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Erin Kolpek

May 2018

WHAT'S GOING ON IN ROOM 109?: PRINCIPAL REPORTS OF NOVICE ELEMENTARY TEACHER CAPACITY TO RESPOND TO BEHAVIOR CHALLENGES

A Doctoral Thesis Presented to the
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May 2018

Acknowledgement

I dedicate this work to my students who have taught me life's most important lessons. Without you, none of this would have been possible.

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An Abstract
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In Partial Fulfillment
of the Requirements for the Degree

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Abstract

Background: Previous research affirms that effective classroom and behavior management is paramount in order for instruction to occur. Novice teachers often report feeling unprepared to manage the behavior of students, citing discipline problems as a key reason for elevated stress, burn-out, and ultimately leaving the field of education altogether. In our inclusive era of education, teachers can expect to teach students who have differing degrees of academic and behavioral skills. **Purpose**: This study examines the impact of Texas education preparation programs (EPPs) on novice elementary teacher capacity in classroom and behavior management, as viewed through the lens of the school principal. **Methods**: A analysis of archival data from an annual Texas Principal Survey of novice elementary teacher (n=9,457) survey ratings on five selected items that pertain to classroom and behavior management was conducted to answer the following research questions: (1) What do principals report about their novice teachers' capacity and skills in classroom and behavior management? (2) Do educators who hold certification in special education perform better in classroom and behavior management than teachers who hold generalist certification? (3) To what extent does certification route (traditional/university or alternative) impact scores in classroom and behavior management? **Results**: Approximately three quarters of elementary novices were rated as 'met standards' according to the survey. Novice teachers with special education certification outperformed novice teachers who were generalists, and did so on each of the selected survey items pertaining to behavior management. MANOVA results show a statistically significant difference in the groups. Novices teachers prepared via a traditional/university route performed better than alternative route novices on each of the

five items, though the effect size was small. **Conclusion**: Novice teachers are likely to need continued support to reach the highest levels of performance on the principal survey. Based on this analysis, principals can anticipate that about in five novices will have insufficient skills in discipline management and differentiation of instruction to meet the behavioral needs of students with disabilities. Gaps in performance found for specific classroom and/or behavior management competencies of novice teachers are discussed. Limitations of the study include problems with measures that involve perception and limitations of the survey instrument itself. Finally, a framework for school administrators to ensure their staff possess competency in classroom and behavior management is included.

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Chapter I

Introduction

What's going on in Room 109? School administrators can each regale us with a story about their "Room 109". It's the classroom they go to most often; it's the classroom with the most discipline referrals; and there's a good chance that it's a classroom with a beginning teacher who likely feels unprepared to address challenging behavior. For decades, new teachers have expressed concerns about managing disruptive student behavior in the classroom, and cite this challenge among the top contributors of high levels of stress, professional burn-out, and ultimately leaving the field of education altogether (Ingersoll & Smith, 2003). Investigations into teacher education and preparation indicate that new teachers rank classroom discipline as their greatest struggle, followed by motivating students and dealing with individual differences (Melnick & Meister, 2008). Educator preparation research indicate that once in the classroom, novice teachers demonstrate gaps in understanding of the interrelationship among management, behavior, and academic tasks (Kagan, 1992). Effective classroom and behavior management establishes the environmental conditions that make good instruction possible. Thus, to improve the educational outcomes for all students, teachers must first be able to effectively organize the classroom and manage the behavior of students.

A comprehensive meta-analysis of the most influential educational, psychological, and social factors on learning concluded that of the many influences on learning, proximal variables (e.g., psychological, instructional, and home environment) have the greatest impact on educational outcomes for students (Wang, Haertel, & Walberg, 1993). Wang et al. discovered that proximal factors have a greater influence

than distal factors, such as demographic, policy, and organizational factors. The most influential proximal variables include the following: (a) psychological variables, such as metacognition and cognition; (b) classroom instruction and management; (c) student and teacher social and academic interactions; and (d) the home environment. These findings are promising because they affirm the powerful impact that the classroom teacher has in his or her daily practice. Three of the four variables linked to greater educational outcomes are directly managed and controlled by the classroom teacher.

A more recent meta-analysis examined 54 studies conducted in the past decade (2003-2013) that included interventions specific to classroom management strategies, as well as programs designed to enhance student academic, behavioral, social-emotional, and motivational outcomes in primary education (Korpershoek, Harms, de Boer, van Kuijk, & Doolaard, 2016). Results of the analysis conclude that focusing on students' social-emotional development appears to have the largest contribution to intervention effectiveness, especially on social-emotional outcomes. Additionally, the study found that teacher-focused programs appear to benefit student academic outcomes (Korpershoek et. al, 2016). Findings support numerous studies that place the classroom teacher at the heart of shaping the social and behavioral environment so that positive educational outcomes can be achieved.

It can be assumed that all teachers aim to provide high-quality instruction to their students; however, an inability to create and maintain a positive learning environment with few behavior problems can negate the best of instructional attempts. In fact, a reciprocal relationship exists between effective instruction and classroom behavior problems (Emmer & Stough, 2001). In the present study, classroom and behavior

management competencies of novice elementary school teachers in Texas are examined in an effort to extend what is known about best-practices in educator preparation programs concerning effective classroom and behavior management. This study also explores the role of the Texas principal in identifying potential areas for ongoing professional development of staff, as it relates to classroom and behavior management.

National Context

In our current era of inclusive education for students with disabilities, students who are identified as having a disability spend a substantial portion of their school-day in the general education classroom (Forness, Kim, & Walker, 2012) with general education teachers. This includes students who receive special services for any of the 13 federally-recognized disability categories: Specific Learning Disability (LD), Speech or Language Impairment, Other Health Impairment (OHI), Autism (AU), Intellectual Disability (ID), Developmental Delay (DD), Emotional and/or Behavioral Disorder (E/BD), Multiple Disabilities (MD), Hearing Impairment, Orthopedic Impairment, and Vision Impairment. All students, both with and without disabilities, require effective classroom management and instructional delivery to be successful. This is especially true for students who are at-risk for poor educational outcomes due to poverty, language status, minority status, and disabilities, as poor classroom and behavior management can pose barriers to the successful inclusion of students who have behavior challenges (Oliver & Reschly, 2007).

The No Child Left Behind (NCLB) Act of 2001, the Individuals with Disabilities Education Improvement Act (IDEA) of 2004, and most recently, the Every Student Succeeds Act (ESSA) of 2015, all place significant importance on improving academic outcomes for students with historically low achievement (e.g., economically

disadvantaged students, second-language learners, minority student groups) and students with disabilities. NCLB also emphasizes the importance of educator preparation and training required to ensure teachers are "highly qualified" and will be effective in improving outcomes for historically low-performing students. Research on Educator Preparation Programs (EPP) and the components deemed necessary to successfully teach students with a wide-range of abilities and diversity indicate that this goal, while admirable, may not yet be fully realized (Darling-Hammond, 2006; Oliver & Reschly, 2010; Goldhaber, Lavery, & Theobald, 2015; Nougaret, Scruggs, & Mastropieri, 2005). In part, this is due to an inability of teachers to effectively manage behavior in the classroom, which contributes to lower achievement for at-risk students as well as excessive referrals to special education (National Research Council, 2002; Harrell, Leavell, van Tassel, & McKee, 2004).

Legislation ensuring educational equity and the inclusion of students with disabilities in the general curriculum has more than a forty-year history in American public schools. In 1975, PL 94-142 guaranteed the right of all students with disabilities to receive a public education emphasizing special education and related services designed to meet unique individual needs. Several key principles have endured to the present day, which includes providing a no-cost appropriate education to all students, regardless of the severity of their disability, which is referred to as a Free and Appropriate Education (FAPE). Next, children with disabilities are to be educated, to the maximum extent appropriate, with students without disabilities, or in the least restrictive environment (LRE). Each student with a disability must have an individualized education program (IEP), an individually-tailored educational plan that includes present levels of academic

functioning, annual goals, and specific remedial services to be provided (IDEA, 2004). PL 94-142 in 1990 provides parents the right to examine student records, ensures a student's right to a non-discriminatory assessment, and meaningful participation in their child's educational plan.

Federal accountability of student learning outcomes, as measured by standardized tests, has dramatically shifted the professional requirements of the classroom teacher (Darling-Hammond, 2009). The most recent legislation, Every Student Succeeds Act (ESSA) (PL 114-95) preserves the spirit and intent of the No Child Left Behind (NCLB) (PL107-110), while remediating several contentious areas. ESSA requires that students in third through eighth grade be tested annually in math and reading. High school students must be tested once in these areas in their high school career. Students must also take a science test across elementary, middle, and high school years. Achievement data must be disaggregated according to the student's disability, socioeconomic status, ethnicity, and English language ability – an effort designed to leave no child behind. NCLB also required that all students reach proficiency on these exams in order to meet the adequate yearly progress (AYP) standard by the year 2014, or face financial penalties. However, ESSA (2015) repealed the AYP provision and replaced it with a statewide accountability system. ESSA also eliminated the "highly qualified" teacher status. Students with disabilities continue to have a right to access the general education curriculum and receive accommodations on assessments. ESSA also calls for the use of the universal design for learning (UDL) principle and evidence-based interventions in schools where subgroups consistently underperform (Council for Exceptional Children, 2016). A remarkable amount of effort, knowledge, and skill is required of public school educators,

both inside and outside of the classroom (i.e., school administration, district administration, school board members) in order to meet such ambitious legislative requirements. This begins with the classroom teacher and his or her ability to create an environment that makes this possible. Therefore, teachers need adequate preparation in how best to organize the classroom to meet the needs of diverse student ability and specifically, strategies to prevent or positively manage challenging behaviors once they occur.

Challenging Behavior in the Contemporary Classroom

Students with disabilities.

The Individuals with Disabilities Education Act (IDEA), enacted in 1975, mandates the provision for a FAPE for students with disabilities ages 3-21. In the 2014-2015 school year, 6.6 million American students, or 13 percent, received special education services. Figure 1.1 depicts the percentage distribution of students with disabilities in classrooms.

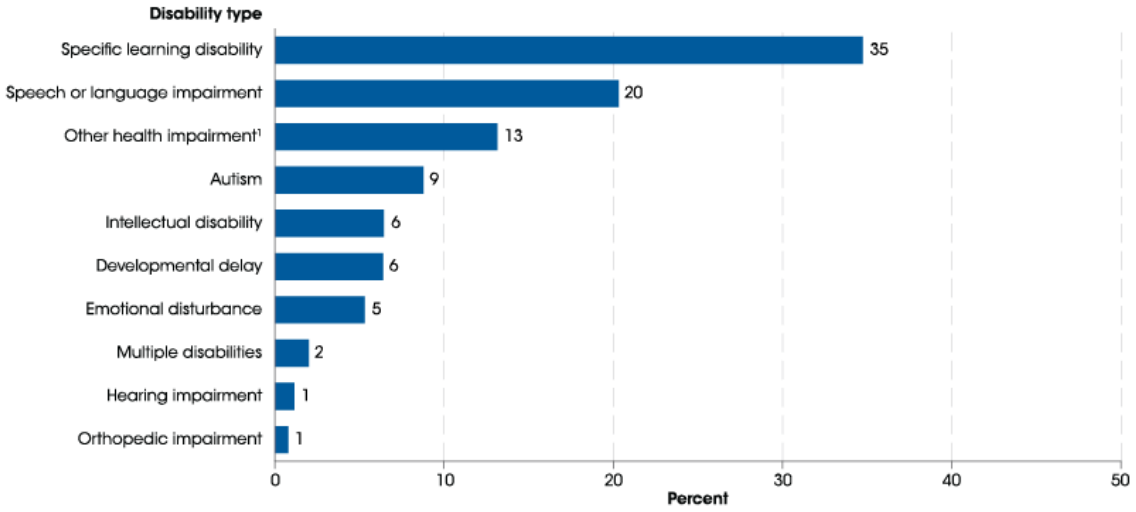

Figure 1. 1. Percentage distribution of children and youth served by IDEA. Part B covers student ages three to twenty one per disability type during the 2014–2015 school year. Sourced from Children and Youth with Disabilities, The Condition of Education, retrieved July 26, 2016.

Of the thirteen disability categories, Emotional Disturbance and behavioral disabilities (E/BD) continues to present educators, researchers, and policy-makers with serious challenges - both inside and outside of the classroom (Landrum, Tankersley, & Kauffman, 2003). By definition, students classified as having an E/BD exhibit higher rates of undesirable behavior and require effective classroom and behavior management to realize positive inclusion efforts. A typical general education first-grade classroom in a mid- to low-income school is likely to include two to three students who have been formally identified as having an E/BD and when the number of students who have significant behavioral challenges not yet identified is included, this figure is closer to five students (Forness, Kim, & Walker, 2012). This is a real concern because students identified as having an E/BD experience less success in school than any other subgroup of students, either with or without disabilities (Landrum, Tankersley, & Kaufman, 2003). Many students with E/BD also experience significant academic deficits and on average, perform 1.2–2 grade levels behind their peers in elementary school (Trout, Nordness, Pierce, & Epstein, 2003). Approximately half a million students in the United States are classified as having an E/BD, and only 32.1% of these students complete high school (U.S. Department of Education, 2002.) This is the highest drop-out rate of all 13 federally-recognized disability categories. Behavioral excesses exhibited by students with E/BD require effective skills in classroom organization and behavior management in order attenuate academic deficits and support inclusion efforts (Oliver & Reschly, 2010).

