing ideas address Cindy's question about how to get 'it,' or, classroom management.

Research Question 4: Overarching Themes

- Increase classroom management experience
    - All principals in this study made this recommendation. In the amalgam, principals called for increased knowledge and practice with classroom management.
    - Their experiences coaching, supervising, and evaluating new teachers inform this request.
    - Additionally, as evidenced earlier in this study, principals have all developed various methods of support through professional development to increase the efficacy and capacity of new teachers along with experienced teachers. Both of these conditions exist and inform the researcher of a need to better prepare teachers at the preservice level. Jennifer had an apt summary,
    - The more experience they have in a classroom where they are required to address those behaviors where they observe that teacher modeling what those expectations are going to look like throughout the year, the more equipped they will be to run their own classroom on their own when they begin.
- Expressly teach ETLPs at the preservice level
    - Because principals indicated the importance of evidence-based practices and the positive benefits of ETLPs, the researcher recommends that ETLPs be used as a foundational framework for the delivery of undergraduate classroom management instruction.
    - Furthermore, outcomes of undergraduate classroom management instruction should include processes for identifying evidence-based practices, a theoretical understanding of ETLPs, textbook examples of the use of ETLPs, and practical, hands-on experiences applying ETLPs in real classrooms.

> **"We have a system of student teaching that is not addressing our needs. We keep doing the same things over and over and expecting better outcomes."**
> Randall
>
> **"The more experience they have in a classroom where they are required to address those behaviors where they observe that teacher modeling what those expectations are going to look like throughout the year, the more equipped they will be to run their own classroom on their own when they begin."**
> Jennifer
>
> **"I think a lot of it is when they believe when they, when they see that what they do works and it just builds, builds that confidence and that efficacy for themselves."**
> Beverly
>
> **"Classroom management to me is one of the heavier things that should be worked on in college."**
> Cindy

Research Question 4: Overarching Themes

- Randall's logic was clear, "We have a system of student teaching that is not addressing our needs. We keep doing the same things over and over and expecting better outcomes."
- Jennifer had an apt summary about more classroom management experiences at the preservice level, "The more experience they have in a classroom where they are required to address those behaviors where they observe that teacher modeling what those expectations are going to look like throughout the year, the more equipped they will be to run their own classroom on their own when they begin."
- Noting the confidence newer teachers exhibit when they learn and use effective practices, Beverly revealed, "I think a lot of it is when they believe when they, when they see that what they do works and it just builds, builds that confidence and that efficacy for themselves."
- Cindy and others had the same sentiment, "Classroom management to me is one of the heavier things that should be worked on in college."

Future Research

- In the future, researchers may examine these same factors at the secondary level.
- This study only encompassed principals and teachers at the elementary level, and it is likely that similar conditions could be studied in grades seven through twelve.
- A larger scale study might include perceptual data about classroom management efficacy of preservice teachers, new teachers, experienced teachers, and principals. Perceptions between the various groups could be compared to yield further impetus to continue change in TPP practices and inform the PD practices of schools and districts.
- Other research might focus specifically on the design and composition of PD offered by schools and districts about classroom management. Data could inform TPPs of more effective classroom management instruction at the preservice level.

Questions

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Section 5:

Contribution to Scholarship

Journal Article

The following article will be submitted for publication.

Dear Editors,

Please accept this article submission for review in an upcoming issue of Teacher Education and Special Education. The article "We Are Drowning in Behavior," informs both teacher preparation programs and professional development needs as seen through the lens of elementary principals. This manuscript reflects the voices of elementary principals and how they perceive new teachers are prepared for classroom management along with professional development support necessary to improve classroom management efficacy and capacity.

This article is based on a qualitative research design and answers the research questions, "What do building-level leaders perceive about new teachers' capacity and efficacy in evidence-based effective teaching and learning practices in classroom management?" and, "What professional development do teachers require to develop and maintain capacity and efficacy in evidence-based classroom management?" This article presents emergent themes that apply to both theory and practice of classroom management and professional learning design for teacher education and special education.

As the author, I am a regional specialist with the Missouri Leadership Development System who works directly with elementary and secondary principals in all stages of practice. In previous work, I served for five years as a Schoolwide Positive Behavior Supports consultant serving over fifty schools in the West-Central Missouri region. I also held a position as an elementary school principal for twelve years following 16 years of teaching experience. The purpose for this research is to advance the preparation of new teachers in the field of classroom management.

Thank you,

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Abstract

"We are drowning in behavior!" This post-pandemic sentiment was shared by a majority of principals in a recent study. This phenomenological study analyzed perceptions of elementary principals of new teachers' efficacy and capacity in classroom management and the professional development support necessary to improve and maintain effective practices in classroom management. The study was conducted to inform teacher preparation programs about critical classroom management needs that could be addressed at the undergraduate level. Additionally, the study informs principals and schools about the professional development practices perceived as effective. Results of the semi-structured interviews indicated that principals believe that more time and energy are needed at the preservice level to help teachers be better prepared to manage today's classrooms. Much was also learned about the support systems school buildings and school districts use to support new teachers. The research questions and related discussion were based on the framework of the SW-PBS Eight Effective Teaching and Learning Practices.

Introduction and Purpose

Classroom management is one area agreed upon by researchers as a key skill in effective teaching (Freeman et al., 2014a). Evertson and Weinstein (2006) suggested classroom management was "neither content knowledge, nor psychological foundations, nor pedagogy, nor pedagogical content knowledge," (p. 4) as a possible reason for the lack of study in teacher preparation programs. Relegated to lesser status, classroom management has often been overlooked in teacher preparation programs (Eisenman et al., 2015), although skill at classroom management has been shown to increase achievement in students at all levels (Evertson & Emmer, 2017; Scott et al., 2017b; Simonsen et al., 2014). Teacher preparation programs (TPP) may or may not include classroom management in pre-service curriculum (Cooper & Scott, 2017) and when it is, there are varied conceptions of what is taught (Ficarra & Quinn, 2014; Pomerance & Walsh, 2020). The lack of training in classroom management contributes significantly to teachers leaving the profession early in their career (Dicke, Elling, et al., 2015). In the United States, only 51% of TPP include pre-service practice in essential classroom management strategies (Pomerance & Walsh, 2020).

In terms of teacher efficacy, one of the most cited concerns of teachers is student problem behavior (Dicke et al., 2014). Since individual student behavior may affect the rest of the classroom, classroom management skills are critical (Algozzine et al., 2012; Evertson & Emmer, 2017). In particular, new teachers entering the field do not have enough training in classroom management and tend to need more supports to maintain classroom discipline (Briere et al., 2015; Freeman et al., 2014a).

The demand for teachers in the United States has ballooned since the 1980s (Ingersoll et al., 2018). The U. S. Government Accountability Office (2022) reported that

while the demand for teachers has increased, there exists a national shortage of teachers to supply the demand. Teacher shortages worsened during the COVID-19 pandemic due to fewer teachers staying in the profession and fewer students entering TPPs. The report further indicated that "these challenges are compounded by increasingly aggressive student behavior" (p. 28).

Aloe et al. (2014) posited that teachers with high self-efficacy in classroom management have a greater sense of accomplishment. Additionally, those with a low sense of self-efficacy had a negative relationship with emotional exhaustion. Dicke et al. (2015) indicated that classroom management training is of benefit to teachers by reducing teacher stress and exhaustion and increasing teacher self-efficacy.

The study describes administrator's' perceptions of teacher capacity and efficacy in classroom management of novice elementary school teachers. Capacity, in terms of abilities, is skill or expertise in a certain outcome variable (Beaver & Weinbaum, 2012). Efficacy is a teacher's belief that they can affect student performance (Ashton, 1984). In this study, a teacher's skills or expertise in classroom management is the intended outcome.

Evidence-Based Practices

This study was based on the evidence-based teaching and learning practices that constitute a given body of knowledge about effective classroom management. A defined set of evidence-based practices regarding classroom-management and student engagement, as adopted by a number of state and national organizations, was used as a framework for examining effective classroom management. Eight Effective Teaching and Learning Practices (ETLP) have been established and proffered by various national, state,

and regional entities. The evidence informing the practice of ETLPs indicated that they are high-leverage practices to increase student academic performance through classroom management (*Missouri Schoolwide Positive Behavior Supports: Tier 1 Implementation Guide*, 2019).

The National Center on Positive Behavioral Interventions and Supports (PBIS), an organization funded through the Office of Special Education Programs (OSEP) and the U. S. Department of Education, identified eight ETLPs. The Missouri Department of Elementary and Secondary Education (DESE) has adopted the eight ETLPs as evidence-based practices and provides training and technical assistance throughout the state.

The established evidence-based ETLPs at a teacher's disposal include creating expectations and rules (Alter & Haydon, 2017; Simonsen & Myers, 2015), teaching procedures and routines (Alter & Haydon, 2017; Simonsen & Myers, 2015), encouraging expected behavior (Reinke et al., 2013; Scott et al., 2012a), discouraging unexpected behavior (Simonsen & Myers, 2015), actively supervising (Gage et al., 2020; Haydon & Kroeger, 2016), creating multiple opportunities to respond (MacSuga-Gage & Simonsen, 2015; Reinke et al., 2013), activity sequencing and choice (Bottini et al., 2018), and adjusting task difficulty (T. M. Scott et al., 2012).

