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Management Training: An Assessment of Undergraduate Education Programs in Preparing Teachers for Classroom Management

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MANAGEMENT TRAINING?
AN ASSESSMENT OF UNDERGRADUATE EDUCATION PROGRAMS IN
PREPARING PRE-SERVICE TEACHERS FOR CLASSROOM MANAGEMENT

A Capstone Experience/Thesis
submitted in partial fulfillment of the requirements of
the Degree Bachelor of Science with
Honors College Graduate Distinction at Western Kentucky University

By

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Western Kentucky University
2010

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2010

ABSTRACT

The current study was designed to determine the most effective and/or preferable methods in which middle level pre-service teachers learn classroom management skills. Literature review points to no method being anymore effective and/or preferable. This is due to the many different methods of teaching classroom management skills. In this study 42 middle level pre-service teachers were surveyed. These pre-service teachers were surveyed while they were in the middle of their student teaching semester. After tabulating the results of the surveys it was found that no particular method of teaching classroom management to pre-service teachers was more effective and/or preferable than the other.

Keywords: Classroom management, pre-service teacher, middle level learning, teacher preparedness.

This project is dedicated to those in my student teaching class. Thank you all so much for helping me determine what I wanted to write about. I hope that each of us become fantastic teachers.

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CHAPTER 1

INTRODUCTION

This study was developed through discussion with several pre-service teachers who were currently in their methods classes (MGE 475 (Teaching/Language Arts) MGE 477 (Teaching/Mid-Grade Math), MGE 479 (Teaching/Science), and MGE 481 (Teaching/Social Studies)). To many with whom I talked, content knowledge was not a concern. Many felt that they had enough knowledge to be competent in their particular subject area. However they were concerned with managing their classroom. They were concerned about discipline, time management, transitions from one subject to another, and just the overall control of their classrooms. As a middle level pre-service teacher these are my concerns as well. In a study Wesley and Vocke (1992, cited in Landau, 2001) found that only 27% of undergraduate education programs had course titles that included the words discipline, control, behavior, or management. Landau (2001) found similar results. In her survey of 20 universities she found only one that offered a course that focused solely on classroom management. This is very alarming to me. As a pre-service teacher currently exiting my student teaching semester, I feel underprepared. I also do not know how to appropriately approach the field of classroom management to learn more strategies. This led me to try to answer the following questions: 1) how do

pre-service teachers learn classroom management techniques?, and 2) are current undergraduate programs offering an environment that facilitates this learning? To research this issue I examined how one particular university (located in Kentucky) prepares students for classroom management. In the middle level teacher education program, this university currently has no class that focuses solely on classroom management. Instead instruction in classroom management is relegated to subject-specific methods courses. I hope this study will help me identify the methods that are most effective in preparing teachers for managing instruction.

Although the effectiveness of instruction is addressed by this study it is not the focus. I do not desire to show, whether positively or negatively, how well this particular university prepares their new teachers. I do not wish to contribute to a particular focus of research that already has plenty of research on the efficiency of undergraduate education programs. However, this does not mean that effectiveness will not be an issue. In the course of this study, it has become paramount to me that one cannot separate the effectiveness of said program and how that program facilitates its teachers to learn classroom management. It is because of this that results highlighting the effectiveness of this particular program (based on pre-service teacher opinion) will be shared along with the results that hopefully highlight a particular method of teaching classroom management to be the most effective, or the most preferable by pre-service teachers.

The initial hypothesis for this study was that classroom management instruction occurs best in experiential learning situations, where the pre-service teacher is in the field learning from doing. Originally this was thought to confirm the need for more opportunities to teach in the field and as an effort to highlight an earlier window to start

teaching within education classes. The initial belief was that this study would not be in support of a mandatory classroom management course within a Middle Grades Education program. Although this would be beneficial it is my belief that effective classroom management is a personal teaching skill, one that each pre-service teacher must learn through being in the classroom more and more. Adding to my initial hypothesis is a sub-hypothesis that most pre-service teachers emerge feeling inadequately prepared for their classroom. This stemmed from my own fear that I was unprepared.