Students who struggle academically are also at a greater risk for behavior problems in school (Oliver & Reschly, 2010). Though it is not clear whether academic problems precede behavioral problems or if behavioral problems create academic

challenges, the consensus among researchers is that a reciprocal relationship exists (Kaufman, Hallahan, Pullen, & Badar, 2005). What is known is that children who are lower achievers are at a greater risk for problem behaviors (Oliver & Reschly, 2010) and that an antecedent, or trigger, for problem behavior is academic work that is not matched to student ability. Thus, a proactive and preventive approach is needed when designing instruction for learners with diverse needs. Teacher skill in classroom organization and behavior management are essential to address the challenging behaviors and ameliorate the academic deficits of students with disabilities in an inclusive classroom.

One of the most challenging aspects of addressing the needs of students with E/BD (and other behavioral challenges) in general education classrooms is the variety in their conditions and behavior (Landrum, Tankersley, & Kauffman, 2003). Compared to students without behavior problems, students with E/BD display disproportionately higher rates of disruptive behavior and lower rates of positive behavior (Forness, Kim, & Walker, 2012). Landrum et al. (2003) broke down disruptive behaviors in into three general contexts: inappropriate behavior, academic learning problems, and ineffectual interpersonal relationships, which aids educators in the development of specific interventions to address these contexts (148–156). Teachers need a repertoire of interventions across these contexts to increase positive behavior, decrease negative behavior, and engage students who present with these exceptional challenges.

Several evidence-based practices and interventions have been offered by researchers in the field of E/BD (Collins, Hawkins, & Nabors, 2016; Sutherland, Alder, & Gunter, 2003; Watling & Schwartz, 2004; Allday, Hinkson-Lee, Hudson, Neilsen-Gatti, & Russel, 2012; Bowman-Perrott, Greenwood, & Tapia, 2007; Spencer, 2006;

Swaggart, 1998; Thomas & Hamilton, 2006). Examples include the use of reinforcement, precision requests, behavioral momentum, time-out from reinforcement, response cost, direct instruction, self-monitoring, and modifying antecedents and consequences. Unfortunately, a research-to-practice gap often prevents classroom teachers from receiving training and then coaching of available evidence-based interventions (Rones & Hoagwood, 2000).

Economic disadvantage and impact on behavior.

Students identified as having an E/BD are not the only students who present with challenging behavior. Poverty, a significant societal challenge faced by American public schools, can also lead to behavior problems in the classroom. The United States has one of the highest poverty rates of all developed countries (Children's Defense Fund, 2016). Thus, disruptive behavior is particularly a challenge faced by teachers in classrooms with higher numbers of economically disadvantaged students (Kellam, Ling, Merisca, Brown, & Ialongo, 1998). Schools that serve high numbers of children at-risk and children from low socio-economic backgrounds must be prepared to teach students with varying social, behavioral, and academic abilities. Young children impacted by psychosocial risk factors (e.g., parental discord, a parental mental illness or criminal behavior, overcrowding in the home, large family size, unhealthy attachment patterns) are more likely to present with behavioral disorders (Conduct Disorder, Oppositional Defiant Disorder) and/or disruptive behavior (Gargiulo, 2015; Lyons-Ruth, Alpern, & Repacholi, 1993). Many of these children begin their school experience lacking trust of adults, which can certainly impede academic progress in the classroom (Cozolino, 2014). Challenging behavior also presents in internalized forms, which include an inability to focus, an inability to self-regulate

emotions, a general lack of readiness for learning, and difficulty relating to and getting along with peers (Cozolino, 2014). Children raised in low socio-economic environments are more likely to experience poor social, emotional (behavioral), and cognitive outcomes (Fantuzzo, Bulotsky-Shearer, Fusco, & McWayne, 2005). Oftentimes, to address and positively manage social and emotional challenges, teachers must stop academic instruction. As a final point, studies indicate that poverty is a significant risk factor for the development of E/BDs (Kauffman & Landrum, 2013). When families lack financial, social, and educational resources, their children are more likely to enter school with gaps in social, emotional and psychological factors (Eccles, 2012). Therefore, teachers who plan to combat the effects of poverty need both the intellectual and practical skills in managing challenging behavior so that outcomes for students who are most at-risk can improve.

Mental health and behavior.

The U.S. Department of Health and Human Services (2011) reports that one in five children is challenged with mental health problems, while only a third of these youths receive direct service for their problems (Shea & Shern, 2011). These statistics pose challenges to teachers in general education environments and can have detrimental effects on student outcomes (Landrum, Tankersley, & Kaufman, 2003). The ability to create a safe, caring, and predictable classroom environment is crucial for these students. Researchers who advocate for the rights of students to receive effective behavioral treatment highlight the importance of creating a therapeutic environment and instruction for students with significant behavioral and/or mental health challenges (Abrams, 2005; Van Houten et al., 1988). Reviewing what works best in classroom management,

Marzano (2003) highlights the importance of teacher understanding and individualized treatment of students based on their behavioral characteristics (e.g. deficits, excesses). Teachers can expect to have students in their classroom who have mental health challenges, therefore, they need timely access to training and supports that facilitate success for these students.

Teacher Preparation and Certification

In recent years, researchers and policy-makers have debated the relationship between teacher pre-service preparation, professional development, and teacher effectiveness (Darling-Hammond, 2006). Advocates for stronger pre-service preparation feel that it is important for teachers, especially those who serve disadvantaged student populations, to understand how children learn and how to make materials accessible to a wide range of students (Darling-Hammond, 2010; Darling-Hammond, Holtzman, Gatlin, & Heliig, 2005). Opponents of pre-service teacher preparation and certification programs argue that teacher effectiveness is a function of general academic ability and strong subject matter instead of any specialized training in how to teach (US Department of Education, 2002).

Although no official national standard for teacher preparation is mandated, programs that adhere to National Council for Accreditation of Teacher Education (NCATE) standards provide evidence of preparing teachers who stay in the field longer and achieve positive outcomes with their students (Darling-Hammond, 2010). Teacher preparation can be categorized into two large subsets – those who are trained through a traditional route, such as a four-year university program designed specifically for hopeful educators, and those who receive teaching certification through an alternative

certification preparation (ACP) program, and have an undergraduate degree in a field other than education (Texas Administrative Code (TAC), 230.5(b). Alternative certification programs (ACP) have become more common (Ingersoll, Merrill, & Stuckey, 2014) and necessary in order to ensure there are teachers in classrooms at "hard-to-staff" schools. Unfortunately, teachers in "hard-to-staff" schools do not stay in the field very long, and more than half leave the professional altogether within 3 years of teaching (Goldhaber, Lavery, & Theobald, 2015). Adequate educator preparation and ongoing professional development may help to solve this problem.

State and Local Context

In 2014-2015, the Public Information Management System (PEIMS) database reported a total of 5,232,065 students were enrolled in Texas public schools and approximately 450,000, or roughly eight percent, qualify for special education services. Of those who qualify for special services, percentage distributions for higher-incidence disability categories are as follows: Specific Learning Disability, 36 percent; Other Health Impairment, 13 percent, Intellectual Disability, 10 percent; Autism, 11 percent, and Emotional Disturbance, five percent (Texas Education Agency, 2015).

Enrollment Trends in Texas

According to the Texas Education Agency's Division of Research and Analysis Office of Academics (2017), student enrollment has steadily increased since 1988 and peaked at 5,359,127 students in 2016. Across the five largest ethnic groups, enrollment increased for African American, Asian, Hispanic, and multiracial students, and decreased for White students. Across the same groups, Hispanic students accounted for the largest percentage of total enrollment in Texas public schools (52.4%), followed by White

(28.1%), African American (12.6%), Asian (4.2%), and multiracial (2.2%) students. Between the 2006-07 and 2016-17 school years, the percentage of students identified as economically disadvantaged increased from 55.4 percent to 59.0 percent. Between 2006-07 and 2016-17, the percentage identified as economically disadvantaged (24.1%) was greater than the increase in the total student population overall (16.6%). National figures indicate the majority of students in Texas (60.1%) were eligible for free or reduced-price meals in the 2013-14 school year, which is 8.1 percentage points higher than the national average (52.0%). The number of students identified as English language learners (ELL) increased from 15.9 percent in 2006-07 to 18.9 percent in 2016-17, and students receiving bilingual or English as a second language (ESL) instructional services increased from 14.8 percent to 18.8 percent.

Across Texas regional education service centers (ESC) in 2006-07, Region 4 (Houston) served the largest student population, accounting for 22.1 percent of total state public school enrollment. In 2016-17, Region 4 continued to serve the largest proportion of total enrollment (22.5%). In Houston, as is the case in many of our nation's large metropolis areas, the region has experienced significant social and economic change, resulting in demographic shifts that impact school systems. A pattern of wealthier residents returning to urban areas is evident and, as a result, lower-income residents are being displaced into surrounding and suburban areas, regions not typically accustomed to facing challenges associated with economic disadvantage (Juday, 2015). Of the 1.2 million students enrolled in Houston-area public schools in 2011, as many as 55% were declared as economically disadvantaged (Shattuck et al., 2012). This number continues to increase (Texas Education Agency, 2017). Houston-area urban and suburban teachers

will need access to ongoing training to combat the effects of poverty and meet the needs of the area's diverse student population.

Statement of the Problem

Effective teaching and learning cannot take place in poorly managed classrooms (Jones & Jones, 2012; Marzano, Marzano, & Pickering, 2003) and for historically-disadvantaged students, a well-managed classroom is paramount for success. Teacher preparation programs may or may not include the training that is necessary to manage a classroom diverse in academic and social ability (Oliver & Reschly, 2010). In the state of Texas, Educator Preparation Programs (EPPs) have a variety of formats, standards, timeframes, and vary in program content and amounts of supervision and/or guided practice that is provided. Data from new teacher investigations suggest that teachers need adequate pre-service preparation and ongoing professional development in order to be effective classroom and behavior managers, particularly if these teachers are to remain in the field of education. The question about when classroom teachers should receive the training they will need to reach, and then teach, students who have unique challenges is often asked by school leaders, who are ultimately responsible for ensuring that staff are or become effective instructional leaders.

Purpose of the Study

The purpose of this study is to analyze results from an annual Texas Principal Survey: Teacher Preparation Effectiveness Survey: First Year Teachers (TEA, 2015), designed to measure the degree of preparation of novice teachers in the state. Specifically, survey items designed to measure competency in classroom and behavior management will be scrutinized to determine if Texas mirrors national challenges of

preparation in these areas. The study will investigate the extent that certification type and route influence competency and skill in classroom and behavior management.

Five survey items were selected by the researcher to assess the novice's ability to execute the following skills: positively engage students in an equitable learning environment, effectively implement discipline strategies, maintain a positive rapport with students, and differentiate for the behavioral needs of students with disabilities. Four of the five survey items selected are found in Section II: Classroom Environment. The final item selected for the study is found in Section IV: Students with Disabilities.

Table 1. 1

Selected Survey Items

Section	Item	Question
II. Classroom Environment	Item 4	To what extent did the educator preparation program prepare this beginning teacher to effectively implement discipline management procedures?
II. Classroom Environment	Item 5	To what extent did the educator preparation program prepare this beginning teacher to communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning?
II. Classroom Environment	Item 6	To what extent did the educator preparation program prepare this beginning teacher to provide support to achieve a positive, equitable, and engaging learning environment?
II. Classroom Environment	Item 7	To what extent did the educator preparation program prepare this beginning teacher to build and maintain positive rapport with students?

IV. Students with Disabilities	Item 19	To what extent did the educator preparation program prepare this beginning teacher to differentiate instruction to meet the behavioral needs of students with disabilities?

Significance of the Study

Lessons learned from this study serve to further research and existing information on how best to prepare educators to assume the role of teacher in classrooms that are diverse in academic and social/behavioral ability. Information from the survey may identify gaps in preparation and certification in Texas. Additionally, trends in survey scores can be used to determine the need for ongoing professional development for teachers in Texas.

Research Questions

(1) What do principals report about their novice teachers' capacity and skills in classroom and behavior management?

(2) Do educators who hold certification in special education perform better in classroom and behavior management than teachers who hold generalist certification?

(3) To what extent does certification route (traditional/university or alternative) impact scores in classroom and behavior management?

Chapter II

Review of Literature

Today's classroom requires a set of highly complex skills that weren't originally planned for when the American public-school system began in the 19th century. Teachers today grapple with persistent pressure derived from an accountability system that expects all students to perform to standard (e.g. NCLB, IDEA). To achieve rigorous academic standards, teachers must have the knowledge, understanding and practical application of skills in order to teach students who present with a wide array of behavioral challenges. Students who present with challenging behavior may or may not *yet* be diagnosed with a mental or behavioral health condition, leaving the classroom teacher to manage with minimal supports and services (Dunn & Baker, 2002). Undoubtedly, the role of a teacher nowadays extends beyond academic instruction. Thus, it can be argued that the 19th century model of American education, largely based on a one-size-fits-all factory approach (Cozolino, 2014), will continue to fall-short if we are truly to leave no child behind.