The relevance of this concept is sustained by the adoption of the ETLPs by state and national agencies and supported through continuing professional development delivered by Regional Professional Development Centers (RPDCs) across the state of Missouri. The ETLPs are appropriate concepts because of their foundation in research and evidence as proven strategies to promote effective classroom management. The data

yielded from the research questions will allow adequate exploration of the perceived use of ETLPs in elementary schools.

Effective Teaching and Learning Practices

In Missouri, the use of ETLPs are prescribed. Use of the ETLPs is supported through curriculum provided by the Department of Elementary and Secondary Education (DESE) and through coaching and consulting support of professional developers through the nine RPDCs across the state. ETLPs are "evidence-based teaching strategies implemented with fidelity and informed through data to produce positive, sustained results in every student" (*Effective Teaching/Learning Practice Materials*, n.d.). ETLPs are positive and proactive strategies that help teachers create an effective learning environment in the classroom. The ETLPs also decrease instances of problem behavior and increase academic learning time (*Missouri Schoolwide Positive Behavior Support: Tier 1 Team Workbook*, 2018; *SW Effective Teaching/Learning Practices (ETLP) Social/Behavioral Overview*, n.d.). The ETLPs include 1) expectations and rules, 2) procedures and routines, 3) encouraging expected behavior, 4) discouraging inappropriate behavior, 5) active supervision, 6) offering multiple opportunities to respond, 7) sequencing activities and providing choice, and 8) adjusting task difficulty.

Method

Participants and Setting

Study participants were drawn from the 13-county service area of the Central Regional Professional Development Center at the University of Central Missouri. Nineteen principals were interviewed in a semi-structured format. Selection criteria limited responses to those principals of elementary schools with at least three years of

administrative experience. Nineteen elementary school principals in the Central RPDC

region were interviewed for this study. All principals interviewed were currently

practicing administrators with appropriate administrative certification in Missouri. The

principals' experience in the field of education (a combination of professional education

service including teaching and administrating) ranged from 16 to 29 years. The average

administrative experience of the interview subjects was 11.9 years. Principals from rural

schools made up 71% of interviewees, with the balance from suburban schools. District

size, based on student enrollment, represented by principals ranged from 120 students to

over 6,000. The enrollment for elementary schools represented by interviewees averaged

303 students with a low of 20 to a high of 520. Forty-four percent of the principals

interviewed represented schools that participate in the state-sponsored Schoolwide

Positive Behavior Supports framework. Twenty-eight percent reported observing BIST

practices and 28% reported no particular alignment to any behavior management

framework. Various elementary school configurations were represented. Table 1

represents descriptive data from participants as well as their pseudonyms.

Table 1: Participant Profile

Pseudonym	Location	Approximate District Size	Approximate School Size	School Type	Years in Education	Years in Admin	Admin Years in School
1. Velma	Rural	1,900	370	3-5	22	4	2
2. Roma	Rural	1,000	450	PK-5	20	10	10
3. Vila	Rural	330	150	PK-5	21	14	14
4. Vicki	Suburban	2,300	375	4-5	19	10	5
5. Florence	Rural	120	120	K-8	29	6	6
6. Betty	Suburban	6,500	400	K-5	16	4	2
7. Rhonda	Rural	400	200	K-6	26	14	14
8. Linda	Rural	390	150	PK-6	18	13	6
9. Chuck	Rural	5,000	149	PK-6	28	6	4
10. Jennifer	Suburban	3,400	400	3-5	28	18	12
11. Julie	Suburban	2,200	530	PK-2	29	10	6
12. Cindy	Rural	4,950	250	K-4	29	23	23
13. Beverly	Rural	5,000	500	K-4	29	17	17
14. Mildred	Rural	425	225	PK-6	21	11	11
15. Gary	Suburban	4,500	520	K-5	29	23	16
16. Patricia	Rural	350	230	PK-8	26	8	8
17. Randall	Rural	550	300	PK-6	27	18	18
18. Jeff	Rural	150	150	PK-8	16	11	1
19. Edward	Rural	475	280	PK-6	23	6	5

Data Collection

Permission to conduct this study was obtained from the researcher's institutional

review board (IRB). Data were collected via a semi-structured interview format featuring

an interview guide, flexibly worded questions, and questions in no particular order

(Merriam & Tisdell, 2015) to better allow for participants to relate the essence of the

phenomena (Merriam & Greiner, 2019). Open-ended questions allowed the participants to take a direction of their choice (Seidman, 2019). The semi-structured interview allowed for the subjective experiences of each interviewee to be related to the researcher in a natural and conversational format (Ryan et al., 2007; Seidman, 2019). Interviews lasted between 45 and 75 minutes and were conducted at the location preferred by the participant. Prior to the beginning of each interview, participants were provided with the approved IRB written and verbal consent protocol. Member checking was employed to increase credibility (Merriam & Tisdell, 2015). Participants were provided the opportunity to review a transcript of the conversation and make additions, deletions, or edits. Pseudonyms for each participant were assigned to protect their anonymity (AERA Code of Ethics, 2011).

  Coding, or using a short-hand method of classifying thematic aspects of the data, allowed for retrieval of specific ideas common across interviews (Merriam & Tisdell, 2015). The goal of the analysis was to consolidate vast amounts of information into a manageable size and to interpret what people have said in order to make meaning (Merriam & Tisdell, 2015). Useful quotations that support the research questions were identified for use in the dissertation to bolster ideas and anchor themes in reality. Upon completion of data collection, the researcher reviewed the combined data in spreadsheet form. The responses were separated into categories based on relevance to the four research questions. In a process known as horizontalization, the researcher coded quotes and responses treating each response with equal weight and consideration (Creswell, 2013; Merriam & Tisdell, 2015). Themes were gleaned from the responses and coding revealing textual descriptions of interview responses and useful quotations that reinforced

ideas (Creswell, 2013). Coding took place in layers beginning with open coding of data into large, general categories. Data were then reduced through analytical coding as themes and ideas were grouped by description and further organized into themes (Merriam & Tisdell, 2015; Mertens, 2020). These themes were used to address each research question and form the basis for discussion of the findings. This process continued until reaching saturation, revealing a thick, rich description of lived experiences of the participants reinforced by quotes from the data. The entire process contributed to the credibility of the research (Merriam & Tisdell, 2015).

Research Questions

In this study, the researcher documented and analyzed the participant responses to four research questions.

1.   What do building-level leaders perceive about new teachers' capacity and efficacy in evidence-based effective teaching and learning practices in classroom management?

2.   How do building-level leaders determine capacity and efficacy in teacher classroom management?

3.   What professional development do teachers require to develop and maintain capacity and efficacy in evidence-based classroom management?

4.   What are the evidence-based practices that building-level leaders believe can be taught at the pre-service level that would provide the necessary capacity and efficacy in classroom management?

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Findings

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The research questions were specifically designed to yield information about the perceptions principals and assistant principals held about teachers' efficacy and capacity

to effectively manage a classroom. A phenomenological process was used to analyze responses of those interviewed. This section provides a profile of participants including their own setting and experience base. This section will also deliver answers to the research questions, as well as a summary of the findings.

The researcher strove to provide answers to questions related to the efficacy and capacity of how new teachers are perceived to manage their classroom. Nineteen practicing principals were interviewed to determine their perceptions. Additionally, the researcher reviewed teacher handbooks and new teacher induction materials to corroborate principal references to new teacher support and professional development. The data were originally coded and then reconsidered in a second phase of coding to synthesize and organize the data into themes. This section summarizes answers to the four research questions.

RQ 1: What do building-level leaders perceive about new teachers' capacity and efficacy in evidence-based effective teaching and learning practices in classroom management?

The researcher sought to summarize and organize elementary principals' collective impressions of new teachers' capacity and efficacy with the use of evidence-based teaching and learning practices in classroom management. Responses to interview questions were grouped into categories and themes, coded, and sorted. After the themes were coded, two large classifications emerged as significant. In the first section, principals described tools and the collective sets of tools teachers use to effectively manage behavior in the classroom as toolboxes. The second classification is an

explanation of how experience affects a new teachers' classroom management performance.

Tools and Toolboxes

A popular euphemism for a skill among teachers is the term tool. Principals referred consistently to teachers' tools and their proverbial toolboxes. Florence had a good definition of a teacher's toolbox, "I think that it needs to be a toolbox with enough information and things in there that they're comfortable working with that they can choose what needs to work with that particular class that year." Of new teachers, Betty quipped, "Their toolbox isn't very big yet." Rhonda considers it is up to the principal, "to give them tools to go into their toolbox."

Several principals gave general descriptions about what effective tools might be. Linda called them "proactive steps." Mildred listed "clarity" as a tool. Chuck said he talks to his new teachers about "strategies" and "being proficient with strategies as tools." He elaborated, "So new teachers coming in, they may have a couple of tools, but if they don't know how to use them properly, or when to use them more…" Perhaps the best analogy for tools and toolboxes was from Gary, "So you know, if I'm gonna go fix a car and I have all the tools to fix it. Great, but that doesn't mean I can fix it, or even come close to that."