CHAPTER 2

LITERATURE REVIEW

Teacher education is more than just content and pedagogy. Rather it is more like training for and equipping the teacher for the classroom that they are going to inherit once they graduate. Teacher Education programs try to equip teachers for every aspect of the classroom in which said teacher will have to work, however some aspects of this training are neglected. Graduates from teacher education programs are expected to be experts on their subject area, know how to effectively plan lessons to teach said subject area, know how to keep their students engaged with these lessons, and know how to deal with disruptions and to be an effective disciplinarian, all this while ensuring that every student is learning individually despite the diversity of learning styles. Currently all of this is taught in several classes (See Appendix A), none of which is specifically focuses on classroom management instruction. It is no wonder that aspects of effective teaching are neglected in order to focus on more important areas. The most commonly left out aspect of effective teaching is classroom management and discipline. If this is the case then how effective will the new teachers who are just entering the classroom be? To examine this, the link between classroom management and effective teaching must be addressed.

To begin we must have a good definition of what classroom management is. Doyle (1990, cited in Jones, 1996) wrote, “To say a classroom is orderly, then, means that students are cooperating in the program of action defined by the activity a teacher is attempting to use (pg. 506).”

Brophy (1988, also cited in Jones, 1996) wrote

“Good classroom management implies not only that the teacher has elicited the cooperation of the students in minimizing misconduct and can intervene effectively when misconduct occurs, but also that worthwhile academic activities are occurring more or less continuously and that the classroom management as a whole . . . is designed to maximize student engagement in those activities, not merely to minimize misconduct. (p. 506-507).”

Furthermore Jones and Jones (1986, also cited in Jones, 1996) write five teacher skills that are the basis of effective classroom management. They offer that effective management derives from

1. An understanding of current research and theory in classroom management and students’ psychological and learning needs
2. The creation of positive teacher – student and peer relationships
3. The use of instructional methods that facilitate optimal learning by responding to the academic needs of individual students and the classroom group
4. The use of organizational and group management methods that maximize on-task behavior
5. The ability to use a range of counseling and behavioral methods to assist students who demonstrate persistent and/or serious behavior problems (p. 507).

Jones’ & Jones’ definition draws a lot of similarities to what Brophy wrote. Both definitions call for the classroom to be an environment where the teacher and the student both work together to facilitate learning and minimize disruptions. This is also what

Doyle wrote. Each expressed that cooperation between student and teacher was needed in the classroom before active learning could take place. Looking at these definitions, classroom management is a very complex skill that pre-service teachers enter into the classroom without a firm grasp on, as many programs do not have courses that offer direct instruction of classroom management techniques. This gets even more complicated when coupled with state requirements that teachers be effective classroom managers. In fact the Kentucky Education Professional Standards Board (EPSB) has adopted teacher standards (Appendix B) that each teacher must be proficient in. Three of these standards specifically involve skills that are included in effective classroom management. Standard 2.4 and 2.5 involve the planning of instruction strategies that facilitate multiple learning styles of students; Standards 3.2 and 3.5 stress the creation of a positive and safe learning environment; Standards 3.3 and 3.4 stress fostering respect between students and teacher and valuing diversity among students; and finally standard 4 is completely focused on implementing and managing instruction through time management, various instructional strategies, space and materials to facilitate a higher level of learning for students ("Kentucky teacher standards," 2008). Each of these standards falls into the definitions that Brophy and Jones & Jones offer.

How then does classroom management and student discipline tie into effective teaching? According to Anfara & Schmid (2007), effective teachers are good classroom managers. In addition to teaching their content they are expected to be the disciplinarian, be organized, manage the routines and transitions of the class smoothly, schedule school events so that they do not interfere with classroom instruction time, group students to

encourage cooperative learning, and provide a pleasant environment for teaching and learning. Furthermore, in a report issued by the Preparation of Beginning Teachers panel, the panel listed knowledge of how to manage a classroom as one of three areas needed by beginning teachers (Jones, 1996). The National Middle School Association (NMSA) listed creating a positive classroom learning environment, maintaining classroom control appropriate to the type of learning being carried out and dealing effectively with unusual problems as main components in teacher competency (cited in Anfara & Schmid, 2007). There is also considerable research that links effective classroom management and learning. Jones (1998) attributed student behavior and learning to a teacher's skill in organizing and managing his/her classroom. Marzano & Marzano (2003) say that of all the variables that go into effective teaching, classroom management has the largest effect on student achievement.