The research gathered supports the argument for classroom and behavior management as the most important set of skills a teacher can attain. Teachers tend to agree with this statement, ranking classroom and behavior management as one of the most difficult challenges they face in their classroom (Coalition for Psychology in Schools and Education, 2006). Unfortunately, teachers commonly report feeling unprepared to deal with misbehavior in the classroom (Clunies-Ross, Little, & Kienhuis, 2008) and according to the National Center for Educational Statistics (NCES), approximately 34% of teachers reported that disruptive behavior regularly interfered with

their classroom instruction (Aud, Hussar, Johnson, Kena, Roth, Manning, Wang, & Zhang, 2012). Teachers also cite student problem behavior as a key reason for leaving the profession (Algozzine, Christian, Marr, McClanahan, & White, 2008; Billingsley, Carlson, & Klein, 2004; Ingersoll, 2012). Regrettably, an examination into educator preparation programs (EPPs) in the areas of classroom and behavior management indicates a failure to fully-prepare teachers in these critical areas (Oliver & Reschly, 2010; Darling-Hammond, 2000). The current literature review begins with a review of national and state educator preparation programs and standards, and a discussion on current trends in the teacher workforce follows. Next, the literature on evidence-based practices in classroom and behavior management are presented for each of the five selected Texas Principal survey items pertaining to classroom and behavioral management. Finally, effective professional development practices are reviewed to facilitate a plan of action.

National Context of Teacher Preparation

Since the mid-1980s, federal policy directed toward teacher education and initial preparation has been enacted in an effort to improve teacher quality and effectiveness. Analysts, policy makers, and practitioners of teacher education have united at the national-level to address challenges faced by EPPs and gaps in student achievement. The Carnegie Task Force on Teaching as a Profession, the Holmes Group (1986, 1990) and the National Board of Professional Teaching Standards (as cited by Darling-Hammond, 2009) advocate for policy that strengthens teacher education and certification requirements, increases investments in induction mentoring and continuing professional development, and enhances the design of professional educator standards. Though

evidence of improvements in teacher education exist, the debate on teacher preparation, efficacy of alternative certification, and studies that connect the quality of teaching and equity to the performance of students indicate that changes in EPPs are still necessary.

In response to a call for better teacher preparation, some schools across the nation have undertaken considerable transformation in their program design. Programs in Boston, New York, Milwaukee, San Francisco, as well as cities in Virginia and Texas, are among those that have adjusted preparation to include stronger clinical practice, strengthened coursework in critical areas such as student learning and development, assessment, pedagogy, teaching students with special learning needs, and connecting coursework to more extensive practicum settings. These changes appear to prepare graduates who report feeling better prepared and who receive higher ratings by their supervisors (Boyd, Grossman, Lankford, Loeb, & Wyckoff, 2008; Darling-Hammond, 2010). The adoption and implementation of educator preparation standards and certification requirements are determined by each state; however, a national exemplar provided by the National Board of Professional Teaching Standards (NBPTS), which includes research from experts in the field of teacher education and preparation. National Board Certification Early Childhood Generalist, Middle Childhood Generalist and Exceptional Needs Standards are located on the NBPTS website (http://www.nbpts.org/standards-five-core-propositions/.) Specific components of effective EPPs found nationally are presented in a later section of this review.

Teacher Workforce Trends

In an effort to provide information on changes in the elementary and secondary teaching force, the National Center for Education Statistics (NCES) collected data over a

25-year period on a sample of 50,000 teachers, 11,000 school administrators, and 5,000 district-level officials. Several trends that have occurred in the teaching workforce over this period (1988-2012) deserve mention due to implications in the classroom. Specifically, over the past two and a half decades, the American teaching force has become more numerous, "grayer," "greener," more ethnically diverse and more female-dominated (Ingersoll, Merrill, & Stuckey, 2014).

More Teachers, Less Experience

The number of teachers has increased at a rate that has far outpaced the rate of increase of students. Reasons for the increase of teachers include changes to workload (number of classes taught), smaller class sizes, and new federal legislation emphasizing Math, Science, and Special Education mandates (i.e., NCLB, IDEA mandates). During the 25-year period examined, the graying (aging), of the teaching force has increased steadily and then leveled-out. The most common age for a teacher in 1988 was 41 years and in 2008, that number jumped to 55 years of age. Yet, by 2012, the age decreased to 30 years. Age aside, a significant increase in the number of beginning teachers has been documented across the nation. For example, in 1988, the majority of teachers averaged 15 years of teaching experience. A stark comparison indicates that by 2008, the majority of teachers were in their first year of teaching (Ingersoll, Merrill, & Stuckey, 2014). Implications of a greener teaching force are remarkable because researchers have confirmed that a teacher's ability to prove test scores increases significantly throughout the first few years on the job (Henry, Fortner, & Bastian, 2012; Kane, Rockoff, & Staiger, 2008). Experienced teachers are better able to manage student behavior problems, teach students with diverse backgrounds and abilities, promote better work

habits in their students, nurture students' self-esteem, and communicate better with parents (Darling-Hammond, 2010). While a greener workforce may cost less for school districts in terms of teacher salary, costs to students may be more substantial. Veteran teachers impact their novice colleagues significantly in a number of ways. Veterans teachers help new teachers improve their quality of instruction, help novices remain in the field of education, and increase their capacity to improve academic achievement (Ingersoll & Strong, 2011). However, trends indicate that many of these teacher veterans are becoming rarer in the field.

Diversity in the Teaching Force

Over the past 25 years, efforts to recruit an ethnically-diverse teacher population have been largely successful and as the teaching force has ballooned, the number of ethnically-diverse teachers has outpaced the growth of white teachers by nearly double (Ingersoll & May 2012). Efforts to match student and teacher backgrounds have been maximized, though this match exists primarily in public schools. Non-white teachers are two to three times more likely to work in high-poverty, high-minority, hard-to-staff, urban communities. Due to decreasing trends in campus stability in these communities, teachers do not remain at these schools long. Data shows that high-poverty, high-minority, urban and rural public schools have the highest rates of staff turnover and each year, a considerable number of teachers are reshuffled from poor, high-minority schools to less-poor, less-minority schools (Ingersoll & Strong; 2011; Ingersoll & May, 2012). Of key importance in these trends is this: beginners, regardless of ethnicity, have the highest rate of turnover. A recent national longitudinal study indicates that 41 percent of new teachers will leave the classroom within the first five years of being in the classroom

(as cited by Ingersoll & Strong, 2011). While ethnic diversity has increased in the teaching force, a change in the male-to-female ratio of teachers indicates less diversity. If trends continue as expected, soon eight of ten teachers in the nation will be female. Additionally, an increasing number of elementary campuses will have no male teachers at all. A predominantly female teaching workforce affords more opportunities for women to assume roles in school administration (roles traditionally held by males), but may present policy concerns and implications for the status of the occupation (Ingersoll, Merrill, & Stuckey, 2014).

National Findings of What Works in Programs of Preparation

Successful teacher programs are those said to possess both a clinical curriculum as well as a didactic curriculum (Darling-Hammond, 2006). Programs with these two components allow teacher candidates to utilize material learned in curriculum planning coursework and then apply learned teaching strategies while receiving performance feedback from professors and veteran teachers. This component benefits teachers by providing multiple attempts to put theoretical knowledge into systematic practice while receiving guidance from experts. According to Darling-Hammond (2010), programs that front-load and isolate coursework from authentic teaching practice present a "clinically haphazard" approach to preparation. Alternative routes to certification often skip student-teaching altogether, providing no opportunities for novice teachers to be observed, mentored and coached by expert teachers. Powerful programs, according to Darling-Hammond (2010), require extensive time in the field throughout the entirety of the program and pair candidates with teachers who can model responsive teaching practices. To prepare instruction that is learner-centered, a teacher must be able to

diagnose and then adapt the curriculum to learner's needs. Observing expert, veteran teachers successfully instruct students with a wide range of learning needs is an essential step. A model that has capitalized on veteran teacher knowledge and guidance is Professional Development Schools (PDS). Like teaching hospitals, PDS maximize opportunities to learn from teachers already in practice and continue to train novices in the classroom while completing coursework.

Texas Teacher Certification and Preparation Programs

In Texas, there are two routes to teacher certification. The first route is through a traditional four-year university educator preparation program (EPP). Candidates select an area of interest, such as Early Childhood education, and complete specific program requirements for that level of certification. As an example, the Teaching and Learning Program at a large, urban university in Houston requires candidates seeking early childhood-6 (EC-6) certification to complete 120-139 semester hours of coursework. Coursework is composed of five components: academic foundations, pre-professional development courses, specific Bachelor of Science (B.S.) and Coordinating Board requirements for math and science, and a sequence of student teaching. During student teaching, candidates experience two components: 45 hours of observation in the classroom and then a student teaching practicum. Here, candidates gain experience teaching in a classroom while being supervised by a certified teacher. This traditional route undergraduate program provides the following elementary certification licensure options: EC-6, EC-6 Bilingual Generalist, 4-8 Mathematics, 4-8 Science, 4-8 Social Studies, 4-8 English, Language Arts, and EC-6/EC-12 Special Education. To become certified, initial educator certification candidates must complete the program coursework

to a satisfactory level and then successfully complete at least two Texas Examination of Educational Standards (TExES) exams. The first exam requires candidates to demonstrate knowledge in a specific content area and the second exam, the Pedagogy and Professional Responsibilities Exam (EC-12 PPR), requires candidates to demonstrate knowledge of professional teaching practices. Chapter 149.1001 of the Texas Education Code outlines six teacher standards in the state of Texas for elementary generalists and for teachers seeking Special Education Teaching certification, 12 Special Educator Teacher Standards have been established (see Appendix A).

In an effort to attract more recruits into the field of education, an alternative route to certification has become necessary, particularly in what is known as “hard-to-staff” schools (Goldhaber et al., 2015). This option requires that Texas educator candidates possess a bachelor’s degree (in any area), complete a state-approved Educator Preparation Program (EPP), and successfully complete two required State certification exams – a content area exam and the Pedagogy and Professional Responsibilities (PPR) exam. Then, upon the recommendation of the program, candidates are eligible to apply for state certification. Unfortunately, an extremely wide range in the quality, depth and breadth of these programs has grown evident as researchers have sought to determine the effectiveness of teachers from this route (Goldhaber et al., 2015). Some school districts have created effective models in collaboration with local universities, providing an internship that carefully selects teacher recruits and wrap-around coursework that includes supervised student teaching and intensive first-year mentoring. Conversely, some alternative route EPPs provide a few weeks of summer training, and then allow candidates to assume the role of a teacher and learn on the job.

Both traditional and alternative routes to teacher certification include variations in program elements, coursework, and length of completion. Research shows that outcomes for teacher preparedness, effectiveness, and retention are substantially more positive for preservice programs that offer more preparation prior to entry (Boyd et al., 2006, 2008; Darling-Hammond, Holtzman, Gatlin, & Heilig, 2005). Furthermore, teachers with less preparation report having more difficulties in the classroom, to include challenges with classroom management and adapting instruction to address specific student learning needs (Darling-Hammond, 2000). Moreover, research indicates that more preparation and standard certification are positively correlated to improved student outcomes (Darling-Hammond, 2005). Preservice educator preparation also impacts how long teachers stay in the field of teaching. According to the Schools and Staffing Survey, twice as many teachers who lacked student teaching and teacher education coursework left the field of education in their first-year at a rate, compared to those who completed student-teaching assignments and coursework (NCTAF, 2003).

Nationally and in the state of Texas, novice teachers embark on a career path with varied degrees of preparation and level of skill in working with children. In public schools, an increase in teachers who are ethnically-diverse has been realized as a positive and necessary change in teacher preparation. Trends indicate that the field of education continues to be predominantly female, and male teachers are becoming fewer, especially at the elementary level. Additionally, a larger proportion of teachers today are in their first years of teaching, creating a less-experienced teacher workforce. Teachers are green in their experience, despite being faced with more rigorous academic expectations with fewer veteran teachers to guide them. This study aims to understand and fill potential

gaps in the knowledge and skill of novice teacher ability in managing student behavior, as measured by the school principal, who is ultimately responsible for the academic outcomes of students, as well as the professional growth and development of classroom teachers.