There were specific examples of tools principals mentioned with great frequency. Two tools were mentioned by nearly all principals in terms of practices that needed support. While all teachers need support in the two areas, "New teachers need a bit more," according to Betty. Julie insisted that she "doesn't think in terms of deficiencies, but in opportunities for growth." "Make no mistake," exclaimed Randall, "our new

teachers bring us new ideas and new energy every year. It is a good trade-off for inexperience." The two areas were the design and use of clear expectations in the classroom and the employment of effective procedures and routines. Three areas of concern arose regarding the two prevalent tools. These were student engagement, transitions in the classroom, and consistency.

Clear Expectations

Almost universally, principals interviewed expressed concern over new teachers' use of clear expectations in their classroom. A preponderance of interviewees echoed Lisa's thought,

> Many of my new teachers do not know what they want their classrooms to look like from day one. If they don't know what they want from their classroom, then they have a hard time getting what they want from the kids.

Gary stated it more succinctly, "Teachers that don't communicate clear expectations, struggle controlling their classrooms." Roma characterized expectations as setting up boundaries and creating structure, "People think that structure and boundaries mean that they're being mean…. You don't have to be the crazy, angry person to set structure." When talking about the effective use of expectations, Jennifer added, "Some people might think that is more like a military school type, but that's not it. It is effective practice."

Teaching Procedures and Routines

Another tool identified by principals in terms of new teacher opportunities for growth is an extension of expectations. Teaching procedures and routines "may be one of the most overlooked and powerful tools in their toolkit," stated Chuck. Julie extended the

idea of the importance of the classroom use of procedures and routines for new and experienced teachers,

> They need to know that those sort of things [procedures and routines] save time, they are very efficient. Even things like passing out papers or distributing materials can be more efficient so that the majority of time is spent with the lesson or the instruction versus getting set up and all of that.

Most interviewees indicated that many new teachers might understand that teaching procedures and routines are important, but they do not grasp the value of having procedures and routines for "everything from sharpening pencils to getting the teacher's attention to how to put your chair under the desk," said Vicki. This principal pointed out that having procedures and routines for as many normal classroom activities as possible "smooths out behaviors and transitions." When asked how the principal knows when good classroom management is happening, nearly every voice indicated that there was a presence of procedures and routines that were taught and effectively used.

Both the tools, the use of clear expectations and the use of procedures and routines correspond directly to the first two ETLPs. While principals mentioned all ETLPS as important to effective classroom management, expectations and procedures and routines were voiced most frequently and with more intense rhetoric.

Engagement

Principals mentioned frequently that students who are engaged in learning often display fewer classroom management problems. Randall, Jennifer, and Vila agreed with Julie regarding engagement strategies, "If you have students engaged, you're going to have less and less management issues." Those principals involved with Schoolwide

Positive Behavior Supports work explained more fully that new teachers often lack skills in designing lessons that more deeply engage students in the lesson content. Julie said, "a lot of times they come in and they're really good about, kind of managing the noise level, but keeping kids engaged is more of a challenge." For many principals, engagement is so important that it was a part of their official evaluation scheme. Mildred stated, "we obviously go in and we assess engagement." Linda wanted to see engagement in classroom evaluation visits, "Our cognitive engagement and effective instruction are a focus."

There are a number of ETLPs that encompass engagement strategies. ETLP 6 or Opportunities to Respond is the intentional employment of strategies to elicit student responses and therefore demonstrate engagement with lesson content. Another manifestation of ETLPs related to engagement include ETLP 5 – Active Supervision, ETLP 7 – Sequencing and Choice of Activities, and ETLP 8 – Adjusting Task Difficulty. When speaking about how new teachers often miss opportunities to include these ETLPs, Vila insisted "Many new teachers do not realize that they have the ability to make adjustments in student work at any time they want."

Transitions

Gary said that "Transitions are a very big one where they struggle." Florence agreed, "A lot of the discipline issues I see are in transition times." "Transitions could probably be really bad if classroom management is off," said Betty. Jennifer summed up many principals' ideas, "Consistency in transitions can be a lack of teaching expectations or a failure to practice the routine over and over." Many of the principals like Edward specifically look for transitions in official observations. "You know, that's a big indicator

if there are problems." Edward added "They know how they want their students to transition but I don't believe they know how to teach their students. I feel like that's where I've spent some of my time…showing them exactly how to do it."

Like engagement, transitions in the classroom can be approached by considering which ETLPs have a positive effect. ETLP 1 -- Clear Expectations and ETLP 2 – Procedures and Routines are most prominent. However, ETLP 3 – Encouraging Expected Behavior, ETLP 4 – Discouraging Inappropriate Behavior, and ETLP 5 – Active Supervision are applicable considerations, as well.

Consistency

Edward said, "I think the first thing that comes to mind is consistency, that is, every type of kid in every scenario," when asked about new teacher needs for support. Mildred described consistency in teachers as "such a level of confidence that there's no negotiation, there's no arguing, that it's just expected." Jennifer summed up consistency,

> I believe that consistency is probably that key factor that I find, that holds the most difference, because I find more veteran teachers or seasoned teachers are more consistent with the behaviors they address in their classroom, and new teachers have a tendency to address something one time and may not address it the next time with a different student. And so the kids see that, and they play on that inconsistency. So being fair and consistent is something that I have found new teachers, first, second, even third year. Teachers lack just maintaining that consistency.

While many principals used the actual word consistency, others referred to consistency using other terms. Patricia referred to "follow through". Jeff offered "say

what you mean and mean what you say". Gary referred to teachers that "ignore some behaviors and correct others," meaning that some teachers lack surety in addressing all inappropriate behaviors.

Experience

By the time a new teacher begins their first year of school, it is expected they may have already accumulated a minimum of experience. Most new teachers have completed the requisite college coursework which usually includes a student teaching experience. Most principals perceived new teachers on a continuum just as they would with experienced teachers. The majority of principals concurred with Vila when referring to their new teachers and classroom management, "They're on one end of the spectrum or the other…so sometimes they have a hard time finding that middle ground to have the structure but still be able to build relationships." Roma noted that her "experienced teachers still need support, but not to the same degree" as the new teachers.

Vicki did not see differences between new and experienced teachers. She said, "I don't necessarily always know if I see a clear-cut difference in the basic management of our new teachers. They are able to be self-reflective and able to fix those mistakes within their classroom, or they're not." Rhonda added, "I'm noticing that new teachers coming out of college are more reflective in general."

For Jennifer, the distinction between new and experienced teachers' classroom management is clear,

> You can talk theory all day when you're in a college class, and you can talk about
> different scenarios and how you might handle those. Until you are actually in a

classroom and handling that situation on your own, you just don't have that experience. I believe it's a lack of experience, not a lack of knowledge.

Beverly agreed, "so they might be fumbling over some things…You just have to practice it." Edward reflected on his experiences as a teacher, "I feel like they know a broader range than when I went through school coming out of college. They're taught different things in school now, which is great, but they're not experts yet."

Life experiences were important to one group of principals. Gary explained, "The ones [new teachers] I have seen be successful are ones that are older than 24 and have gone down a different path. I think, just the maturity."

Principals often referred to new teachers and their classroom management as a natural phenomenon. Patricia said of all teachers, "I feel like some are just a natural at it and others have to work a little harder to build those relationships and set those expectations." Patricia continued, "I think that some of it is how they were taught in school, or the examples that they've had. Or maybe what they did themselves as a student." Velma called it a "Sixth sense." She explained further,

> I think that part of classroom management is just a talent that you have. You just
> have that—something. It is in you where you have the radar. I think you can be
> taught to do better, but I do think it's a talent.

Mildred shared a sentiment which resonated with others,

> I think new teachers are also in survival mode in the sense that they will just go
> with what a colleague is using without truly thinking about is this best practice.
> Sometimes we go with whatever's going to be safe or easy to find because we
> don't know.

Several principals had situations similar to Julie's, "Most of our teachers that we hire have student-taught here." Beverly continued the same thought, "They have already been here a year when I hire them. They are like a second-year teacher. That is huge. They know how we do things around here."

Several principals had preferences about who they hire based on whether the student teaching experience happened in the fall or the spring. Jennifer, Patricia, and Beverly agreed with Cindy who said, "Everyone should student teach in the fall because, otherwise, they don't get to see how you set up a classroom. Because when they student teach in the spring, then they don't see that piece."

RQ 2: How do building-level leaders determine capacity and efficacy in teacher classroom management?

The researcher examined how principals come to know the classroom management efficacy and capacity of their new teachers. This research question helps understand the frames of reference principals used to determine effectiveness. Most principals indicated similar pathways in determining the efficacy and capacity of their teachers' classroom management. The researcher posed two interview questions directly to principals that helped deduce an answer to this research question. "What does good classroom management look like in your building, and "How do you know good classroom management when you see it?" Initially, many principals answered these questions with vague responses similar to what Betty said, "You know, I can see it, I can hear it," or Mildred's offering, "It is visible." Velma's first thoughts were, "It's night and day, you can see their whole class in the hallway and know that that teacher's got it and that the other doesn't."