In her paper, presented at the American Educational Research Association Conference in April 2001, Barbara M. Landau reported that while classroom management may be the most important class a new teacher should take, it is often the most likely to be left out of teacher education programs. She found that of the 20 teacher education programs that she reviewed, only one had a course specifically labeled "Classroom management." Furthermore, she found that some of the programs had had courses that included discussions on classroom organization or communication strategies, yet no direct mention of classroom management strategies. Landau's findings echo findings by Rickman & Hollowell (1981) and Wesley & Vocke (1992) (cited in Landau, 2001). The 1992 study examined 111 university catalogs. It found that only 27% of programs listed course titles with discipline, control, behavior, or management.

Furthermore, in some cases classroom management has not been eliminated but rather relegated to other courses. This can lead to classroom management serving as a side topic rather than a main focus of a particular course. Landau concludes that this is due to professors having their training in teaching content and not classroom management, and this added focus on classroom management is included in an already content heavy syllabus. In addition Graham & Prigmore (2009) found that classroom discipline is briefly addressed, with very little direct instruction about specific skills for managing student behavior. Good & Brophy (1991) say that training in classroom management often involves introducing teachers to theoretical approaches to classroom management and providing tips on how to implement these approaches in the classroom. There are two problems to this, according to Good & Brophy; first there is little research evidence to support many of the models, second, these methods suggest that there will always be unproductive students who cannot be controlled. With so many studies pointing to ineffectiveness of teacher education programs in preparing their pre-service teachers in classroom management, what are the consequences of having so many teachers that are unprepared to manage their classrooms?

First, this lack of preparation can lead to lower teacher self-efficacy. Teacher self-efficacy refers to a teacher's belief in how good they are at organizing and executing certain actions to teach students effectively. Research has shown that teacher efficacy is an important link between effective classroom management, teaching, and learning (Gibson & Dembo, 1984; Henson, in press; Podell & Soodak, 1993; Tschannen-Moran, Woolfolk, & Hoy, 1998; cited in Chambers & Hardy, 2005). Evans & Lester (2010) say that lack of preparation and the ensuing frustration with student misbehavior often leads

teachers to become disillusioned with teaching and more prone to burnout and attrition. Furthermore de la Torre Cruz & Arias (2007) said that student teachers with lower personal efficacy are more pessimistic in their view of their students' motivation, and therefore, trust more in setting up strict behavior rules, using external rewards and applying punishments in order to involve the students in the task. Rather than managing the classroom they resort to avoiding discipline problems. In fact, they also found that classroom discipline is often perceived the most difficult classroom activity by new teachers.

How do teachers learn classroom management strategies? This is a question that is hotly debated and very little research has been done to actually determine which method of teaching classroom management is the best. However, this has not stopped researchers from suggesting that certain methods of learning classroom management skills are more effective. Tauber (1999) suggests that classroom management is learned through actual experiences in the classroom. Ritter and Hancock (2007) also suggest something similar. They suggest that a sound teacher education background through a traditional four-year university program combined with a few years of experience in the classroom is the best way for teachers to learn and reflect on their classroom management skills. Scales (1994) surveyed 5th through 9th grade teachers in what they thought could strengthen Middle Grades Education programs. Of the recommended steps that 5th-9th grade teachers suggested that would strengthen middle grades teacher preparation programs were increased field experiences and more information on classroom management. These strategies were favored by 66% and 65% respectively by Middle Grades University faculty as well. Ference & McDowell (2005) say that preparing

effective middle school teachers requires that pre-service teachers obtain early and continuing exposure to middle level field experiences. They also say that full immersion into the middle level community is necessary to prevent early career dropout.

Despite the previous research, there is also ample research to demonstrate the contrary. In their study examining whether or not a two-semester student teaching experience would provide a more effective classroom manager than a one-semester student teaching experience, Chambers and Hardy (2005) found that a longer student teaching experience does not impact or affect classroom management styles and/or teacher efficacy. If, after more exposure to the classroom setting, in the form of a two-semester student teaching experience, pre-service teachers are not more prepared than those who have a one-semester student teaching period, then can it really be said that experiential learning in the classroom is the best way to teach classroom management? In fact this reliance on experiential learning can also have a negative impact on teacher retention. Haycock (2006, cited in Graham & Prigmore, 2009) reported that half of all new teachers leave the profession within five years, although it takes around three to five years for teachers to develop the skills needed to effectively manage their classroom in order to consistently improve student achievement.