Classroom Management – Impetus for Learning

Research on classroom management is robust, thorough, and has enjoyed nearly half a decade of rigorous investigation. It has been made clear that a well-managed classroom is paramount if learning is to occur, for all students (Kounin, Friesen, & Norton, 1966; Kounin, 1977; Emmer, Evertson, & Anderson, 1980; Emmer, 1981; Brophy, 1983). Classroom management refers to teacher "actions taken to create and maintain a learning environment conducive to successful instruction - arranging the physical environment, establishing rules and procedures, maintaining students' attention to lessons and engagement in activities." (Brophy, 2006). The teacher's actions in the classroom have twice the impact on student achievement as do policies regarding curriculum, assessment, staff collegiality, and community involvement (Marzano, 2003a). In a comprehensive review by Wang, Haertel, and Walberg (1993), classroom management topped the list of 228 variables affecting student achievement. Not only has research supported the critical role that classroom management plays on student social and academic outcomes, consumers of educational research have access to an array of dynamics and specific skills that have been tabulated and ranked. A comprehensive set of classroom management components and teacher actions have been proven instrumental in what is arguably a teacher's most important job, the effective management of the classroom (Kauffman, 2005).

Research on classroom management conducted in the late 1960s and continuing through the 1980s provide a sturdy foundation for what works in classroom management (e.g. Kounin, Friesen, & Norton, 1966; Kounin, 1977; Emmer, Evertson, & Anderson, 1980; Emmer, 1981); Brophy, 1983). Emmer (1984) integrated components of classroom management into a three-phase model. The first phase occurs prior to school starting, and includes planning and thoroughly thinking-through classroom behavior expectations for work requirements, room arrangement, transitions, and materials preparation. The second phase occurs during the first weeks of the school year, as the classroom manager is charged with socializing students into the classroom setting and establishing appropriate behavior norms for school functions and the business of learning. The third phase occurs throughout the remainder of the year as the classroom manager focuses attention on maintaining appropriate behavior, maintaining student engagement, and resolving conflicts as students learn to work as a community. Though not explicitly stated in terms of phases, decades of research in classroom management generally support management duties within the phases, and then further contributions of specific components that occur across the phases. Marzano (2003) defines four distinct areas of classroom management: (1) establishing and enforcing rules and procedures, (2) carrying out disciplinary actions, (3) maintaining effective teacher and student relationships, and (4) maintaining an appropriate mental set for management. These four areas closely align with the current study's new-teacher survey-items and appear thematically throughout a guided review of management research. Though researcher definitions of classroom management differ semantically, findings make a single notion quite clear: classroom management must not be left to chance, a point well-articulated across decades of research (Brophy, 1983;

Kounin, 1966; Marzano, 2003). Key components and empirically-based teacher techniques in classroom and behavior management will be reviewed through each of the five Texas survey items.

Effective Discipline Management: Responding to Misbehavior

Contemporary research on how teachers discipline students has received increased attention nationwide (e.g. Osher, Bear, Sprague, & Doyle, 2010; Pane, 2009; Lewis, Romi, & Roache, 2011). Overcorrection, inequitable responses to misbehavior, punishment, and exclusionary discipline practices in schools and classrooms have been (and likely will continue to be) a hot topic of debate. The history of, reasons for, and systemic creation of the school-discipline debate is beyond the scope of this review; however, the result has led to the development of several updated and more equitable versions to classroom management pedagogy (e.g. Culturally Responsive Classroom Management, Restorative Justice and Practices, Schoolwide Positive Behavior Supports). The focus for this review will be on those evidence-based practices that researchers urge teachers to use when they encounter misbehavior in the classroom, including practices that are commonly used, but best avoided.

Disposition of an Effective Disciplinarian

Teachers must be vigilant in monitoring the actions and behavior of students, at all times. Teachers who possess the skill of "with-it-ness" are said to have 'eyes in the back of their head,' meaning that nothing goes unobserved in the classroom (Kounin, 1966). The teacher skill of "with-it-ness" has received decades of attention in the research. Higher degrees of *with-it-ness* have been shown to correlate to higher work involvement and lower deviance rates of students with emotional disturbance, as well as

general education students (Kounin and Friesen, 1966). *With-it-ness*, like active supervision, is associated with a group of discipline strategies that are considered to be proactive rather than reactive. Active supervision, paired with pre-correction of minor misbehavior, is one of several evidence-based positive discipline management strategies available to teachers (De pry and Sugai, 2002). Teacher awareness and willingness to confront misbehavior are prerequisites for effective discipline management in the classroom.

Effective classroom managers assert appropriate levels of dominance (Wubbels, Brekelmans, van Tartwijk, & Admiral, 1999; Wubbels & Levy, 1993). Here, dominance is defined as the teacher's ability to provide clear purpose and strong guidance regarding both academic and student behavior (Wubbels et al., 1999). Several studies have shown that assertive teacher behavior, strong teacher guidance and control are preferred by students to more permissive teacher behaviors and teaching style (Poplin et al., 2011). According to Emmer at al. (2003), teachers use assertive behavior instead of passive or aggressive behaviors by exhibiting the following assertive characteristics when confronting undesirable behavior:

- Use of assertive body language by maintaining an erect posture, facing the offending student but keeping enough distance so as not to appear threatening. Facial expressions must match the content of the message that is being presented to students.
- Use of appropriate tone of voice, spoken clearly and consciously in a slightly-elevated pitch, avoiding any display of emotions in the voice. Emmer (1984) referred to this as "meaning business".

- Teachers must persist until students respond with the appropriate behavior. Inappropriate behavior is not ignored, nor diverted by a student's attempts to deny, argue, or blame. Assertive teachers do listen to legitimate explanations.

Results from a study of highly-effective teachers in nine low-performing urban schools in -economically depressed neighborhoods in Los Angeles County indicate that students preferred teachers who were "strict" and who set high-expectations for their students. "Strict teachers" in this study maintained instructional intensity, moved around the classroom often, and utilized traditional direct-instruction, all while exhibiting a profound respect for students (Poplin et al., 2011).

Continuum of Discipline Techniques

To maintain a positive learning environment, behavior management researchers encourage teachers to pre-plan responses to inappropriate behavior (Simonsen et al, 2008; Lukowiak & Bridges, 2010), which may prevent teachers from overreacting. With this in mind, teachers must know which discipline strategies are effective, and which are not. Traditionally, an overreliance on punishment, or negative consequences (e.g., reprimands, response cost/loss of privileges, time-out) has been witnessed in schools. The frequent use of punishment strategies may have an unintended negative impact on students, including aversive feelings toward school, resentment, possible aggression, and increased anxiety (Bos & Vaugh, 2006). While punishment strategies can result in a rapid decrease of undesired behaviors in the short-term, they are ineffective at eliminating behavior over time (Bos & Vaugh, 2006). Furthermore, punishment strategies often fail to teach appropriate behaviors and often fail to generalize across settings (Bos & Vaugh, 2006). Consequently, use of punishment techniques requires teachers and school staff to

be conscientious of these factors before implementing them, but not to avoid them altogether. Mather and Goldstein (2011) provide the following guidelines for teachers to consider when implementing punishment strategies.

- Provide clear guidelines depicting behaviors considered inappropriate and consequences/punishments for each of those behaviors. Students must understand which inappropriate behaviors result in which specific punishments.
- Provide students with models of appropriate behaviors so that they can see and practice which behaviors they are expected to perform.
- To be effective, punishment strategies must be fair, consistent, and given immediately after the student exhibits inappropriate behavior.
- When possible, allow natural and logical consequences for inappropriate behavior to occur.

In a meta-analysis of interventions to decrease disruptive behavior in public school settings, Stage and Quiroz (1997) identify four categories of discipline techniques and the effectiveness of each in decreasing disruptive behavior. Reinforcement is an action that involves recognition or reward for positive behavior, or for the timely cessation of negative behavior. Punishment involves a type of negative consequence for inappropriate behavior. Interventions classified as ‘no immediate consequence’ do not involve an immediate consequence for inappropriate behavior, but may involve a type of reminder. Combined punishment and reinforcement involves recognition or rewarding appropriate behavior, in conjunction with the use of consequences for inappropriate behavior. Table 2 provides effect sizes (ES) for each of the strategies. Discipline

techniques that have the largest effect sizes in decreasing disruptive behavior are Punishment and Reinforcement (ES = 0.97) and Reinforcement (ES = 0.86).

Table 2. 1

Effects of Disciplinary Techniques on Classroom Behavior

Disciplinary Technique	Average Effect Size	Number of Effect Sizes	Percentile Decrease in Disruptive Behavior
Reinforcement	0.86	101	31
Punishment	0.78	40	25
No immediate consequence	0.64	70	24
Punishment and Reinforcement	0.97	12	33

Source: Stage, S.A. & Quiroz, D.R. (1997) A meta-analysis of intervention to decrease disruptive classroom behavior in public school settings. School Psychology Review, 26(3), 333-368

Evidence-based strategies that decrease inappropriate behavior.

In a systematic literature review conducted to identify classroom management practices with evidence sufficient-enough to be considered for classroom adoption, Simonsen et al. (2008) include six specific practices that can be used as a part of a continuum of discipline strategies.

Table 2. 2

Simonson's et al. Continuum of Strategies to Respond to Inappropriate Behavior

Evidence-based Practice	Description of Practice	Supporting References
Brief, contingent, and specific error corrections	Given by teacher when an undesired behavior occurs (contingent), states the observed behavior, and tells student what they should do next time in a brief, concise manner	Academic Behavior Baker, 1992 Barbetta, Heward, Bradley, & Miller, 1994 Singh, 1990 Singh, & Singh, 1986 Social Behavior Abramowiti, O'Leary, & Futtersak, 1988 Acker, & O'Leary, 1988 McAllister, Stachwiak, Baer, & Conderman,1969 Winett, & Vachon, 1974
Performance Feedback	Providing students with data (e.g. charts, graphs, reports) regarding engagement in target behaviors. Can be used to track positive behavior.	Brantley & Webster, 1993 Kastelen, Nickel, & McLaughlin, 1984 Van Houten, & McKillop, 1977 Yarborough, Skinner, Lee, & Lemmons, 2004
Differential Reinforcement	Contingent reinforcement when a student engages in (a) low rates of undesired behavior, (b) behaviors other than undesired behaviors, (c) an alternative behavior (replacement behavior), or (d) an incompatible behavior	Deitz, Repp, & Deitz, 1976 Didden, de Moor, & Bruyns, 1997 Repp, Deitz, & Deitz, 1976 Zwald, & Gresham, 1982
Planned Ignoring, plus contingent praise and/or instruction of classroom rules	Systematically withholding attention from a student exhibiting undesirable behavior. Effectiveness is directly related to degree to which teacher attention is reinforcing undesired behavior	Hall, Lund, & Jackson, 1968 Madsen, Becker, & Thomas, 1968 Yawkey, 1971
Response Cost	Removal of a stimulus (e.g. token, privilege). Effectiveness is related to (a) the reinforcement value of the tokens and back-up reinforcers, and (b) rate and schedule which student earns tokens	Forman, Greene, Pratt, 1972 Trice, & Parker, 1983
Time out from reinforcement	Removal of student from a reinforcing environment to a less reinforcing environment	Barton,Brulle,&Repp,1987 Foxx, & Shapiro, 1978 Ritschl, Mongrella, & Presbie, 1972

Indications of effective discipline management.

A teacher who exhibits effective discipline management skill is not likely to be visited often by the principal. An effective disciplinarian understands that discipline means 'to teach' – not 'to punish.' Effective discipline requires a clearly stated set of rules, expectations, and procedures. These standards of behavior are explicitly taught to

students at the beginning of the year, and reviewed throughout the year. Students in a well-disciplined classroom can tell you the rules, as well as the consequences when the rules are not followed. Students seem to know what to do in the classroom, even during transitions. The effective disciplinarian is authoritative in nature. He or she is clearly the leader in the classroom, but is respected by students, rather than feared. When misbehavior occurs, the effective disciplinarian is aware and adept at responding, and in some cases, not responding. This is because an effective disciplinarian understands why individual students act-out and what responses are necessary to encourage behavior change. An effective disciplinarian tells students what to do more than what not to do. In other words, cueing, pre-corrections and corrections to instances of potential misbehavior are instructive. Harsh comments, put-downs, sarcasm, and singling-out students in front of their peers are not tools that effective disciplinarians use. Instead, consequences to misbehavior are consistent, fair, natural when possible, and are always known to students in advance. Effective disciplinarians follow-through with corrective actions and understand that students need limits to learn self-discipline. Interactions with students are statistically positive (encouraging, reinforcing), rather than negative (corrective). A ratio of positive interactions to negative interactions that is 3:1 is indicative of a teacher who avoids falling into the “Criticism Trap” (Sprick et al., 2009).

Communicate Clear Expectations for Achievement and Behavior

As teachers ready themselves for a new school year during late summer, they can begin to set the stage for a successful learning environment by preparing the physical setting, planning beginning-of-year activities, and identifying expectations for appropriate behavior and work requirements. Well-functioning classrooms do not just

happen, but instead, are the result of relentless teacher efforts to create, maintain, and sometimes restore conditions conducive to learning (Brophy, 1983). Numerous studies indicate that management techniques designed to prevent or reduce instances of misbehavior are more effective than reactive techniques (Kounin, Friesen, & Norton, 1966; Allday, 2011; Englehart, 2013). Reactive techniques are those that are used by the teacher in response to inappropriate behavior, and may encompass the entirety of a teacher's discipline management system, though this should be avoided (see Simonson et al., 2008).