Most responses to the questions regarding what principals consider effective classroom management consistently included the idea that good classroom management has as many different looks as there are teachers. By and large, principals indicated they neither required nor expected each classroom to have the save version of classroom management. Velma shared, "It depends on the teacher," when referring to her expectations of what classroom management might look like. Jennifer extended that logic, "It is different in every classroom," and classroom management is "best when the style suits the teacher." Linda added she was, "Not concerned that all classes are handled the same way." Mildred posited what classroom management is not:

As far as all the students having to be quiet and sit in a row and, sometimes I think that's just a traditional way to look at good classroom management. They're always quiet in there. Well, that's not a sign of a good classroom manager at all.

When pressed for more specific answers about how principals determine efficacy and capacity of classroom management of new teachers, the researcher grouped responses into five key categories: observations, networks, past experiences, published resources, and data. An apt summation of conversations with all of the principals was from Cindy, "We can never say we're done," when talking about learning more about classroom management. She continued, "We must continue to grow."

Observations

All principals are required to evaluate their teaching staff and provide a report to the superintendent or board of education. Julie submitted, "I learn a lot just by watching teachers. The most prevalent way principals complete this task is through a formal process of classroom observations conducted throughout the year culminating in a

summative evaluation. Eighty-five percent of the principals interviewed used the

Network for Educator Effectiveness (NEE) system to observe and evaluate teachers. The

fidelity to which principals adhere to the number of evaluations required varied

tremendously but the training received by principals did not. Principals are able to use a

common language and understanding of standards of performance as a basis for their

judgements of efficacy and capacity of classroom management. The NEE system is built

upon certain standards and indicators of performance that provide an excellent organized

knowledge base and framework for communication. The NEE standards and indicators

are based on the Missouri Education Evaluation Standards (MEES). Principals not

utilizing the NEE framework either use the Missouri Model Evaluation System or a

system devised locally. Both NEE and the Missouri Model are based on the MEES

standards (Brown & Bachler, 2013; *Educator Effectiveness | Network for Educator*

Effectiveness, 2015). The NEE system prescribes six to eight observations annually.

Presumably, teachers receive a score based on a common scoring guide as well as a

follow-up conversation. Beverly revealed "I really don't put a lot of emphasis on the

score." Rather, as Jeff pointed out, "It's those quick conversations that we have that make

the difference." Roma extended that thinking, "Our one-on-one conversations are more

meaningful and have more results." Gary explained, "so then the written feedback is not

the most important piece to me. It's the verbal. So when I do go talk to them, I don't go

over all the NEE indicators…I'm more likely to focus on the positive…just because that

if you focus on the positives, they're going to continue to strive to do that."

One standard used by NEE and the Missouri Model, standard 5, and several

indicators within that standard directly relate to issues regarding classroom management.

Most principals use one of the indicators from Standard 5 to evaluate performance, but those who do not use an indicator from standard 5 freely admit that effective classroom management is apparent by using other indicators. "That's kind of the sweet spot for anything behavioral is the fives," Velma mentioned. All principals indicated that their perception of classroom management figures either directly or indirectly into a teacher's summative evaluation. "Whether I am looking directly for classroom management or not, it [classroom management] always seems to show up no matter what indicator I focus on," said Beverly.

Of those who did not use indicators from standard 5, Gary, Mildred, and Edward described situations where those standards may be added to the official list of observed indicators for new teachers. Gary remarked that

> One of the things that I do is add an extra NEE indicator for all new teachers to [my school] …that indicator is focused on classroom management. It really focuses on transitions…just because I do think classroom management is such a critical piece of an effective classroom. I might take off the content piece for the next two months and focus on classroom management and give them more extensive feedback.

Most principals indicated that they intend to carry out more official observations in new teachers' classrooms than experienced teachers. Vila said, "For my first through fifth-year teachers, it is between five and eight and then for my six-year and beyond, they are three to five." Gary stated that his new teachers get "twice as many observations as experienced teachers."

Aside from the required formal observation procedures that take place in an elementary school, principals insisted that their informal observations were more prevalent and more beneficial. Principals described their informal observations as happening all the time. These are observations that are not officially recorded. Principals were less likely to characterize informal observations as evaluative, classifying them instead in the category of coaching and feedback opportunities. Vicki said "I take the informal much more seriously. My formal evaluations can't possibly mean much to them." Vila described her method to find time for informal observations, "I go into my classrooms just about every day and just pop in."

Look-Fors of Effective Classroom Management

As mentioned earlier, one line of interview questions asked about what effective classroom management might look like. Many principals listed their look-fors. A look-for is simply a skill, practice, cause, or effect that is pre-determined to be associated with a particular observation standard or indicator. Generally, look-fors are listed ahead of time, shared with staff, and used as a common knowledge base during post-observation conferences. In reviewing the data, the researcher identified a finite list of look-fors as common across the interviewees.

Overwhelmingly, principals referred to the visual presence of expectations along with evidence of the use of classroom procedures and routines to be components of effective classroom management. Florence noted, "When you have expectations, routines, and procedures down and you are very consistent, then kids know what to expect and that lessens those discipline issues in the classroom."

Another pervasive response regarded engagement. It should be noted that the majority of principals specifically sought evidence to support NEE indicator 1.2, which deals with cognitive engagement. Their comments connected the importance of engagement with good classroom management. Patricia, Lisa, and Cindy all commented on the nexus of engagement and management. Cindy explained it succinctly, "Higher levels of engagement mean that students are taking time to learn and not to misbehave."

Another grouping of responses could be characterized as relational. Many principals suggested that evidence of good management was perceived through visible positive relationships or what Vila referred to as "A sense of community within the classroom." When speaking of relationships and their importance, Velma noted, "If you don't know your kids, you can't expect them to trust you."

Networks

Most principals gave credit to their personal and professional networks as means to learn about what good classroom management is. Roma said, "I get so much from networking with other principals. I'm always looking for new things. Some of my best ideas are stolen." Patricia shared,

> Well, I turn to other administrators. When we have our meetings and things, that's so nice to get together, and just to be able to bounce ideas off of each other and say, hey, I have this issue. What are you doing for people in your building that are like that, because I do feel like sometimes being in a rural community, that I am not as aware of the resources as those that are in the larger city areas.

A host of interviewees mentioned professional organizations as informative about classroom management. Chuck summarized what many related, "I go to our leadership

conference with MAESP, Missouri Division of Early Childhood, the Council for Exceptional Children…and the RPDC." Florence has a "wonderful K-8 group that I can turn to." Half of the interviewees were the only elementary principal within their district. They relied on colleagues from other districts for support. Those principals working in districts that have two or more elementary schools were afforded an additional opportunity as they collaborate and learn from their in-district colleagues. As a principal who once was the only elementary administrator in a district and now, in another district, has other elementary principals on which to rely, Vicki felt "lucky to have others close by to share problems with." Jennifer added, "You know we have 4 elementary principals, and we work really well as a team to talk about opportunities and how we need to address what's happening in our buildings."

A majority of principals described one or more regional groups that meet regularly that provide an outlet for learning about classroom management. Roma, Rhonda, Mildred, and Edward belong to groups organized around their schools' conferences. Conferences are groups of eight to twelve schools who frequently associate with one another mostly for athletic purposes. They are often delineated by the enrollment of the district. Edward said, "We try to meet monthly, and we often end up talking behavior."

Some principals detailed collaborative conversations with personnel inside their district as helpful. Edward talked about a person he learns from in his building, "I am blessed with an instructional coach who is amazing. [She] notices before they [teachers] do that they're struggling. Then I will talk to them about it, as well." Chuck works with a team of staff members including a behavior coach, an occupational therapist, and the

school's SW-PBS Leadership Team, "They will model strategies for the teacher and then turn it over to the teacher."

Past Experiences

Principals linked previous experiences to their current knowledge base of classroom management. Some, like Cindy, drew on past teaching experiences and their own reflective development,

> I think as a teacher, when you were fed up, it was like, I want to send them to the office and want something done. I think as an administrator, I have learned most of the issues are they're [teachers] lacking in a skill. They need retaught, they need to retrain, they need guidance.

Just under half of the principals interviewed characterized their buildings or districts as espousing SW-PBS, and all had some familiarity with the framework. Like SW-PBS, BIST is a framework that has wide-ranging familiarity in West-Central Missouri. All principals who were interviewed had some familiarity with BIST processes. Five of the principals interviewed indicated their school used BIST as their main behavioral or classroom management ideology. Most of the principals interviewed revealed some BIST oriented structures exist in their building. Cindy noted, "We did BIST before this [SW-PBS] and we have some left-overs from BIST that we have blended in our PBS."

Published Resources

Principals mentioned that reading books were a part of their learning about classroom management. "We use a lot of *Teach Like a Champion*," said Cindy, "I look at individual strategies that might help a particular teacher." For her teachers, Linda "relies

a lot on Wong's First Days of School." Beverly related her preference, "We have a very strong push with Kagan. Kagan is so specific with the structure that if you do it correctly, I feel like you can't help but become a better classroom manager."

Another facet of this category described by principals included learning derived from social media. Beverly noted,

I follow a lot of gurus on Twitter and get a lot of PD from that. And also there's some Facebook groups that are okay. But sitting in a Saturday morning chat with other principals that know a lot more than I do helps.

Vila concurred, "I use social media to expand my principal network and gather things." So did Florence, "I do a lot of professional development through social media."