Experiential learning is not the only method of teaching classroom management that is backed by research – modeling is another. Reeves (2009) found that internal factors that influence teaching had a greater impact than external factors. These internal factors included students, personal experience, colleagues, and family. He also found that direct modeling by colleagues was the most powerful factor by far. Ference & McDowell (2005) also say this. They cite modeling in the classroom as one of the most effective

ways to teach pre-service teachers different teaching and assessment strategies. However effective and preferable modeling may be, there is significant research that says that modeling is not as effective at training new teachers in classroom management skills. Rose & Church (1998), in their review of studies focusing on classroom skill acquisition, cite several studies that show inconsistencies in instructing pre-service teachers in classroom management.

The final method that is consistently mentioned as an effective method for teaching classroom management skills is actual classroom instruction or through professional development training at the teacher's school. Everston (1985) in her study examining the effectiveness of classroom management training found, that training enhanced the teacher's skills. She suggests that management training can be both successful and cost efficient. There are other studies that echo Everston's findings. Everston & Harris (1992) also say that some conceptual framework is needed for teachers to effectively manage their classrooms with the hectic pace of the classroom. Veenman & Raemaekers (1995) found that teacher training produced more effective instruction, better classroom management, and organizational skills than a control group. In terms of specifics, teacher training brought improvement in adjusting to pupil needs and dealing with classroom disturbances.

After reviewing all three methods of teaching classroom management, experiential learning, classroom instruction, and modeling, it has become clear that there is a need to research which method would be the most effective. Writing in the *Handbook of Research on Teacher Education* (1996) Jones specifically calls for research into this very question. He says that there is a need to determine the most effective method in

instructing pre-service teachers in classroom management skills. If schools and other institutions of learning are to have the most effective teachers in their classrooms, then a study into the effectiveness of the current methods of teaching classroom management strategies must be implemented. Furthermore, these methods of teaching classroom management must be examined themselves, so as to tell which is the most effective in adequately preparing pre-service teachers for the classroom environment they will enter.

CHAPTER 3

STUDY DESIGN/METHODOLOGY

Participants in this study were middle level pre-service teachers that were in the middle of their student teaching experience as undergraduates at Western Kentucky University. During that time, a 14-item survey (see Appendix A) was administered. To keep the sample from being too broad only middle level pre-service teachers were surveyed. For this study 47 middle level pre-service teachers surveyed; 29 were surveyed during spring 2010 and 18 in the fall 2010. As this study is focused on whether or not pre-service teachers feel prepared in terms of classroom management skills the survey questions were tailored to focus on their individual perceptions of preparedness. The survey also focused on how pre-service teachers learn classroom management and each pre-service teacher's individual interpretation of classroom management. Finally, the survey also included whether or not pre-service teachers would take additional classes to better prepare them to be in the classroom full time, if such classes at the university existed. Survey questions arose through researching pre-service teacher preparedness. Through this research it became clear that there was a lack of research concerning the effectiveness of classroom management instruction strategies. Also there was no research that showed which methods would be preferable to pre-service teachers.

All participants were middle level pre-service teachers currently in their student teaching semester. 15 of the participants were male, 32 female. Eight of the participants had already completed an undergraduate degree, 39 had not. 23 of the students were between 20-25 years old, 6 between 26-30 years old, 7 between 31-35 years old, 4 between 36-40 years old, 3 between 41-45 years old, and 4 between 46-50 years old.

CHAPTER 4

RESULTS

The remainder of this paper will focus on the quantitative results of the survey in terms of applicability to the current instructional method of training pre-service teachers in classroom management skills. Based on the survey results, of the 47 that were surveyed, only 27 said that they felt adequately prepared by the university to enter a classroom and manage that classroom effectively. In addition, 31 also said that they had no previous classes in classroom management skills. Furthermore, a vast majority (42 out of 47; 89.4%) of those surveyed said that they wished that their undergraduate university offered a classroom management class in the middle grades education curriculum. However, this was a stark contrast to whether or not they would take said class if the class were not required for their major but merely offered as an elective (see Table 1). Of those who said that they wished a classroom management class were offered, about 28.6% of participants said that they would not take the class if it were optional.