Physical environment.

A physical setting that promotes clear expectations for achievement and behavior allows teachers to continuously monitor students, quickly access parts of the room, avoid congested areas or clutter, and allows for easy-access to materials. In elementary classrooms, areas within the room are designated for specific activities, such as a classroom library, a table for small-group instruction, areas for groupwork and collaboration, independent work, and whole-group instruction. Transitions between activities are managed using a brief signal and directions from the teacher, and students know exactly where they should be, what they should do, and what materials they should have (Brophy, 1983). Transitions are a common source of problematic behavior in the classroom. Teachers can and should think through each of the physical components before school begins. Excessive decoration and room arrangement efforts are to be avoided, as a teacher's task in readying for a new year is complex and time-consuming (Brophy, 1983).

Rules and procedures in the classroom.

In order to communicate clear expectations once school begins, the teacher must think through her expectations for each classroom activity, develop a general idea of classroom rules, and develop procedures for various activities that occur throughout the elementary school day. Teachers can encourage student cooperation and adherence to classroom rules by discussing and agreeing upon a set of mutually satisfactory rules within the first few days of school (Glasser, 1969, 1990). A study of third-grade teachers during the first weeks of school found that effective teachers implement rules and procedures as a matter of instruction rather than "control" (Anderson, Everston, & Emmer, 1980; Emmer, Evertson, & Anderson, 1980). Rather than simply telling students what is expected, effective managers take time to model, answer questions, and allow for practice of the rules and procedures. Rules and procedures are clearly communicated and formally taught to students in the same manner that academic content is taught.

Classroom rules.

Rules pertain to specific and observable behaviors, and generally have consequences for failing to follow them. A well-managed classroom has no more than six rules, which aids the teacher in consistently enforcing them (Simonson et al., 2008). A positive tone and an assumption of compliance is demonstrated when rules are stated positively and tell students what to do, rather than what not to do (Walker et al, 1996). Instead of stating "No hitting in the classroom," the teacher could phrase the rule as "Keep hands to self." Rules must describe specific behaviors and should be observable (Barbetta, Norona, & Bicard, 2005). "Arrive on time with all of your materials" is specific and observable; however, "Be responsible" is not. Rules that are not specific and observable are problematic because they can be interpreted differently by different

students, making the rule tough to enforce. Teachers should plan to teach classroom rules using positive and negative examples so that the teacher's interpretation is clear to students (Kame'enui & Simmons, 1990; (Sugai et al., 1999). In a study of children ages 5 to 10, Karoly and Briggs (1978) found that providing a positive rationale for the rules produced greater self-control compared to a rule without a rationale or a rule with threatened negative consequences. Finally, rules should be posted in a prominent location that is visible to all students, creating a sense of importance and permanence (Simonson et al., 2008). By posting the rules, teachers can provide brief reminders about minor rule violations at an early state of disruption. The act of orienting the student's attention to posted rules reduces the sense of negative personalization and instead, implies that the teacher is simply enforcing the classroom rules (Sprick et al., 2009).

Classroom procedures.

Procedures differ from rules in that they are specific to an activity. Procedures are step by step guidelines for how "business" is conducted for distinct types of activities. For example, a procedure for handing in assignments may be established; however, a rule for handing in assignments would not make sense. Seminal research conducted in the 1980s highlight the importance of establishing procedures not only for general classroom behavior, but also explicit procedures for group work, seat work, transitions and interruptions, use of materials, and beginning and ending the period, activity, or day (Emmer, 1984; Emmer, Sanford, Evertson, Clements, & Martin, 1981; Evertson & Emmer, 1982). With younger students, teaching rules and procedures over several days or even weeks allows teachers to carefully explain expectations, provide feedback, redirection, rehearsal, and further instruction as students gradually engage in more

classroom activities. Teachers of young children indicate that three to four weeks of teaching may be required before classes settle into the routine (Emmer, 1984). Classroom procedures are taught incrementally to avoid overwhelming students.

Enforcing and Reinforcing Expectations

Marzano's meta-analysis (2003) found that classrooms that used effective management techniques had student engagement rates 0.617 standard deviations higher than classes where these techniques were not utilized. Clearly, one of the most obvious aspects of effective classroom management involves not only the design of rules and procedures, but also their implementation. In fact, effective implementation of rules and procedures can reduce disruptions by 28% (Marzano, 2003). Rules that are not consistently enforced will not be effective and often result in increased rates of inappropriate behavior. An explicit set of clearly communicated expectations eliminates ambiguity about what behaviors are appropriate for different activities. Ambiguity of expectations is detrimental because it increases the likelihood of students testing limits, promotes teacher inconsistency, and makes monitoring and providing feedback more difficult (Emmer, 1984). Therefore, introducing classroom rules and procedures is only a first step in the implementation process. In a well-managed classroom, a teacher must prepare and utilize a continuum of strategies to acknowledge appropriate (or expected) behavior (Simonsen, 2008). Providing students behavior contingent praise, more simply stated as praising desired behavior, has the power to increase compliance and on task behavior (Sutherland, Wehlby, & Copeland, 2000), while also decreasing misbehavior (Partin, Roberston, Maggin, Olivery, & Wehlby, 2010). Behavior specific praise is a powerful, inexpensive tool that all teachers can access, and is among those interventions

known to be effective in increasing appropriate behavior (Sutherland et al., 2000). It is important for students to receive positive attention for meeting expectations for behavior, rather than only receiving negative attention for misbehavior. Teachers who only acknowledge misbehavior or negative behavior are likely to receive more of it. Therefore, teachers must strive for a balance between actions that recognize and reward acceptable behavior and actions that provide clear consequences for unacceptable behavior (Stage & Quiroz, 1997).

Encouraging Self-Discipline and Self-Directed Learning

Parents and teachers alike aim to teach children well enough so that they may become independent in managing themselves. Because children enter school with varied self-regulation capacities, a teacher may be required to adapt and supplement classroom management principles. When setting limits and advising procedures, teachers are encouraged to use an informational tone rather than a controlling tone (Koestner, Ryan, Bernieri, & Hold, 1984). Using this tone suggests that the teacher is soliciting students' cooperation rather than issuing orders. The rationale for setting clear limits and procedures allows students to view them as reasonable and useful guidelines that help them attain academic or social goals independently. This approach strengthens the teacher's goal of having students choose to adopt these guidelines for themselves and begin to use them as internal guides to behavior (Brophy, 1996). Following these steps provides a prescriptive approach to encouraging self regulation in the classroom. First, a teacher should always provide a reason for the guideline, in addition to the guideline itself. Second, when correction of misbehavior is necessary, the desired behavior is emphasized and is first phrased as a friendly reminder rather than a power assertive

command. In doing so, students can see themselves as regulating their own behavior. Third, if a student has not responded to these more positive approaches, a teacher should announce the consequence using a tone of sadness and disappointment rather than a tone of vengefulness or annoyance. Arbitrary punishment or display of authority is avoided. The teacher issues the punishment as an unfortunate but necessary consequence of the student's repeated misbehavior. This approach implies that students can and are expected to behave appropriately, which places the responsibility to regulate behavior on the student, rather than as an external control. Children who experience authoritarian control at home are more likely to struggle with regulating themselves (Brophy, 1996). Consequently, these students have become accustomed to submitting to power exertion and have not internalized concepts of rights and responsibilities. Therefore, teachers should not expect very young children to regulate their own behavior using introjected moral norms. Because children do not develop a moral philosophy of their own until adolescence (see Piaget's stage of formal operational thinking), teachers of young children can expect that a great deal of instruction is required for students to learn how to regulate and discipline themselves. Students who come from challenging home environments may need individualized assistance to develop. For these students, Brophy (1996) suggests that teachers develop a personal relationship with the student and present themselves as a resource person that can assist students to gain insight into the problem. Expect that some students may need explicit instruction (e.g direct instruction, practice, feedback, reinforcement) in how to self-regulate behavior.

Positive, Equitable, and Engaging Learning Environment

Emmer's (1984) second phase in classroom management occurs as students are oriented to the classroom throughout the first weeks of the school year. Emmer (1984), Evertson et al., (1984), and Marzano (2003) include the following management components during this time: establishing and enforcing rules, communicating expectations for appropriate behavior, detection of early-stage misbehavior, and the use of specific teacher behaviors that positive, engaging teacher managers possess. Simonsen et al. (2008) iterate the importance of a highly-structured classroom (e.g. amount of teacher directed activity that is explicit), as well as posting, teaching, reviewing, monitoring, and reinforcing classroom expectations. Consistent implementation of these components set the stage for a learning environment that is equitable and engaging. For students to be engaged in learning, disruptions must be kept to a minimum.

Engagement in Learning

Establishing clear learning goals, signaling transitions for new activities, and use of instructional momentum are techniques that effective classroom managers use to minimize undesirable or disruptive behavior. In a study of students diagnosed with Emotional Disturbance (ED) in regular classrooms, the use of these preventative strategies has been shown to have a greater impact on behavior than the teacher's manner of dealing with misbehavior once it occurs (Kounin & Friesen, 1966). According to Marzano (2003), teacher actions that provide clarity about content and expectations include the following steps: establishing and communicating learning goals at the beginning of a unit of instruction, providing feedback on established learning goals, continuous and systematic revisiting of the learning goals, and providing summative feedback on the goals. Giving students an opportunity to set their own objectives or

soliciting student interest in learning further conveys a sense of cooperation, thus enhancing engagement. Providing choice in activities is another way to gain student compliance and increase engagement during instructional activities.

Instructional Match

Curriculum is a significant antecedent to managing student engagement and behavior (Maag, 2004). In our era of inclusion of students with disabilities, students with learning and behavioral problems have been reintegrated into the general education classroom and curriculum, despite previous failure. When students lack requisite skills to engage in an externally prescribed curriculum, they are likely to misbehave to escape or avoid tasks. Thus, the curriculum becomes the antecedent for behavior problems (Maag, 2004). While minor disruptions can be easily redirected, the teacher must stop instruction for everyone to manage more serious disruptions and continuous problem behavior. Frequently, a chain of unfortunate events unfolds at this crucial endeavor, as a form of punishment is issued to the student exhibiting the disruption, and the punishment inadvertently reinforces the student's attempts at avoidance (e.g. time-out). Fortunately, this situation can be prevented by ensuring that students are placed in the appropriate curriculum and possess the necessary skills to achieve desirable levels of success. Kounin was among the first researchers to recognize that the appropriateness and interest value of assigned independent tasks influence the quality of task engagement (1966). Brophy & Evertson further supported the notion that learning proceeds most efficiently when students experience very high rates of success in completing tasks correctly (1976). When the teacher is available to monitor responses and provide immediate feedback, success rates of 70%-80 are expected. When students are required to work independently

and the teacher is not available to monitor or provide immediate feedback, success rates of 95%-100% are necessary to maintain student engagement (Fisher, Berliner, Filby, Marliave, Cahen, Dishaw, 1980). Teachers can prevent behavior problems and increase student engagement by carefully selecting independent seatwork and homework that students can complete independently with a high degree of success.

If teachers are to engage diverse learners equitably, they must know how to make modifications to the curriculum and regularly provide differentiated assignments. Academic related behaviors, such as time-on-task, engagement, and academic responding are key to ensuring students are ready for learning; however, Landrum et al. (2003) caution that these behaviors are likely to be fleeting if students do not simultaneously receive appropriate instruction for their skill deficits. Direct instruction is one of the most empirically-rich instructional strategies available to enhance the achievement of struggling learners (Landrum et al., 2007).

Opportunities to Respond (OTR) and Praise Statements

Because a relationship between academic difficulty and problem behavior exists (Landrum et al., 2003), modifications to instructional delivery are necessary to improve engagement and achievement. Numerous studies have examined the impact of increased opportunities to respond (OTR), which have resulted in improvements in in reading performance (Kinder & Carnine, 1991; Skinner & Shapiro, 1989; Skinner, Smith, & McLean, 1994) and math (Skinner, Ford, & Yunker, 1991; Skinner, C. H., Fletcher, P. A., & Henington, C, 1996). Also, OTR's have demonstrated positive effects on task engagement and decreased disruptive behavior (West & Sloane, 1986). Teacher praise has comparable results. Increased teacher praise has shown positive effects on reading

achievement (Gable & Shores, 1980), math achievement (Luiselli & Downing, 1980), and increased task engagement (Sutherland, Wehlby, & Copeland, 2000).

According to the Council for Exceptional Children, the optimal rate of OTRs is four to six per minute of instruction on new learning material with 80% accuracy, and nine to twelve per minute of instruction on drill-and-practice material with 90% accuracy (Sutherland, Alder, & Gunter, 2003). Effective rates of praise, or positive feedback, vary by source; however, most researchers agree that to be effective, praise must be accurate, specific and descriptive, contingent, age-appropriate, given immediately and in a manner that fits teacher style (Sprick, 2009). Teachers and administrators can access learning materials and tools to improve these two techniques in Sprick's Safe and Civil Schools (2009) materials, which provides systematic, user-friendly engagement strategies to monitor and increase instances of OTRs and praise.