Data

There were several data sources cited by principals as informative to their determination of effective classroom management practices. Direct data, or that data dealing specifically with student or adult behaviors, was advanced as an important source of information. Principals described two classes of direct behavioral data, both based on information related to student behavior infractions. At the classroom level, student behaviors were collected and analyzed to establish trends and patterns that a reflective teacher might realize. Classroom level data were collected by teachers and analyzed either individually or as a collaborative group -- usually a grade level team. While the principal may have collaborated with the teacher or team about the data, administrative action was not indicated at the classroom level. Jennifer talked about how her school uses classroom level data, "We look at the minor [classroom] data to see if incidents that are

being reported are down, that we are lessening the number of specific violations. Because if they are not, there's a missing piece somewhere."

Other data were collected reflecting student behavior infractions which required office or principal involvement. Cindy, Julie, Beverly, and Gary concurred with Velma, "Of course, we look at our office referrals as important data." In most schools, the delineation between what data are collected at the classroom level and what infractions are sent to the office is the result of an ongoing conversation between teachers and administrators. "I see a lot of misunderstandings between what is classroom-managed and what is administratively managed," noted Velma.

RQ 3: What professional development do teachers require to develop and maintain capacity and efficacy in evidence-based classroom management?

In this study, professional development is defined as any supports, resources, or structures put in place to increase performance of teaching staff and to provide growth opportunities for teachers. These supports may have been initiated by a person, groups of persons, or through policy. A cursory scan of school district calendars reveals the universal presence of professional development in the lives of teachers. The intentional scheduling of professional development at the very beginning of the year happened in each school district examined. Most districts also listed occurrences of PD spread throughout the year. In this sampling, this either occurred on days when school dismissed early for PD or whole days where PD was delivered when students were not present. This section will describe prevalent topics listed by principals intended to support their teachers' capacity and efficacy with classroom management. Additionally, this section will depict the types of PD used by schools.

Professional Development Topics

Principals pointed to a variety of topics they considered important to support new and experienced teachers in classroom management. This section will describe the overarching concept of consistency along with specific skills and types of PD principals use to support teacher fluency in classroom management.

Consistency

The predominant idea mentioned by principals regarding necessary PD was not one specific skill or practice. The concept of consistency could be applied to all classroom ETLPs. Rhonda noted that "a good deal of our PD is helping teachers understand that consistency is a big one," and that "the lack of consistency is a lack of preparedness. We want them to be prepared." As a result of their PD on consistency, Florence wants teachers to answer the questions, "What does that look like? How does it work? What does that mean?" Cindy admitted the importance of PD on consistency, "Consistency is important and that's hard sometimes for a new teacher. It's hard for all teachers sometimes. It's hard for principals. That's why we work on it."

Expectations, Procedures and Routines

Principals noted a lack of consistency in applying all ETLPs, but a strong consensus of responses indicated a need for PD in establishing and teaching clear expectations and the development and use of procedures and routines in the classroom. Nearly all principals described addressing the need for PD about expectations, procedures, and routines at the beginning of the year. Gary described beginning of the year PD on classroom management as a "proactive step". Velma, Beverly, Cindy, and Roma used the term "boot camp," to describe the PD reminding new and returning staff

about the importance of the key universal strategies of expectations, procedures, and routines at the beginning of the year, and after long breaks from school. Vila expects her teachers to develop and teach expectations, procedures and routines exclusively at the beginning of the year. She expected her teachers to

> Spend a lot of time the first two weeks that we have school… I discourage them jumping into content during the first two weeks of school…Because if we spend those first two weeks of school…teaching our procedures and routines, we are going to save ourself time later on in the year.

In many interviews, various principals described choosing PD topics dynamically. "You want to provide professional development in the areas that are lacking," insisted Jennifer. Julie shared "I work with our PBIS team to see what kind of training we can provide." Gary's school uses "real life academic data." He added, "Perception surveys are great, your office referrals and all that," which generated questions for Gary, "Where are we still struggling?" and "What can we do to make it go in the right direction?" Velma elaborated about teacher use of the ETLPs, "I got together with my PBIS team, and we discussed what we're struggling with – some teachers not providing this or that, following up on expectations, etc. It's more of conversations." For Rhonda, PD is driven by data, "We're looking at how to do that [a particular practice] better. What data are we going to use to see if our PBIS is being effective?"

To focus on a particular ETLP for development many principals described a scenario-based methodology. "Staff are good about bringing in scenarios. Sometimes during staff meetings, we go back, and we revisit the continuum [of adult responses to student behavior]. We go back and talk about expected behaviors," explained Cindy as

she detailed using scenarios to address PD needs. Rhonda noted "We gave them some different tools and some resources to look at, as we talked about different scenarios.

Professional Development Types

Principals were more specific about the type of professional development than the topic. Each took time to mention how PD was delivered. The most mentioned PD methods are detailed in this section along with perceived barriers to effective PD.

Inservice. Most notably in every interview, the prevalent mode of professional development is the dedication of time during the teachers' workday for the study of a subject. This practice is commonly referred to as inservice or job-embedded PD. Other than sending teachers outside the district for PD, all principals described inservice meetings held during the school workday. There was variety in the number of days and time allotted for PD. All principals described between three and five days of PD time before the school year starts. Most conveyed that they also have partial or full days throughout the year for PD. Principals described their inservice PD time as being led by themselves, by a behavior team, or by an outside provider.

Principals reported what Roma referred to as "one and done" types of training are not as effective as continued support throughout the year. Beverly's thoughts encompassed many others' when she said, "Beginning of the year PD is fleeting. PD must be ongoing and in the trenches." Vila revealed that "We will do our kick-off at the beginning, but we work on reinforcing those things throughout the year. And then, every month, we have a monthly focus." She added, "We are not always on the same page with ideas, so frequent support is important." Rhonda described ongoing PD as a team activity, "We have our PBIS team…we utilize those teachers to do training with our other staff

members all year long." Vicki, Betty, Linda, and Jeff have a consultant from outside the district coach their teachers. Betty said, "Our BIST consultant works with our teachers monthly." Jeff stated, "We have our [BIST] consultant that comes in once a month who works with our teachers and talks about students." Rhonda, Patricia, and Gary rely on frequent support from the RPDC. Rhonda said, "We rely on our RPDC helpers to get the training we need."

In Cindy's building, PD for new teachers begins over the summer, "We have our new teacher meeting in June, because they cannot put all of that information into the first week [the usual time PD for new teachers happens during the week or so before school]. And that's probably one of the most positive things that I've heard back from the staff."

Small Group PD

In many buildings, principals echoed what Beverly said, "Primarily [PD happens] during team meetings because it's a small group and we can really home in on what the group needs, what that grade level needs, and we can cater to whatever it is that they're needing." "Much of our professional development happens in grade-level team meetings," stated Lisa. Cindy, Sherry, and Vicki also mentioned team meetings. Gary had a detailed description of collaboration-based PD:

> Every Thursday, we have collab. I'm in there 90% of the time with our
> instructional coach, and that PD does it. We do have it kind of prescribed before
> the year starts. It's on my calendar, but it changes based on the need.

Jeff uses the small group PD format to "Make it as relevant as possible. What can they take with them right after that workshop opportunity that they can do inside their

classroom the next day?" Vila's summation of why differentiating PD for small groups was significant.

>I think probably one of the greatest barriers is trying to do a one size fits all district-wide PD. But every teacher is different, and every classroom make up of students is different. And so trying to say, we are providing classroom management, behavior training, and it's for everybody. Well, that's not going to work for everybody, because everybody's needs are different.

Barriers to Effective PD About Classroom Management

Time was listed by principals as the chief barrier. "There's just so much information that we need to get to teachers and just not enough time," said Jennifer. Julie stated, "I have felt stretched so thin, I just don't feel like I've had the time to give it the attention that it needs." Gary suggested a contrary idea about time, "I think people would say time. But I think if it's important, you find time."

Another barrier that surfaced frequently was attitudinal. Often principals told stories of teachers who were resistant to changing their practices. Linda called it the "if it's not broke, don't fix it," attitude. She continued, "People don't like change. And, if this is what I've done and I'm not having any major problems, I don't see any sense in changing anything." Rhonda characterized the same idea as a "lack of a growth-mindset"**.**

RQ 4: What are the evidence-based practices that principals believe can be taught at the pre-service level that would provide the necessary capacity and efficacy in classroom management?

As a result of interviews of principals and document reviews of professional development and onboarding literature, the researcher made clear distinctions about

which ETLPs principals consider important and effective. The following sections describe specific ETLPs principals perceive as necessary to achieve adequate capacity and efficacy of classroom management. It will also describe general themes associated with the effective use of ETLPs.

Specific ETLPs to Include in Teacher Preservice Learning

It is important to consider that the ETLPs mentioned hereafter may not necessarily be perceptions of need for only new teachers. Principals suggested these ideas would be necessary for all teachers. Patricia added clarity, "This is my wish list for new teachers. Some of our new ones have these skills or varying degrees of the skills but we want all of our teachers to be able to do these skills well." While many ETLPs were mentioned by principals, the following three received the most mentions and were emphasized.