	Do you wish that WKU had offered a class in classroom management?		%	Of those that said yes: Would you have taken the course if it was not required?		%
	Yes	No		Yes	No	
Spring 2010	26	3	89.6	18	8	69.2
Fall 2010	16	2	88.9	12	4	75
Total	42	5	89.4	30	12	71.4

Table 1: Comparing results of question 8 and 9 of survey

The results of the surveys also point to content methods classes inadequately preparing pre-service teachers for classroom management. Of those surveyed, only 25 participants (approximately 53.2%) said that they had received classroom management instruction in their content specific methods courses. However, when asked how much time was devoted to classroom management in that class, they gave comments such as, *“One fourth of class time,” “Very little time,” “None,” “Little to none,” “Very Briefly-a day or two at the most,” “Only when the topic was brought up,” “Just an overview,” “One day,”* etc. All of the comments made by the participants stated that very little time

had been devoted to the topic of classroom management skill instruction. Furthermore, a majority (36 of 47, 76.6%) of the participants said that they were given no opportunities to practice classroom management skills in these content methods classes.

The purpose of the surveys was to find which method of teaching classroom management skills was most effective, and/or preferable, for pre-service teachers. Although the participants had not previously taken any course that focused solely on classroom management, they had previously had courses (see appendix A) that included classroom management as a topic within the course and had been exposed to multiple methods of teaching classroom management. The participants were asked to select which is the most effective method in teaching them classroom management skills. The categories were classroom instruction (CI), Modeling a master teacher (M), Experiential learning by being the teacher in a classroom of students (EL), both CI and M, both CI and EL, both EL and M, or all three. The results are as follows in table 2.

Most effective method of learning classroom management skills							
	CI	M	EL	CI & M	CI & EL	M & EL	All three
Spring 2010	9	7	3	3	1	1	5
Fall 2010	2	7	7	0	0	0	0
Total	11	14	10	3	1	1	5

Table 2: Most effective method of teaching classroom management skills
(The Fall 2010 had two participants who did answer the question)

For the most part, the results are very spread out; however, at a closer look, the inference can be made that all three methods of learning classroom management skills are nearly equally preferred. However many participants chose multiple methods of learning classroom management that they would find preferable. This inflates the results a bit, pushing CI up to 20 (counting those who chose all three) and M up to 23 (also counting those who chose all three). Another interesting item to note is that, of those who selected M as their most preferable method of teaching, all said that they have a mentor that they can rely on in terms of classroom management advice. In fact of all the participants, only one indicated that he or she did not have a mentor teacher.

Along with the results of the best method of learning classroom management skills, the participants were also requested to indicate which aspect of classroom

management would be the most difficult for them. Although classroom management is considered a large aspect of effective teaching, for the sake of this study classroom management was condensed into three subgroups: Time Management, Discipline, and Student Engagement. These three subgroups were drawn out of Jere Brophy’s definition of good classroom management. The results are as follows in Table 3:

Most difficult aspect of classroom management					
	TM	D	SE	D & TM	D & SE
Spring 2010	8	15	4	1	1
Fall 2010	10	6	1	1	0
Total	18	21	5	2	1

Table 3: Most difficult aspect of classroom management (None selected all three)

For this question the majority of answers fell into two of the subgroups, time management and discipline. While the results in Table 3 describe the needs for professional development of the pre-service teachers, the responses to the open-ended question about the most important aspect of classroom management did not seem to focus on time management or discipline, but rather student engagement and consistency. Some of the responses were: *“Keeping students’ attention,”* *“Student engagement, without*

student involvement it is less likely to have a positive and effective learning environment,” “Making sure that students have their attention fully focused on learning,” “Keeping students’ attention and allowing students the opportunity for higher learning,” and “Having a variety of methods in order to adjust depending on the needs of your students.” The contrast between the results in Table 3 and the open ended responses shows that even though pre-service teachers are concerned that time management and discipline will be the most difficult for them in the classroom, they still believe that student engagement is the most important.

CHAPTER 5

INTERPRETATION OF DATA/CONCLUSION

Discussion

Based on the data presented above, that there is no particular method of teaching classroom management skills that is more preferred than another (See table 2). In fact, after interpreting the data, it is clear that teaching classroom management and how one learns classroom management skills is highly personal and will vary from pre-service teacher to pre-service teacher. The three methods of teaching classroom management, experiential learning in the field, modeling master teachers, and classroom instruction, are almost all equally preferable, and therefore all of them should be included in a teacher education program. What this study did not accomplish was narrowing the question down even further, offering a new perspective into the field of classroom management instruction. What is clear is the need for classroom management instruction in undergraduate programs. However, this should not happen in the content methods classroom as this study and similar studies by Landau (2001), Rickman & Hollowell (1981), and Wesley & Vocke (1992) have said previously. At the university where this study was performed, classroom management instruction is relegated to the content specific methods courses, and as one student said, “(Name removed) just did not have

enough time to go over it in great detail.”