Build and Maintain a Positive Rapport with Students

Once routines and procedures have been established, the teacher must continue to enforce expectations and encourage appropriate behavior to maintain an environment conducive to learning. Techniques that promote student responsibility, rather than teacher-owned responsibility are utilized. Students and teacher function as a team and the teacher promotes appropriate levels of cooperation. A teacher can foster cooperation in the following ways: establishing clear learning goals, allowing some flexibility in the learning goals, taking a personal interest in students, and using equitable and positive classroom behaviors (Marzano, 2003). Use of these strategies promote a positive teacher and student relationship, thereby increasing the likelihood that students will accept and follow the teacher's rules, procedures, and disciplinary actions.

Teachers create positive relationships with students by taking a personal interest in them. Teachers can do this by discussing students' interests, greeting students outside of school, having lunch with students, being aware of and commenting on important events and achievements, and welcoming students using their name as they enter the classroom each day (Marzano, 2003). Kerman, Kimball, & Martin (1980) recommend several practical strategies teachers can use to communicate an interest in students that also emphasize equitable and positive classroom interactions. These include making eye contact with each student and circulating throughout all sections of the classroom, encouraging all students to participate in class discussions and interactions, attributing ownership of ideas to students who initiate them, and providing appropriate wait time for students to respond to questions, regardless of past performance or the teacher's perception of student ability. In a largescale study of low achieving students, Kerman (1979) trained teachers to adjust how they engaged with students (increased equity in classroom participation) and by doing so, impacted the academic achievement, as well as attendance and discipline rates of 2000 low achieving students.

Maintaining an Appropriate Mental Set

To foster positive relationships with students, Marzano (2003) encourages effective classroom managers to maintain an appropriate *mental set*. This is distinguished by two essential features: (1) with-it-ness, and (2) emotional objectivity. Teachers can and should expect to encounter disruptive behavior. A teacher's disposition when handling disruptive behavior distinguishes effective managers from ineffective managers (Kounin, 1983). Kounin refers to this disposition as a "desist." Kounin discovered that classroom management is less related to how misbehavior is handled and the amount of

misbehavior, with one exception. Teachers who quickly and accurately identify problem behaviors and then act on them experience more managerial success in the classroom. These quick actions preserve a positive learning environment.

Because teachers can expect to have students with exceptional needs in the classroom, they must be aware of how their personal mindset regarding these children impacts the ability to successfully intervene when problems arise (Regan, 2009). It is imperative that teachers possess the emotional capacity to enforce rules and procedures, execute disciplinary actions, and cultivate relationships with students without becoming upset when students violate rules or react negatively to disciplinary actions. Teachers must demonstrate emotional objectivity at all times, and be careful to avoid personalizing a student's misbehavior. Emotional objectivity allows the teacher to address disciplinary issues in an "unemotional, matter-of-fact" manner (Nelson, Martella, & Galand, 1998).

Differentiate Instruction to Meet Behavioral Needs

Relationships are nurtured when teachers are aware of high need students in the classroom, and are able to employ various strategies to meet the needs of these students. In today's classroom, teachers are likely to encounter a broad range of students, and can expect as many as 18% of students to have special needs and/or require extraordinary interventions and treatment that go beyond typical resources available to a classroom teacher (Dunn & Baker, 2002). Furthermore, 12%-22% of students in school grapple with mental, emotional, or behavioral disorders, and only a few receive mental health services (Adelman & Taylor, 2002). In what is one of the most ambitious studies involving teacher and student relationships, Brophy (1996) discovered that effective classroom managers were willing and able to employ several types of strategies with several types

of students. In other words, effective teachers did not treat all students the same, especially in situations involving behavior problems. For example, while some students need encouragement, others need a gentle reminder, and still others might require a firm reprimand. On the other hand, ineffective classroom managers were not sensitive to the diverse needs of their students. Brophy (1996) presents five categories of high-needs students (passive, aggressive, attention problems, perfectionists, socially inept) and pairs them with suggestions that assist the teacher in selecting helpful strategies to effectively work with these students. Marzano (2003) has placed Brophy's five categories of "High-Needs Students" in a table format that allows educators to quickly identify strategies for several types of students.

Table 2. 3

Marzano's Categories of High Need Students

Category	Definitions & Source	Characteristics	Suggestions
Passive	Behavior that avoids the domination of others or the pain of negative experiences. The child attempts to protect self from criticism, ridicule, or rejection, possibly reacting to abuse and neglect. Can have a biochemical basis, such as anxiety.	Fear of relationships: Avoids connection with others, is shy, doesn't initiate conversations, attempts to be invisible. Fear of failure: Gives up easily, is convinced he/she can't succeed, is easily frustrated, uses negative self-talk.	Provide safe adult and peer interactions and protection from aggressive people. Provide assertiveness and positive self-talk training. Reward small successes quickly. Withhold criticism.
Aggressive	Behavior that overpowers, dominates, harms, or controls others without regard for their well-being. The child has often taken aggressive people as role models. Has had minimal or ineffective limits set on behavior. Is possibly reacting to abuse and neglect. Condition may have a biochemical basis, such as depression.	Hostile: Rages, threatens, or intimidates others. Can be verbally or physically abusive to people, animals, or objects. Oppositional: Does opposite of what is asked. Demands that others agree or give in. Resists verbally or nonverbally. Covert: Appears to agree but then does the opposite of what is asked. Often acts innocent while setting up others.	Describe the student's behavior clearly. Contract with the student to reward corrected behavior and establish consequences for uncorrected behavior. Be consistent and provide immediate rewards and consequences. Encourage and acknowledge extracurricular activities in and out of school.

Attention Problems	Behavior that demonstrates either motor or attentional difficulties resulting from a neurological disorder. The child's symptoms may be exacerbated by family or social stressors or biochemical conditions, such as anxiety, depression, or bipolar disorders.	Hyperactive: Has difficulty with motor control, both physically and verbally. Fidgets, leaves seat frequently, interrupts, talks excessively. Inattentive: Has difficulty staying focused and following through on projects. Has difficulty with listening, remembering, and organizing.	Contract with the student to manage behaviors. Teach basic concentration, study, and thinking skills. Separate student in a quiet work area. Help the student list each step of the task. Reward successes; assign a peer tutor.
Perfectionist	Behavior that is geared toward avoiding the embarrassment and assumed shame of making mistakes. The child fears what will happen if errors are discovered. Has unrealistically high expectations of self. Has possibly received criticism or lack of acceptance while making mistakes during the process of learning.	Tends to focus too much on the small details of projects. Will avoid projects if unsure of the outcome. Focuses on results and not relationships. Is self-critical.	Ask the student to make mistakes on purpose, then show acceptance. Have the student tutor other students.
Socially Inept	Behavior that is based on the misinterpretation of nonverbal signals of others. The child misunderstands facial expressions and body language. Hasn't received adequate training in these areas and has poor role modeling.	Attempts to make friends but is inept and unsuccessful. Is forced to be alone. Is often teased for unusual behavior, appearance, or lack of social skills.	Teach the student to keep the appropriate physical distance from others. Teach the meaning of facial expressions, such as anger and hurt. Make suggestions regarding hygiene, dress, mannerisms, and posture.

Function-based thinking.

The reauthorization of Individuals with Disabilities Education Act (IDEA) in 1997 and 2004 mandated the use of Functional Behavioral Assessments (FBAs) and positive behavioral supports (PBS) for students with disabilities whose behaviors (often severe) could potentially result in a change of educational placement (Hershfeldt, Rosenberg, & Bradshaw, 2010). FBAs are conducted by personnel with significant training and skill in applied behavior analysis. Through a battery of data collection, interviews, and rating scales, the FBA is used to determine the function of a problematic behavior. When the function, or cause, is known, educators can create an intervention

plan that provides an appropriate replacement behavior. While useful and often required for more serious levels of and prolonged behavior problems, FBAs can place significant resource and time constraints on school systems.

There is, however, a viable alternative that appears to be promising for teacher-use in the classroom. Function-based thinking (FBT) is a model for thinking and a systematic process for defining problem behaviors and then selecting interventions that match the function of the behavior (Hershfeldt, Rosenberg, & Bradshaw, 2010). FBT adheres to the basic principles of FBA – developing an operational definition of the behavior, gathering information that includes direct observation, and creating a behavior support plan that aligns with the determined function (Sugai et al, 2000). When teachers learn to determine the function of a student's behavior problems, they can select appropriate interventions that have the potential to modify behavior. What differentiates FBT from other strategies is that the goal of FBT is for a teacher to independently begin to think functionally about problematic behavior and select an intervention that serves the same purpose, decreasing inappropriate referrals and the need for multiple school-support team meetings.

A teacher can learn to think functionally by following a three-step process: gathering information, developing a plan, and measuring the success of the plan. Data gathering can be made simple so that a teacher can easily document necessary components. Initially, teachers require guidance to learn how and what data to collect, and then develop a plan; however, this support can be faded once a teacher has acquired the skill. Ideally, several staff members who have experience with behavioral issues (e.g. school psychologist, special education teacher, school counselor) can function as

coaches. Some teachers will learn the skills necessary quickly, and be able to generalize the skills to other students. For those teachers who need more support, ongoing consultation and coaching is necessary. Teachers who learn to use FBT and then apply it in their classrooms are better able to provide early intervention and think systematically about how instruction is differentiated for students with behavior problems.

Teachers as life-long learners.

Over 85 percent of a school's budget is used to pay employee salaries (Rebore, 2015). School organizations need well qualified administrators, teachers, and support personnel to meet the unique challenges presented by our public-school system. Since implementation of the Education for all Handicapped Children Act of 1975, including 1997 and 2004 reauthorizations, educators have sought to meet the academic and behavioral needs of students with disabilities. In order to provide successful and effective instruction to all students, school professionals deserve high quality, continuous training and education. In order to retain effective educators who are able to meet the diverse needs of learners present in today's classroom, school systems must prioritize human and fiscal resources. As with any important investment, school systems must allocate resources for maintaining, fine-tuning, and reinvigorating investment in teachers' knowledge, appreciation, skills, and understandings. In a study conducted by Fuchs (2009, 2010), general education teachers cited "lack of pre-service preparation" as one of three reasons they have difficulty working in inclusive settings. By and large, general education teachers feel unequipped to meet the special needs of students with disabilities, to include differentiation of instruction, making accommodations in the classroom, and working collaboratively with special education support staff (Fuchs, 2010). As evidenced

by the current teacher shortage faced by many public schools today, a lack of professional development can result in a continual cycle of teachers feeling frustrated in their abilities to teach in inclusive settings and meet the needs of diverse learners.

Characteristics of Successful Professional Development Programs

Staff development practices have undergone considerable changes since the early 1990s due to three trends in education: results-driven education, a systems approach to school and school district organization, and constructivism (Rebore, 2015). The professional development (PD) of educators has gathered increased attention in research and resource allocation across the nation. Two common criticisms of professional development programs are that they are “one-shot deals” and there is “no integration with a comprehensive plan to achieve school goals.” (Glickman et al., 2014). Fortunately, a substantial knowledge base exists on successful professional development, and though these original research and reviews of research do not agree on all factors, several shared characteristics of successful programs are as follows:

- Involvement of participants in planning, implementing, and evaluating programs
- A foundation of schoolwide goals but integration of individual and group goals with school goals
- Long-range planning and development
- Coherence, marked by the coordination and integration of different professional development activities
- The incorporation of research on school and instructional improvement

- Administrative support, including provision of time and other resources during program planning, delivery, and evaluation
- Adherence to the principles of adult learning
- Relevant, job-embedded professional development focused on student learning
- Collegiality and collaboration among teachers and between teachers and administrators
- Active learning
- Attention to the research on change
- Follow-up and support for transfer of learning to the classroom
- Ongoing assessment and feedback
- Continuous professional development that becomes part of the school culture

The field of education has moved away from the era of "set-and-get" Professional Development, or Professional Development sessions characterized by an hour long presentation by an outside consultant or a "one-shot" workshop format. Fortunately, new formats for Professional Development have emerged. Glickman et al. provide a few examples that lend themselves to Professional Development needed to meet the needs of students with behavioral challenges follows (2014):

- *Beginning teacher assistance programs.* The new teacher is provided ongoing intensive assistance throughout the first year of teaching. Support may include an assigned mentor, assistance from a support

team, training in classroom management and effective teaching and support seminars.

- *Skill development programs*. Several workshops over a period of months are offered, often with classroom coaching between workshops that assist teachers to transfer new skills into their daily teaching.
- *Teacher leadership*. Teachers participate in leadership preparation programs and assist other teachers by assuming leadership roles (workshop presenter, cooperating teacher, mentor, expert coach, instructional team leader).

Stages of professional development.

Three stages are typically involved in a developmental approach to professional development (Glickman et al., 2014): (1) orientation, (2) integration, and (3) refinement. In the orientation stage, benefits, responsibilities, and concerns about involvement in professional development are addressed. Then, participants engage in the necessary learning for real world application. Many staff development programs are said to be ineffective because they fail to take teachers beyond the orientation stage. In the second stage, the integration stage, teachers are assisted as they apply new learning in their classroom and school. This stage allows the teacher to develop competence and confidence in new strategy so that they are made part of his or her repertoire. The final stage, the refinement stage, allows teachers to move from basic competence to expertise through continuous experimentation and reflection. A benefit at this stage is that teachers who reach an expert level can then provide professional development for colleagues.