ETLP 1: Clear expectations

Every principal mentioned the importance for new teachers to have clear expectations. In addition, they extended their comments to include not merely the existence or establishment of expectations, but the processes of creating expectations, alignment of the classroom expectations with schoolwide expectations, and the specific teaching of classroom expectations. Jennifer explained what many thought about the need for clear expectations, "You have to put expectations in place in your classroom. Kids do better when they know what to expect. Your whole classroom flow will be so much better." Cindy added, "We talk about writing those down for yourself, so you know what to expect. And you can talk, talk, talk, about those things, but until they get into a classroom, they don't understand the importance of them."

ETLP 2: Teaching procedures and routines

Mentioned nearly as many times as expectations, the teaching of classroom procedures and routines figured prominently among responses. Florence reiterated what many others said, "I think, having established routines and procedures and knowing how to establish those routines and procedures, is key to classroom management." Julie explained,

I would say just the knowledge of how to set routines and the importance of having routines. It's just the chance to think about what kinds of things could be made into a routine and what that would look like. It's of course, been many years since I was in college at that level, but I don't recall ever spending time talking about things like what does it look like when a kid needs to sharpen a pencil or, you know, what does it look like when they need to throw away trash or those sorts of things? So I think, you know, just spending time and talking about the importance of those types of things would be very beneficial.

ETLP 5: Active supervision

Defined as moving, scanning, and interacting in the classroom, active supervision was reported by many principals. Velma was honest, "We have a lot of not-active supervision. I need them to know how to monitor classroom behavior. I need them to know how to travel their room and build relationships with students." They described the use of proximity to control behavior. Rhonda referred to "What I call withitness, like awareness – a classroom awareness of what's happening during your instruction."

General Themes for Consideration in Teacher Preservice Learning

The tenor of the following themes revolves around improvement of teacher preparation in classroom management. In her interview, Cindy pondered, "[Ineffective classroom management] It can break them. And so if you don't have it, but you are expected to walk in with it, how do you get it?" The ensuing ideas address Cindy's question about how to get 'it,' or, classroom management.

Increase Theoretical and Practical Experiences Around Classroom Management

All principals in this study made this recommendation. In the amalgam, principals called for increased knowledge and practice with classroom management. Their experiences coaching, supervising, and evaluating new teachers inform this request. Additionally, as evidenced earlier in this study, principals have all developed various methods of support through professional development to increase the efficacy and capacity of new teachers along with experienced teachers. Both of these conditions exist and inform the researcher of a need to better prepare teachers at the preservice level. Jennifer had an apt summary,

> The more experience they have in a classroom where they are required to address those behaviors where they observe that teacher modeling what those expectations are going to look like throughout the year, the more equipped they will be to run their own classroom on their own when they begin.

Expressly Teach ETLPs at Preservice Level

Because principals indicated the importance of evidence-based practices and the positive benefits of ETLPs, the researcher recommends that ETLPs be used as a foundational framework for the delivery of undergraduate classroom management instruction. Furthermore, outcomes of undergraduate classroom management instruction

should include processes for identifying evidence-based practices, a theoretical understanding of ETLPs, textbook examples of the use of ETLPs, and practical, hands-on experiences applying ETLPs in real classrooms. Noting the confidence newer teachers exhibit when they learn and use effective practices, Beverly revealed, "I think a lot of it is when they believe when they, when they see that what they do works and it just builds, builds that confidence and that efficacy for themselves."

Explore Options to Extend Student Teaching

With a singular voice, principals called for more experience for preservice teachers. In that extended experience, classroom management is of increasing importance. Cindy and others had the same sentiment, "Classroom management to me is one of the heavier things that should be worked on in college. I've heard lots of students say, 'I appreciated the opportunity to see very different classrooms and versions of classroom management because I can take things from different people that I like or don't like." Jennifer posited, "The more experience they have in classroom management, the more equipped they will be to run their own classrooms when they begin." Mildred called for "Some type of a 30-hour observation practicum, whatever you want to call it, to complete, where it's just focused on what do they notice about the behavior in this classroom."

Randall's logic was clear, "We have a system of student teaching that is not addressing our needs. We keep doing the same things over and over and expecting better outcomes." Several principals had similar thoughts as Julie, "Most of our teachers that we hire have student taught here. They gain a lot of skills when they student teach." Lisa

concurred and added, "It's like they have already been here a year after we hire them,"

referring to new teachers who completed their student teaching in her building.

Limitations

This study was conducted in a post COVID-19 period in which the common stasis

of schools and schooling were upset by a pandemic. Further limitations included the

efficacy of the interviewees themselves about evidence-based classroom management.

Assumptions limiting this study included honesty of participant identification as building

leaders or administrators, that the interviewee understood and recognized evidence-based

classroom management, and that the interviewees provided honest responses.

Additional limitations included the positionality of the researcher. The researcher

has a particular orientation to the subject matter in a duality of categories. The researcher

has extensive experience as an elementary school administrator and, more specifically, an

administrator who has led a schoolwide and districtwide implementation of Positive

Behavior Supports with advisement and direction from the Central RPDC. Moreover, the

researcher has five years' experience as a consultant and coach employed by the Central

RPDC working within the Schoolwide Positive Behavior Supports initiative.

Additionally, the researcher is currently employed by the Central RPDC as a specialist in

the Missouri Leadership Development System (MLDS) which serves aspiring through

retiring principals. Any potential bias because of the researcher limitations were

mitigated through member checking of participants, analysis of reflexivity notes, and

guidance of the researcher's advisor.

Recommendations for Further Research

In the future, researchers may examine these same factors at the secondary level. This study only encompassed principals and teachers at the elementary level, and it is likely that similar conditions could be studied in grades seven through twelve. A larger scale study might include perceptual data about classroom management efficacy of preservice teachers, new teachers, experienced teachers, and principals. Perceptions between the various groups could be compared to yield further impetus to continue change in TPP practices and inform the PD practices of schools and districts. Other research might focus specifically on the design and composition of PD offered by schools and districts about classroom management. Data could inform TPPs of more effective classroom management instruction at the preservice level. Another avenue of useful research might be a study reviewing teachers who leave the profession at or before five years and the classroom management coursework they experienced during preservice education.

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Conclusion

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"We are drowning in behavior!" Edward listed example after example of student behaviors affecting his school's culture and climate. Stough et al. (2015) insisted a "continued and persistent need for classroom management training," (p. 42). For preservice teachers, training in classroom management is of vital importance (Christofferson & Sullivan, 2015). The findings in this study led the researcher to identify patterns of deep concern in elementary schools about the classroom management skills of new teachers and the associated support systems. These patterns include implications for

systems that prepare preservice teachers for the rigors of classroom management in

reality and for professional development in schools.

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Section 6:

Scholarly Practitioner Reflection

As I approach the final stages of this dissertation and the accompanying degree, the associated reflection becomes wide-ranging. My educational career began with my parents, continued through elementary, middle, and high school. College prepared me for a teaching vocation which led to a mid-career shift to a leadership position. When that stage of life concluded, my focus shifted to a position affording me the opportunity to coach and consult those who now are leaders themselves. The dissertation is, for me, a parallel structure to my career in education.

The Dissertation and Influence as a Leader

The dissertation process has been what Geletkanycz and Tepper (2012) called a "paradoxical entity," (p. 256). The paradox they describe is something that is both an ending and a beginning. In a larger sense, the dissertation and terminal degree are an ending to an academic career and a beginning of a life applying what has been learned through the process. In many ways, the study of leadership, policy, practices, and organizations has been a validation of over thirty years of professional practice.

 As a non-traditional completer of the process, my late-stage entry into a doctoral cohort provided me with a unique vantage point. While much of the information offered in the coursework was not new, the ideologies, epistemologies, and ontologies were novel. Many of the ideas I experienced as a student in the cohort tied up many loose ends in my thinking. Through the dissertation process, the intangible and ambiguous grew clear and more focused. Drawing on new learning about organizational culture, adult learning theory, various leadership theories, and the discipline of qualitative research methods, the dissertation was the intersection of theory and practice. At the beginning of the process, details of the dissertation were enigmatic. However, as time passed and as I

applied the lessons learned in the coursework to this study, the enigmatic became clear; the distant drew closer and the focus sharpened.

Until this dissertation, my ideas of leadership were limited by my experiences. The lens through which I assimilated the world was singular. Using a phenomenological process to analyze interview data, I now have a veritable gamut of lenses through which I see how leaders approach a common problem. It is at this point if inflection, the paradox reverses. At the close of this chapter of learning and experiences, other doors open that mark the beginning of life with new eyes, new frames of reference, and a wealth of experiences. The focused study of this dissertation serves to inform and advise the coaching and consulting that lie ahead.

A new confidence is invoked as I move forward beginning another chapter of education and learning. This confidence is not a haughty pride. It is a confidence revealed where superego transcends experience and claims territory once inhabited solely by ego. Where once I was limited by my own experiences, I now look for opportunities to reframe situations; to offer others divergent thought and diverse input. Bolman and Deal (2017) characterized leaders that misread situations as those who do not apply new frames of reference. Reframing may be the best way to summarize the paradox of ending and beginning.

The Dissertation and Influence as a Scholar

Even before coursework for this cohort began, each student underwent an examination of personal characteristics. Nowhere in my top five themes or overarching domains would anyone find any connection to the term scholar. As the dissertation process closes, it is still difficult to self-identify as anything closely resembling scholarly.