So, does this mean, based on this data, every undergraduate program should include a class based solely on teaching classroom management? If you asked pre-service teachers this question, the overwhelming answer would be yes. In this study, I found that almost 90% of the participants were in favor of having a class that was solely based on classroom management strategies. However, on the other side of this question, only approximately 70% of those who wanted said classroom management course would take that course if it were not mandatory. I found this alarming. Classroom management is often the reason cited by teachers leaving the profession, with almost half of all new teachers leaving the profession within five years (Haycock, 2006, cited in Graham & Prigmore, 2009). Why are universities and other teacher preparedness programs not doing more to prevent this dropout? Also, why would almost 30% of those surveyed say that they would not take the elective course if it was offered? This almost seems counterintuitive.

This issue gets even more complicated when you take into account the actual preparedness of pre-service teachers come graduation. Are pre-service teachers adequately prepared for the classroom? The results of this study say that they are not. While every pre-service teacher is required to take several classes in teaching methods, this does not mean that they are adequately prepared to enter their classroom. This study found that only 55 % of pre-service teachers feel adequately prepared for their new careers as full-time educators. This is an alarming figure. While this may not be directly related to classroom management skills, the lack of a classroom management training aspect of the teacher education program might have contributed to this statistic.

As with other content areas, learning classroom management is deferred to the specific learning style that pre-service teacher prefers. Because there is no “most effective method” this makes it hard for teacher education programs to implement a curriculum that adequately prepares students for classroom management. However to accommodate this, the author offers a solution. Because of the different learning styles, the author suggests that teacher education programs have a plan to include all three methods mentioned in this paper (modeling, classroom instruction, and experiential learning) in the curriculum. If a teacher education program includes many opportunities for students to learn classroom management skills from master teachers, are given opportunities to model behaviors in a classroom setting (even if this is in a structured university classroom setting), and are given plenty of opportunities outside of the student teaching semester to practice classroom management in the field, then it is my opinion that pre-service teachers, trained in this manner, will be adequately prepared to enter the classroom full time. Furthermore, it is my opinion that until universities and other teacher education programs realize the need for focus to be placed on classroom management instruction, the effectiveness and preparedness of pre-service teachers will continue to be a concern, both for districts as well as for the pre-service teachers themselves.

Further Research

This is by no means stating that all teacher preparation programs are inadequate. In fact, most, if not all, teacher education programs produce very effective teachers who are able to adapt to very specific needs in the classroom. Knowing this, research is needed to assess classroom management instructional programs against programs that do not stress classroom management. A correlation needs to be made between instruction

and effectiveness. Also, it is my opinion that the research undertaken by this study may need a larger sample size over a longer duration of time, with more than one university as its sample pool. To make this particular study more credible, a sampling of pre-service teachers from a preparedness program that includes in its curriculum a classroom management/discipline course would need to be compared to a sample like the one used for this study. Also, comparing programs over time would allow the researcher to document changes due to experiential learning and not just effectiveness based on classroom instruction or modeling. Furthermore, to echo what Jones (1996) wrote in *The Handbook of Research in Teacher Education*, more studies are needed to examine the long-term impact that new, varying approaches to teaching classroom management are having, both on student behavior and achievement but also on teachers' perceptions regarding their effectiveness as classroom managers.

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APPENDICES

Appendix A: Required Coursework (outside of content) in the Middle Grades Education major at WKU.

- MGE 275 (Foundations of Middle Grades Instruction)
- PSY 310 (Educational Psychology)
- EXED 330 (Introduction to Exceptional Education/Diversity in Learning)
- PSY 421 or PSY 422 (Early Adolescence or Adolescent Psychology)
- LTCY 421 (Reading in the Middle School)
- MGE 385 (Middle Grades Teaching Strategies)
- Two from the following
 - MGE 475 (Teaching/Language Arts)
 - MGE 477 (Teaching/Middle Grades Math)
 - MGE 479 (Teaching/Science)
 - MGE 481 (Teaching/Social Studies)
- MGE 490 (Student Teaching)
- EDU 489 (Student Teaching Seminar)