Effective professional development programs that are focused and classroom based provide explanation, demonstration, modeling, role playing, practice, and coaching. They are on-going. Most importantly, effective professional development engages teachers in a way that increases personal investment and commitment to use new skills. In order for time to be well-spent, professional development must be geared to teachers' needs and concerns.

Concerns-Based Adoption Model (CBAM).

A professional development framework that acknowledges the stages involved in changing practice, the learner's needs during the change process, and that continuing supports based on individual needs is the Concerned-Based Adoption Model (CBAM). CBAM is a well-researched model that describes how people develop as they learn about an innovation and the stages of that process (Hall & Hord, 1987). Three components are included in the model: Stages of Concern, Levels of Use, and Innovative Configuration. The Stages of Concern (SoC) defines human learning and development in seven stages, during which a person's concern shifts from a focus on one's self in the first three stages to the upper stages, when results and impact are the focus. Stages of Concern allows for developmentally appropriate support, as teacher readiness drives when the innovation is ready for a shift in mentor focus. Once a teacher has received training on an innovation, the model moves to Levels of Use. Levels of Use (LoU) involves a focused interview protocol and/or classroom observation to assess the degree of use. Knowing where a teacher is in her level of use of an innovation is paramount if coaching is to be effective. The Innovative Configuration (IC) maps out major components of the innovation, and provides explicit details of what the practice should and should not look like in the

classroom. The three stages of CBAM have major implications for professional development and will be referenced in chapter six of the current study.

Intervention integrity and adherence.

Glaring research has shown that many of the practices known to be effective are not routinely implemented (e.g. Meadows, Neel, Scott, & Parker, 1994; Shores et al., 2003). Scholarly debates about the "research-to-practice gap" highlight the fact that evidence-based practices must become standard in schools, and that when practices are applied, they are often misapplied. Intervention integrity, also known as treatment fidelity is compromised when teachers fail to implement a strategy completely or implement a strategy inadequately. Because the degree of behavior change is directly associated with the extent which interventions are implemented, school administrators must be sure to "inspect what they expect." Models such as CBAM can be highly valuable in ensuring that new practice is instilled, mentored, and maintained. According to its developers, "smart organizations are those that provide time and expectations for peer coaching and mentoring for experienced employees, teaming, and other collaborative opportunities for [teachers] to work together to improve their own learning, effectiveness, and results (Hall & Hord, 1987).

Literature Review Summary

A review of the literature on educator preparation programs highlights a need for stronger preparation and certification requirements, as well as a need for continued in-service professional development for teachers and staff. Teachers benefit from mentoring, though changes in America's teaching force have resulted in fewer veteran teachers and more inexperienced teachers, which can prohibit successful mentoring efforts. National

and local school systems have seen an increase in teachers who have been certified via an alternative route, and data show that these teachers will require additional training and development if they are to perform as well as those who are certified via traditional, or university route programs. Studies that have examined teacher attrition indicate a lack of preparation as one of the possible reasons teachers leave the field of education. Teachers report feeling underprepared to deal with disruptive student behavior and to implement instruction suited to students with unique and diverse learning challenges. Along these lines, several studies conducted in the past several decades indicate that teachers feel underprepared to meet the challenges of an inclusive education for students with learning and behavioral challenges. Federal accountability measures confirm this notion with reports of continued underachievement for students with disabilities and other historically low performing students.

The literature confirms that a significant amount of preparation in the organization and management of the classroom is essential for a teacher to achieve increased outcomes for all students. Thorough preparation in classroom and behavior management is paramount for the successful inclusion of students with disabilities and other challenges, yet research indicates that a potentially large number of novices may not have received adequate training in these competencies. Furthermore, instructing students with special learning needs is a challenge that will require ongoing professional development if outcomes are to improve for these students. Fortunately, a substantial database of effective and evidence based practices in classroom and behavior management exists and may assist many types of behavioral challenges exhibited by students in the classroom.

Chapter III

Methodology

A tremendous amount of research confirms that classroom and behavior management skills cannot be left to chance; they must be directly taught, practiced, and evaluated. Effective management prevents problem behavior from occurring, and thus, allows for more time to learn. Student engagement is positively correlated to increased educational outcomes. Disruptive behavior can be anticipated in any classroom, but is especially prevalent in classrooms that are diverse. Coursework that emphasizes proactive measures is imperative to ameliorate the effects of disruptive behavior in the classroom. Furthermore, teachers must be prepared to teach students who have disabilities (mild, moderate, and severe), students who come from disadvantaged home environments, as well as English language learners, to name a few. Teachers who receive thorough preparation in classroom and behavior management are better equipped to meet these challenges.

This research study aims to explore the effects of educator preparation programs (EPP) in Texas and ratings on an annual Principal Survey. Each year, Texas principals complete a survey on novice teachers in their school building who were prepared by a Texas EPP. Several items on the survey are designed to measure skill in classroom and behavior management. Three questions are explored in this study, through the lens of the principal: (1) What do principals report about their novice teachers' capacity and skills in classroom and behavior management? (2) Do educators who hold certification in special education perform any better in classroom and behavior management than teachers who hold generalist certification? and (3) To what extent does certification route

(traditional/university or alternative) impact ratings in classroom and behavior management?

Participants

The primary respondents to the *Principal Survey to Evaluate Texas Educator Preparation Programs*, or more simply, the *Principal Survey* (Texas Education Agency, 2012, 2015), are public school administrators who employ novice teachers in their building. Novice teachers are defined as those who are in the first three years of teaching who were certified or were interns in an alternative certification program, a post-baccalaureate, or a traditional Texas educator preparation program. Principals are notified to review the status of each of their novice teachers via each principal's respective Texas Education Agency (TEA) educator profile educator certification online system (ECOS) blue screen. Principals enter the system and complete the survey for each of their novice teachers separately. For traditional public schools, principals may designate a certified administrator, such as an assistant principal, grade level team leader, department chair, or campus curriculum director to complete the survey. Charter school principals are not required to possess administrator certification.

Participants in the study were a subset of all novice teachers in the state of Texas who received ratings on the Principal Survey, and who were prepared in EPPs across the state. All participants, regardless of certification level, type, or route, are required to hold a bachelor's degree, complete a state-approved program, and pass two state exams (Pedagogy and Professional Responsibilities and one content exam). Novice teachers may or may not be aware of the survey or the information that the principals relay to the

state. Additional information provided on novice teachers includes basic demographic information, certification level and type, and name of the educator preparation program.

Selection of Elementary Teacher Participants. Teachers included in this study are those who are certified to teach in early childhood (EC) and elementary school settings (i.e. EC-4, EC-6, EC-12, 4-8). Middle school and high school teachers are not included in the analysis. Early childhood and elementary classroom teachers were included because these teachers typically encounter students who have yet to be identified or who are newly-identified as having special needs. The second rationale for this selection of teachers is that disruptive behavior, particularly externalizing behavior, tends to be more prevalent in early-grade classrooms where students have yet to learn the self-regulating strategies found in middle and high school students (Donenberg & Baker, 1993; Hinshaw, 1992; Liu, 2004). This study explores novice teacher capacity in classroom and behavior management (RQ1), differences in preparation in classroom and behavior management by certification type (RQ2), and differences in preparation in classroom and behavior management by certification route (RQ3).

Procedure

Research design. This study is archival by nature, as it will analyze publicly available survey data provided by the Texas Education Agency on their website. The goal of the study is to determine: 1) how principals rate their novice teachers on classroom and behavior management; 2) if differences exist by certification status; and, 3) if differences exist by preparation route. A key characteristic of cross sectional research design involves the purposeful selection of groups with existing differences, therefore elementary teachers with varied types of certification and routes to certification will be

compared. Differences in participant type of certification and route to certification are analyzed for variance in principals' reports of novice teachers' capacity to engage with behavior and management in their classrooms. The demographics for these novice teachers include the following information: grade level taught, name of educator preparation program, certification level (e.g. EC-4, EC-6), generalist and/or special education certification, and certification route (e.g. traditional or alternative).

In addition to answering the two research questions that pertain to group differences, this study also includes elements of descriptive research design. The purpose of incorporating descriptive statistics is to provide a quantitative analysis of principal reports about novice teacher capacity to manage behavior overall and within each of the groups. Descriptive statistics in the form of mean, standard deviation, and minimum and maximum values will be computed overall and for each of the novice subgroups. Additionally, data will be presented in charts or graphs overall and for each of the groups.

Survey instrument. Archival data from an annual Texas survey was the primary method for the collection of this publicly available data. No additional data were collected by the researcher. The Principal Survey is administered by the Texas Education Agency (TEA) to provide evaluative information on EPPs in Texas, as determined by the principal's measure of each novice teacher's skills. The survey was authorized by Senate Bill 174, passed by the 81st Texas Legislature in 2009, and included in 19 Texas Administrative Code (TAC) Chapter 229, Accountability System for Educator Preparation (ASEP). Survey collection begins in April and ends in June each year. Principals access the survey from their respective TEA educator profile Educator Certification Online System (ECOS). Novice teachers on each principal's campus are

pre-populated within the system. Throughout the survey response process, principals may also view on demand principal training for instructions on how to access and use the online survey system. Principals may earn Continuing Professional Education (CPE) credits by viewing the training module. Estimated time to complete the survey is approximately 15 minutes per teacher. An example of the Principal Survey (PDF, 896 KB) is located in the Appendix. For each item on the survey, a rating of 0-3 is given by the principal. At this time, no technical data are provided by TEA that relates to the reliability or validity of the survey.

Survey data for this study.

Data from the 2016-2017 Principal Survey was analyzed to obtain principals' reports about novice teacher competency and degree of preparation in classroom and behavior management. The survey has a total of 40 items and seven sections. The five items selected by the researcher represent all items on the survey that related to classroom and behavior management. Four of the five survey items selected are found in Section II: Classroom Environment. The final item selected for the study is found in Section IV: Students with Disabilities.

Table 3. 1

Classroom and Behavior Management Survey Items

Section	Item	Question
II. Classroom Environment	Item 4	To what extent did the educator preparation program prepare this beginning teacher to effectively implement discipline management procedures?
II. Classroom Environment	Item 5	To what extent did the educator preparation program prepare this beginning teacher to communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning?
II. Classroom Environment	Item 6	To what extent did the educator preparation program prepare this beginning teacher to provide support to achieve a positive, equitable, and engaging learning environment?
II. Classroom Environment	Item 7	To what extent did the educator preparation program prepare this beginning teacher to build and maintain positive rapport with students?
IV. Students with Disabilities	Item 19	To what extent did the educator preparation program prepare this beginning teacher to differentiate instruction to meet the behavioral needs of students with disabilities?

Analysis

Survey data will be downloaded from the TEA website. Data from the survey are de-identified and publicly available. Data will be analyzed using Statistical Package for the Social Science (SPSS). Initial analyses will determine the number of novice teachers, the demographics of the group, the number of novice teachers in each of the certification and route type subgroups. This includes the number and percentage of novice teachers who are generalists, the number and percentage who have special education certification, the number and percentage who were traditionally trained and those who sought alternative certification.

Response to research question 1.

What do principals report about their novice teachers' capacity and skills in classroom and behavior management? Descriptive statistics will be computed to determine the mean, standard deviation, minimum and maximum values that principals report for the five items across the entire sample of elementary level novice teachers. Additionally, graphs and charts will be presented that show the distribution of ratings by item.

Response to research question 2.

Do educators who hold certification in special education perform any better in classroom and behavior management than teachers who hold generalist certification? Group differences will be explored using MANOVA procedures for each of the five items. Alpha for each of the five items will be set at $p \leq 0.01$. Descriptive statistics will be computed to determine the mean, standard deviation, minimum and maximum values that principals report for the five items by certification type. Additionally, graphs and charts will be presented that show the distribution of ratings by item for each group.

Response to research question 3.

To what extent does certification route (traditional or alternative) impact ratings in classroom and behavior management? Group differences will be explored using MANOVA procedures for each of the five items. Alpha for each of the five items will be set at $p \leq 0.01$. Descriptive statistics will be computed to determine the mean, standard deviation, minimum and maximum values that principals report for the five items by preparation route. Additionally, graphs and charts will be presented that show the distribution of ratings by item for each of the two routes.

Chapter IV

Results

The purpose of this study was to conduct an analysis of principal survey data on novice teachers in Texas who were prepared by Educator Preparation Programs (EPPs) in the state. This chapter provides an analysis of ratings from the 2016-2017 annual Principal Survey on five survey items that were selected by the researcher. These survey items were selected because they pertain to skills in classroom and behavior management. Principal ratings for elementary novices in Texas were examined to provide answers to the following research questions:

1. What do principals report about their novice teachers' capacity and skills in classroom and behavior management?
2. Do educators who hold certification in special education perform better in classroom and behavior management than teachers who hold generalist certification?
3. To what extent does certification route (traditional/university or alternative) impact scores in classroom and behavior management?