If one were to gauge my personal scholarship, the needle would barely move from zero.

If there were such a category as anti-scholar, perhaps I would be the poster-child.

Notwithstanding a career of learning and academic degrees, scholarship seems to have

escaped my grasp for much of my career. Scholarly behavior has always seemed an

anathema to me.

In reflection, perhaps my repulsion from the term was more of vanity than reality.

It is conceivable that my antithetical relationship with scholarship was borne of haste and

impulsivity. I have learned a few lessons and, if truth be told, the needle may have moved

more than just a bit.

Digging

This dissertation, specifically the invaluable interactions with nearly two dozen

principals, have instilled in me a desire to dig deeper and find the true essence of a

problem. Elementary principals come in every size and shape. Each has their own

perspective on common phenomena. Through these nineteen lenses and frames of

reference, I was forced to dig and delve to excavate meaning. As each principal poured

out their thoughts, I realized that even the most common problem, one with which we all

have experience, has an unending trail of thought, effort, and trials. Digging deep to find

the essence of what each person shared with me was a lesson in and of itself. As the

totality of the individual voices compounded, I found that the digging had only begun.

Combing through codes, themes, and lived experiences helped me reach a new level of

my own consciousness. Pass after pass, new ideas surfaced. One idea superseded another.

Soon, the themes began to be less ambiguous and clear answers to my questions began to

materialize. My definition of scholarship morphed into something new. Scholarship is persistence. Scholarship is digging and digging.

Patience

While haste and impulsivity may still be a staunchly entrenched personal characteristic, they are just a starting point for this reflection. A waypoint or byproduct in my scholarly development is patience. The dissertation process is by nature more of a marathon than a sprint. The race is quickly over for the sprinter. Nice, tidy, and compact. I see a sprint as a speedy, unhesitating, and expeditious way to proceed with any task. The zippy pace of a sprint is orderly and, for the hypercritical, very low on the exposure-to-error scale. In other words, sprints are over quickly and mistakes don't last so long. The dissertation process is anything but a sprint. Perhaps one might characterize the marathon dissertation process as a seemingly unending tournament of sprints. The many parts, pieces, deadlines, and processes involved with deciding, organizing, and developing a finished product are reminiscent of many small qualifying races that might lead to a championship. Sprinters use a singular burst of energy to carry them through. Marathoners know how to conserve and extend their energy for the long haul. For me, the dissertation process has built up the skill of patience in working toward completing this marathon.

Another facet of the patience required for a dissertation is the patience involved in listening to the voices of the generous folk who participated in the study. I learned how difficult it is to withhold opinion, to hold back witty interjections, to stifle sarcasm, and just let the person do the talking. When piloting the interview protocol, I tended to talk too much. Even when I pared back my talking, it was still difficult to not enter a coaching

mode where questions, although short and simple, are meant to guide and shape thinking. Patience was imperative on my part to withhold my thoughts and biases and let the interview happen regardless of what direction the interviewee went. Patience was an important part of my burgeoning scholarship.

Finding

The dissertation process is analogous to music. Over many years, I have developed a fine ear for what I consider to be music of value. I have my own criteria for what music I consider to be quality. The music that meets my discerning taste encompasses less than 1 percent of all the music I have heard. Regardless of the genre, ensemble composition, tempo, mood, or use, my standards are the gatekeeper of what I treasure.

As a would-be scholar, I realize that there is more research in the world than anyone could possibly ingest or even encounter. Finding appropriate research to support my thesis took an inordinate amount of time. For me, it was not all that different from wandering down the rabbit hole of endless videos available on YouTube. My 'potential research' file is full of anything that, at a glance, might have represented even a glimmer of relevance to my study. Endless sessions of pouring through lists of works cited, bibliographies, and internet lists were analogous to grooming my musical tastes. The process of finding became arduous. Each iteration of a research session began with anticipation and ended with a feeling of incompleteness. The attribute I now attach to scholarship in regard to locating appropriate research is necessity. While necessary, the scholarly act of researching ideas is time consuming and unending. Even as this

dissertation winds down, I find new and exciting research that could contribute to my paper. One wonders if the finding will ever be over.

Habits

Another useful realization about my own scholarship is the notion of habit. In the marathon of this study, learning to habituate certain behaviors became an important skill. For the sprinter, the finish line is near. For the marathoner, the finish is often so far in the distance that one can only vaguely visualize it. Developing the habits or the discipline to endure and persist were necessary to near completion of this work. Perseverance is a habit of the mind and the body required of the scholarly.

Responsibility

As a student, teacher, principal, coach, and consultant my responsibilities tended to apply someone else's scholarship. When one is dedicated to employing evidence-based practices, one ascribes to acting with credibility and fidelity to someone else's ideas and precepts. As a potential scholar, I realized that the responsibility now was in developing the appropriate evidence to support my research questions. If this were just a classroom assignment, the level of responsibility would be great enough. But as a dissertation that will be publicly shared, the level of responsibility grows exponentially. One wonders if someone might dig up this dissertation in the future and find its implications and recommendations useful or accurate. As a scholar, I have a new appreciation for the responsibility involved in such a project.

Summary

Overall, the dissertation process was highly influential on the current me. Each incremental shift in my perception and application of leadership and scholarship has

opened new avenues of thought and perception. Until reflecting on the entire four-year

process, I had not taken into account the gradual but enormous shifts that have occurred

in my leadership and scholarship. I realize that this particular marathon is nearing its

conclusion. Paradoxically, the end of this race is just the beginning of a new chapter of

deeper digging, greater patience, finding more to learn, refining habits, and greater

responsibility. This end is a new beginning of leading and scholarship.

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Appendix A

Interview Protocol

Research Questions

1. What do building-level leaders perceive about new teachers' capacity and efficacy in evidence-based effective teaching and learning practices?
2. How do building-level leaders determine capacity and efficacy in teacher classroom management?
3. What professional development do teachers require to develop and maintain capacity and efficacy in evidence-based classroom management?
4. What are the evidence-based practices that building-level leaders believe can be taught at the pre-service level that would provide the necessary capacity and efficacy in classroom management?

Interview Question	Research Question
1. Tell me a little about yourself and your career path.	-
2. Are you certified by the State of Missouri with an administrative certificate and at what level?	-

3. Experience:
    a. How many years' experience do you have as an educator?
    b. How many years' experience do you have as an administrator?
    c. How many years' experience do you have as an administrator in this district/building?
	-

4. Which best describes your job? Building principal, assistant principal?	-

5. Classroom Management Problems:
    a. Tell me about the classroom management problems you see with beginning teachers.
    b. Tell about the classroom management problems that you see in the classrooms of experienced teachers?
    c. How do new teachers receive support in practicing classroom management ETLPs in your building?
	1,2

6. Tell me about your experiences with new teachers. What skills do they need to develop while they are in college concerning classroom management?
    Potential follow-up questions for clarity:
    a. Do you think the new teachers have those skills?
    b. Do you think you had those skills when you were fresh from college and when did you learn them?
    c. Do you think that your new teachers have the skills that they need to effectively manage a classroom?
    d. In your building, how do teachers learn more about classroom management?
    e. How do you support new staff in developing, refining, or reflecting on their classroom management? Experienced teachers?
	1,2,3

7. Let's talk about supervision and evaluation in regard to classroom management. Is classroom management addressed in formal teacher observation and evaluation practices in this building?
    Potential follow-up questions for clarity:
    a. About how many times per year do you officially observe teachers for evaluation purposes?
	1, 2, 4

b. Tell me about how you provide feedback to teachers. c. What is the typical feedback you give to teachers about their classroom management?	
8. Tell me about how your school supports teachers with policies and practices regarding classroom management. What are the discipline or management practices or expectations in your building? **Potential follow-up questions for clarity:** a. With what organized discipline or behavior management practices or frameworks are you familiar? (PBIS, BIST, L&L, Conscious Discipline, SEL, etc.) b. Please describe any expectations from the district or building leadership about discipline or behavior management practices. c. What, in your opinion, do effective classroom management practices look and sound like? d. Does your district or building provide any professional development about discipline or classroom management? How often? e. How do you know when a teacher has good classroom management? Or What are the indicators of good classroom management? f. How do teachers in this building learn how to better manage their classrooms? g. Is classroom management included as a part of official observation and evaluation practices in your school? How often? h. How do teachers who struggle with classroom management receive support? i. Where do you turn to learn more about supporting teachers with their classroom management?	1, 3
9. Please prioritize the following teacher characteristics: • Classroom management • Content knowledge • Knowledge of educational theory • Organization skills • Interpersonal skills	-
10. ETLPs a. What comes to mind when I say ETLP or evidence-based classroom practices? In regard to classroom management? b. With what evidence-based teaching and learning practices are you familiar? c. Are you familiar with the 8 Effective Teaching and Learning Practices proffered by SW-PBS and MoEduSail/DCI? How did you become familiar? d. Do your teachers receive any training or professional development on the 8 ETLPs? Who provides or designs this training? e. Are there particular ETLPs for which your district has provided professional development? f. Does your building/district have expectations about the use of evidence-based practices regarding classroom management? g. Tell me how you have seen effective classroom practices contribute to or detract from effective learning. h. What are the ways that classroom management ETLPs or other evidence-based practices are observed and evaluated? i. Does your district provide any guidance or support in learning about or providing development about ETLPs or evidence-based classroom management?	2, 3, 4

j. Regarding new teachers and classroom management, what are the two or three things you would suggest that teacher preparation programs would include? k. When in their career do you think is the best time to learn about ETLPs about classroom management?	
11. How do your professional development practices support teachers and their skills as classroom managers? **Potential follow-up questions for clarity:** a. How do you go about learning or improving effective teaching and learning practices? b. How is professional development planned in this building/district? Is data involved? Staff perception? Who or what informs the decision-making process? c. What professional development does staff receive about classroom management? How often? d. If you have staff PD on classroom management, how do you know that it is effective (what evidence do you have)? Do staff perceive classroom management PD is effective? e. What is the greatest barrier you perceive when it comes to classroom management PD or its implementation with staff? f. Once PD is given, does your staff have expectations or the opportunity to practice and receive feedback? g. How does the district/building support the needs of new teachers when it comes to classroom management? h. If you were to design professional development for teachers around classroom management, what would you include? i. What do experienced teachers need in terms support on classroom management that is different than new teachers?	2, 3, 4