Appendix B: Kentucky Teacher Standards

STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE

The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

- 1.1 Communicates concepts, processes and knowledge
- 1.2 Connects content to life experiences of students
- 1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning
- 1.4 Guides students to understand content from various perspectives
- 1.5 Identifies and addresses students' misconceptions of content

STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION

The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- 4.1 Develops significant objectives aligned with standards
- 4.2 Uses contextual data to design instruction relevant to students
- 4.3 Plans assessments to guide instruction and measure learning objectives
- 4.4 Plans instructional strategies and activities that address learning objectives for all students
- 4.5 Plans instructional strategies and activities that facilitate multiple levels of learning

STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- 3.1 Communicates high expectations
- 3.2 Establishes a positive learning environment
- 3.3 Values and supports student diversity and addresses individual needs
- 3.4 Fosters mutual respect between teacher and students and among students

3.5 Provides a safe environment for learning

STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION

The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- 4.1 Uses a variety of instructional strategies that align learning objectives and actively engage students
- 4.2 Implements instruction based on diverse student needs and assessment data
- 4.3 Uses time effectively
- 4.4 Uses space and materials effectively
- 4.5 Implements and manages instruction in ways that facilitate higher order thinking

STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- 5.1 Uses pre-assessments
- 5.2 Uses formative assessments
- 5.3 Uses summative assessments
- 5.4 Describes, analyzes, and evaluates student performance data
- 5.5 Communicates learning results to students and parents
- 5.6 Allows opportunity for student self-assessment

STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY

The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

- 6.1 Uses available technology to design and plan instruction

6.2 Uses available technology to implement instruction that facilitates student learning

6.3 Integrates student use of available technology into instruction

6.4 Uses available technology to assess and communicate student learning

6.5 Demonstrates ethical and legal use of technology

STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING

The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

7.1 Uses data to reflect on and evaluate student learning

7.2 Uses data to reflect on and evaluate instructional practice

7.3 Uses data to reflect on and identify areas for professional growth

STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

8.1 Identifies students whose learning could be enhanced by collaboration

8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort

8.3 Implements planned activities that enhance student learning and engage all parties

8.4 Analyzes data to evaluate the outcomes of collaborative efforts

STANDARDS 9: EVALUATES TEACHING & IMPLEMENTS PROFESSIONAL DEVELOPMENT

The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

9.1 Self assesses performance relative to Kentucky's Teacher Standards

9.2 Identifies priorities for professional development based on data from self-assessment, student performance, and feedback from colleagues

9.3 Designs a professional growth plan that addresses identified priorities

9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning

STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION

The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.

10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school

10.2 Develops a plan for engaging in leadership activities

10.3 Implements a plan for engaging in leadership activities

10.4 Analyzes data to evaluate the results of planned and executed leadership efforts

Appendix C: Survey Administered to the Spring MGE 490 Classes

1. Gender?

- a. Male
- b. Female

2. Have you previously graduated from a university with a degree in something other than education?

- a. Yes
- b. No

3. Age?

- a. 20-25
- b. 26-30
- c. 31-35
- d. 36-40
- e. 41-45
- f. 46-50
- g. 51+

4. Have you taken any classes in classroom management in your tenure as a WKU student?

- a. Yes
- b. No

5. Upon entering the classroom full time, do you feel adequately prepared by WKU's education program to be effective at managing your classroom?

- a. Yes

b. No

6. Do you have a mentor teacher that you can rely on for advice in terms of classroom management?

a. Yes

b. No

7. Classroom management skill instruction is normally attributed to three schools of thought, 1) classroom instruction by a university professor, 2) Modeling, 3) Experiential Learning. Which has been the most effective in teaching you classroom management?

a. Classroom instruction

b. Modeling

c. Experiential learning

8. In the middle grades education program do you wish that WKU offered a classroom management class?

a. Yes

b. No

9. If such a class was offered would you have taken it even if it was not required?

a. Yes

b. No

10. Did your content specific methods courses offer instruction in classroom management?

a. Yes

b. No

10a. If yes, how much time was devoted to teaching classroom management skills?

11. Were you given opportunities in your methods class to practice classroom management skills?

a. Yes

b. No

12. In your opinion what is classroom management?

13. What is the most important aspect of classroom management?

14. Which aspect of classroom management do you think will be the most difficult for you?

a. Time management

b. Discipline

c. Student Engagement