Appendix B

Consent to Participate in a Research Study

Project Title: Elementary Administrators' Perception of Classroom Management
Principal Investigator/Researcher: Joseph C. Beydler
IRB Reference Number: 2068082

You are being invited to take part in a research project. You must be 18 years of age or older. Your participation is voluntary, and you may stop being in this study at any time. The purpose of this research project is to describe principal's perceptions of new teacher efficacy in classroom management. You are being asked to participate in an interview about your perception of classroom management efficacy of new teachers.

Your participation should last up to 60 minutes. Your interview may take place in-person or virtually via Zoom. In either case, your interview will take place in a safe space to be designated by your, the participant. For in-person interactions, the researcher will record your responses using an audio recording device. For virtual interviews, both audio and video will be recorded. Your anonymity is a priority. All recordings will be stored in a digital media protected by a password known only to the researcher. Only the researcher will review and transcribe recordings. You are recommended to reveal no personally identifiable information about yourself, your school, community, students, or co-workers. The researcher will assign a pseudonym for your name, school name, and any other potentially identifiable information. Upon completion of the project, the researcher will destroy all recordings.

With your permission, you may also be contacted for follow up questions in the future or asked to review your comments for accuracy.

If you have questions about this study, you can contact the University of Missouri researcher at (816) 726-3275 or at jcbmmh@mail.missouri.edu. If you have questions about your rights as a research participant, please contact the University of Missouri Institutional Review Board (IRB) at 573-882-3181 or muresearchirb@missouri.edu. The IRB is a group of people who review research studies to make sure the rights and welfare of participants are protected. If you want to talk privately about any concerns or issues related to your participation, you may contact the Research Participant Advocacy at 888-280-5002 (a free call) or email muresearchrpa@missouri.edu.

You can ask the researcher to provide you with a copy of this consent for your records, or you can save a copy of this consent if it has already been provided to you. We appreciate your consideration to participate in this study. Thank you.

Best Regards

Appendix C

Introductory Email to Potential Interviewees

Dear [Contact]

I am a doctoral student under the supervision of Dr. Sandy Hutchinson (hutchinson@ucmo.edu) at the University of Missouri and I am seeking interview participants to fulfil degree requirements for my study entitled Elementary Administrators' Perceptions of Effective Classroom Management. My research seeks to understand elementary principal's perceptions of new teacher efficacy with classroom management.

I am looking for principals with three or more years' experience who supervise elementary teachers in the service area of the Central Regional Professional Development Center located in Warrensburg, Missouri. Participants will participate in an interview lasting 45 to 60 minutes. With your permission, you may be contacted for follow-up questions in the future. Participants will not be asked to disclose any personal information about themselves or their employees during the interview. For your protection and privacy, interviews will take place in a space you designate.

If you are an elementary principal with three or more years of administrative experience who is interested in speaking about your perceptions of new and experienced teachers' classroom management, please reply directly to this email (jcbmmh@mail.missouri.edu) or call (816) 726-3275. Thank you for your time and consideration. I look forward to hearing from you.

Best regards

Joseph C. Beydler

Appendix D

Institutional Review Board (IRB) Approval

Institutional Review Board
University of Missouri-Columbia
FWA Number: 00002876
IRB Registration Numbers: 00000731, 00009014

310 Jesse Hall
Columbia, MO 65211
573-882-3181
irb@missouri.edu

September 27, 2022

Principal Investigator: Joseph Beydler (MU-Student)
Department: Educational Leadership-EDD

Your IRB Application to project entitled ELEMENTARY ADMINISTRATORS' PERCEPTIONS OF EFFECTIVE CLASSROOM MANAGEMENT was reviewed and approved by the MU Institutional Review Board according to the terms and conditions described below:

IRB Project Number	2068082
IRB Review Number	333718
Initial Application Approval Date	September 27, 2022
IRB Expiration Date	September 27, 2023
Level of Review	Exempt
Project Status	Active - Exempt
Exempt Categories (Revised Common Rule)	45 CFR 46.104d(2)(ii)
Risk Level	Minimal Risk
HIPAA Category	No HIPAA
Approved Documents	Informed Consent & Assent - Consent (Exempt Studies Only): #613015 Other Study Documents - Interview Questions: #592478 Other Study Documents - Other: #613078 Recruitment Materials - Recruitment E-Mail: #613016

The principal investigator (PI) is responsible for all aspects and conduct of this study. The PI must comply with the following conditions of the approval:

1. No subjects may be involved in any study procedure prior to the IRB approval date or after the expiration date.
2. All changes must be IRB approved prior to implementation utilizing the Exempt Amendment Form.
3. Major noncompliance deviations must be reported to the MU IRB on the Event Report within 5 business days of the research team becoming aware of the deviation. Major deviations result when research activities may affected the research subject's rights, safety, and/or welfare, or may have had the potential to impact even if no actual harm occurred. Please refer to the MU IRB Noncompliance policy for additional details.
4. The Annual Exempt Form must be submitted to the IRB for review and approval at least 30 days prior to the project expiration date to keep the study active or to close it.
5. Maintain all research records for a period of seven years from the project completion date.

If you are offering subject payments and would like more information about research participant payments, please click here to view the MU Business Policy and Procedure: http:// bppm.missouri.edu/chapter2/2_250.html

If you have any questions or concerns, please contact the MU IRB Office at 573-882-3181 or email to muresearchirb@missouri.edu.

Thank you,
MU Institutional Review Board

Vita

Joseph Beydler was born in the rural community of Dixon, Missouri in 1966. He is the oldest child of Paul and Helen Beydler. Paul was a veteran of World War II and the Korean Conflict who used the G.I. Bill to acquire a civil service job until his retirement in 1983. In retirement, Paul opened a small business repairing shoes and building saddles. Helen, a homemaker, held various offices with the Dixon Parent/Teacher Association and served 27 years on the Dixon R-1 School Board of Directors and continues to be a strong advocate for education.

Joe completed elementary and secondary schooling in the Dixon R-1 School District. He was active in music, drama, and academics. Joe also participated in many extra- and co-curricular activities including outdoor education, musically affiliated activities, and Future Teachers of America. After completion of high school, Joe attended Central Missouri State University as a music major earning undergraduate degrees in Music Education, Trombone Performance, and Jazz/Commercial Music.

In August of 1989, he began his career as a professional educator at the Concordia R-2 School District. Concordia R-2 is a rural district 30 minutes north of Warrensburg, Missouri, located along I-70 in West-Central Missouri. While a teacher there, Joe instructed band students in grades five through 12, taught Physical Education to elementary students, was the Director of Technology, and served as president of the local teacher's organization. During his teaching tenure, Joe developed a Cadet Teaching course for high school students interested in education. During his tenure at Concordia, Joe acquired a master's degree in Elementary Administration in 2003 along with his Missouri certification for Elementary Administration.

After 16 years of teaching, he became the principal at Concordia Elementary School. At CES, Joe led implementation of significant initiatives in Professional Learning Communities and Schoolwide Positive Behavior Supports.

Retirement from public education ensued after 12 years of administration. In 2017, Joe began work at the Central Regional Professional Development Center as a Schoolwide Positive Behavior Supports consultant and coach. After five years in this position, he became a specialist in the Missouri Leadership Development System-a position he still holds today.

During Joe's experience as a teacher, he was privileged to work with eight student-teachers. As an administrator, many student-teachers and new teachers learned their craft inside the walls of Concordia Elementary. Experiences with student-teachers and new teachers led to a realization that classroom management was a source of struggle for many. Many hours of professional development were devoted to increasing the capacity and efficacy of classroom management at Concordia Elementary. It is through this lens that Joe approaches his current work as a consultant and researcher.

Joe and his wife, Melinda-herself a retired educator, reside outside Warrensburg, Missouri. They have two grown children. Alexandra is a Health Sciences graduate of the University of Missouri. She recently earned her master's degree in Higher Education from the Kansas State University. She also serves full time as an officer in the U. S. Army. Austin earned a degree in Computer Engineering at the University of Missouri where he is currently employed as a System Support Supervisor in the Athletic Department.