For each item, a novice could be rated from *not at all prepared* (0) to *well-prepared* (3). A rating of '2' indicates that the novice was *sufficiently prepared*, while a rating of '1' indicates *not sufficiently prepared*. Thus, a rating of '2' or '3' can be viewed as a desirable rating, while '0' and '1' indicate a lack of sufficient preparation in the skill area.

Table 4. 1

Principal Ratings Defined

Well prepared	Sufficiently prepared	Not sufficiently prepared	Not at all prepared
3	2	1	0

Research Question One

What do principals report about their novice teachers' capacity and skills in classroom and behavior management?

Principals completed a survey for 12,579 novice teachers in the 2016-2017 school year. Novice teachers who held certification for a potential of an elementary school placement were selected for this study. This sample included initial certification of the following types: Early Childhood through fourth grade (EC-4), Early Childhood through sixth grade (EC-6), grades 4 through 8 (4-8), and Early Childhood through twelfth grade (EC-12). The novice teacher sample with elementary certification (n = 9457) is the focus of this study. Within the sample, more than half (58%) held an EC-6 certification, 21 percent held an EC-12 certification, 20 percent held 4-8 certification, one teacher held an EC-4 certification, and two held 'professional certification' (e.g. Diagnostician, Licensed Specialist in School Psychology).

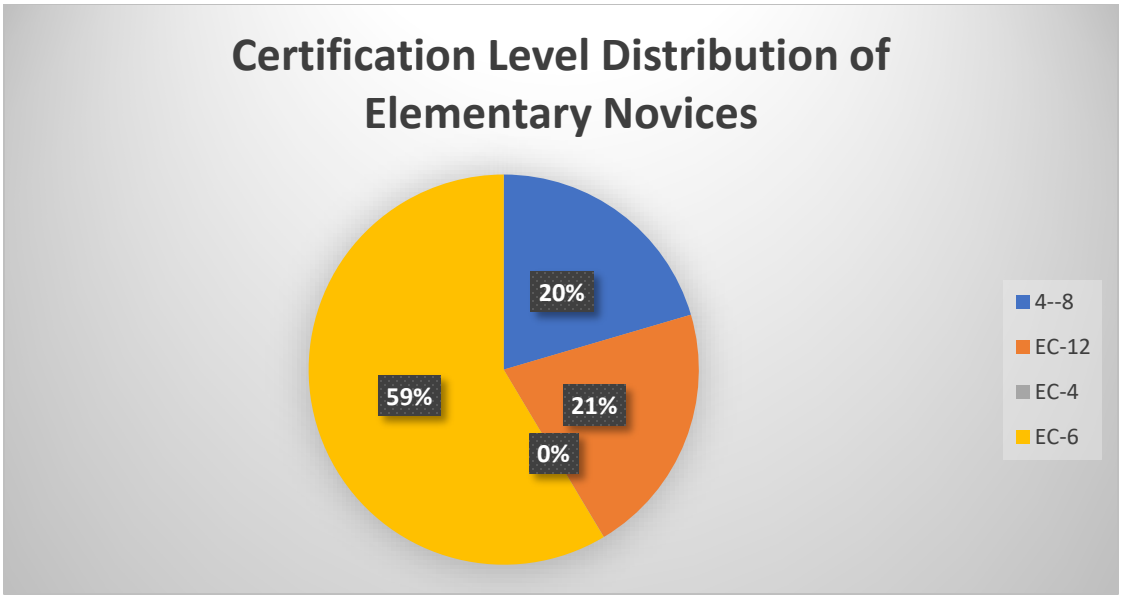

Figure 4. 1. Certification Distribution of Sample.

Results from the survey determine whether or not each novice teacher met the overall performance standard expected, per principal rating. The overall rating provides a broad assessment of teacher capacity across all domains in the survey. Essentially, this rating functions as a report by the principal about whether or not the novice teacher meets the standard required for the job. Of the 9457 elementary certified novice teachers, about three-quarters, (72%) were reported to have 'Met Standard' on the Principal Survey (n = 6823). The remaining 28 percent of novice teachers were rated 'Did not meet standard' on the Principal Survey (n = 2634). Thus, one in four elementary novices were not prepared for their job according to survey measures.

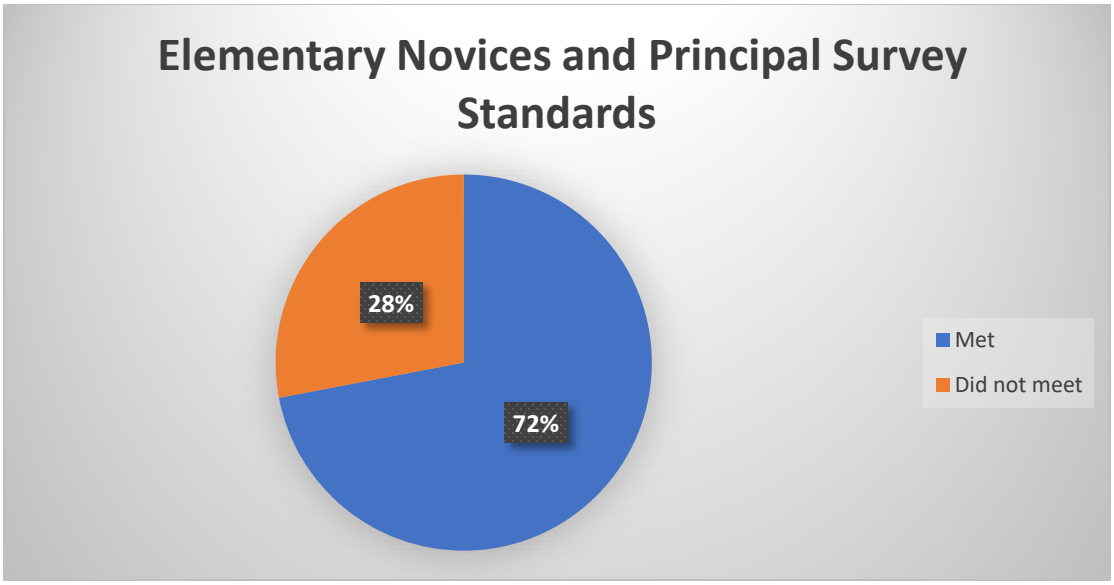

Figure 4. 2. Novice Elementary Teachers and Principal Survey Standards.

Principal survey items analyzed.

The focus of this study was on educator competencies that pertain to behavior and classroom management. Consequently, five survey items were selected by the researcher to assess each novice teacher's ability to effectively manage the classroom environment and behavior of students. Four of the five survey items selected are found in *Section II: Classroom Environment* and the final item selected is found in *Section IV: Students with Disabilities*.

Classroom Environment Items 4-7 included ratings for 9457 novice teachers. Item 19, located in the *Students with Disabilities* section, the number of responses provided were substantially less. Ratings were provided on item 19 for only 7644 of novice teachers. Nearly 2000 principals did not rate their novices on this item. No explanation is provided; however, it appears that principals opted to skip this item. Item numbers, the corresponding section, and description of each measure are provided in Table 4.2.

Table 4. 2

Classroom and Behavior Management Survey Items

Section	Item	Question
II. Classroom Environment	Item 4	To what extent did the educator preparation program prepare this beginning teacher to effectively implement discipline management procedures?
II. Classroom Environment	Item 5	To what extent did the educator preparation program prepare this beginning teacher to communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning?
II. Classroom Environment	Item 6	To what extent did the educator preparation program prepare this beginning teacher to provide support to achieve a positive, equitable, and engaging learning environment?
II. Classroom Environment	Item 7	To what extent did the educator preparation program prepare this beginning teacher to build and maintain positive rapport with students?
IV. Students with Disabilities	Item 19	To what extent did the educator preparation program prepare this beginning teacher to differentiate instruction to meet the behavioral needs of students with disabilities?

Survey item means analyses for elementary novices.

Overall, novice teachers averaged a rating of 'sufficiently prepared' (2) for each of the five items. When the item means were ranked, novice teachers were rated as most prepared (mean = 2.36) in building and maintaining positive rapport with students (Item 7) and least prepared (mean = 2.06) in differentiating instruction to meet the behavioral needs of students with disabilities (Item 19). Table 4.3 presents means and standard

deviation (SD) for each item. Since there are relatively few options on a zero to three scale, standard deviations for the items are relatively low.

Table 4. 3

Survey Item Mean Ratings for Elementary Novices

Item	Question	N	Mean	Std. Deviation
Item 4	To what extent did the EPP prepare this beginning teacher to effectively implement discipline management procedures?	9457	2.13	0.758
Item 5	To what extent did the EPP prepare this beginning teacher to communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning?	9457	2.16	0.743
Item 6	To what extent did the EPP prepare this beginning teacher to provide support to achieve a positive, equitable, and engaging learning environment?	9457	2.27	0.697
Item 7	To what extent did the EPP prepare this beginning teacher to build and maintain positive rapport with students?	9457	2.36	0.669
Item 19	To what extent did the EPP prepare this beginning teacher to differentiate instruction to meet the behavioral needs of students with disabilities?	7644	2.06	0.706

Each survey item selected for this study measures a particular skill or competency within a larger range of classroom and behavior management. Analyses were conducted for each survey item to determine the extent to which novice elementary teachers were prepared in each specific aspect of behavior management. Individual survey item analyses follow.

Item 4 Discipline management.

Nearly half (48.7%) of novices received a rating of 'sufficiently prepared' (2) and a third (33.6%) were 'well prepared' (3). The remainder of novices (18.2%) were not prepared to implement discipline management procedures in the classroom. About 16% rating 'not sufficiently prepared' (1) and nearly three percent received the lowest rating of 'not at all prepared' (0).

Table 4. 4

Item 4 Frequency of Ratings

Rating	Frequency	Percent
0	234	2.5
1	1485	15.7
2	4563	48.2
3	3175	33.6
Total	9457	100

When results for novices who received a '0' or '1' are combined, the 3 percent who were 'not at all prepared' (n = 234) and the nearly 16 percent rated 'not sufficiently prepared' (n = 1485) indicate that a substantial proportion of elementary novices are not prepared to manage discipline in the classroom. In fact, nearly one in five novice teachers lacks sufficient preparation and skill in this area.

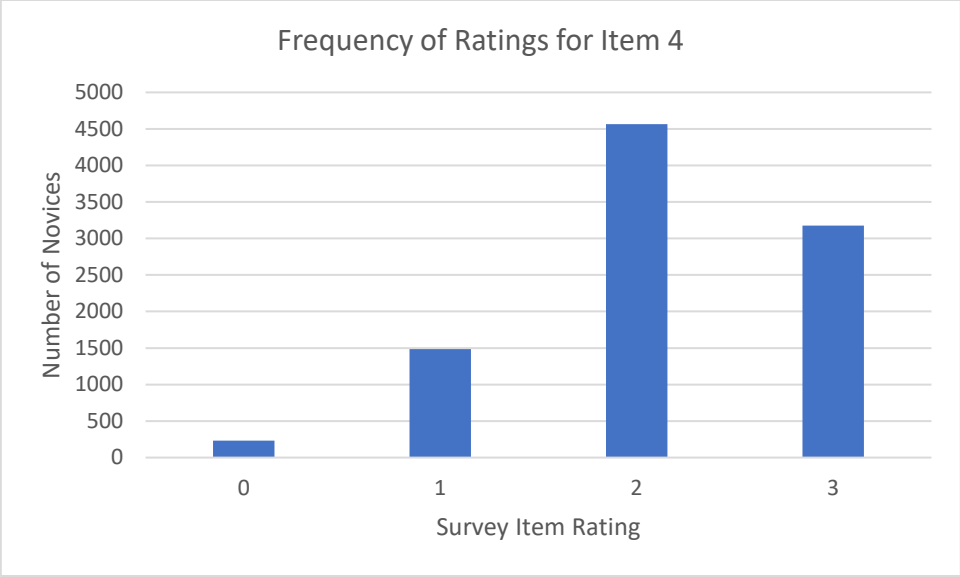

Figure 4. 3. Frequency Bar Graph of Ratings for Item 4

Item 5 Expectations for achievement and behavior.

Approximately half (48.5%) of the novice teachers received a rating of '2', or were considered sufficiently prepared. More than a third of novice teachers (35%) received a rating of '3', or were considered well prepared. Of the remainder, novices who received a '1', or not sufficiently prepared, comprised approximately 14 percent of the sample. Novices considered not at all prepared rating of '0', comprised approximately 2 percent of the sample.

Table 4. 5

Item 5 Frequency of Ratings

Rating	Frequency	Percent
0	203	2.1
1	1358	14.4
2	4587	48.5
3	3309	35.0
Total	9457	100

These outcomes indicate that a total of 16.5 percent of novice elementary teachers (n = 1571) are either *not sufficiently* or *not at all prepared* to communicate expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning. Figure 4.4 graphically depicts frequency data for Item 5.

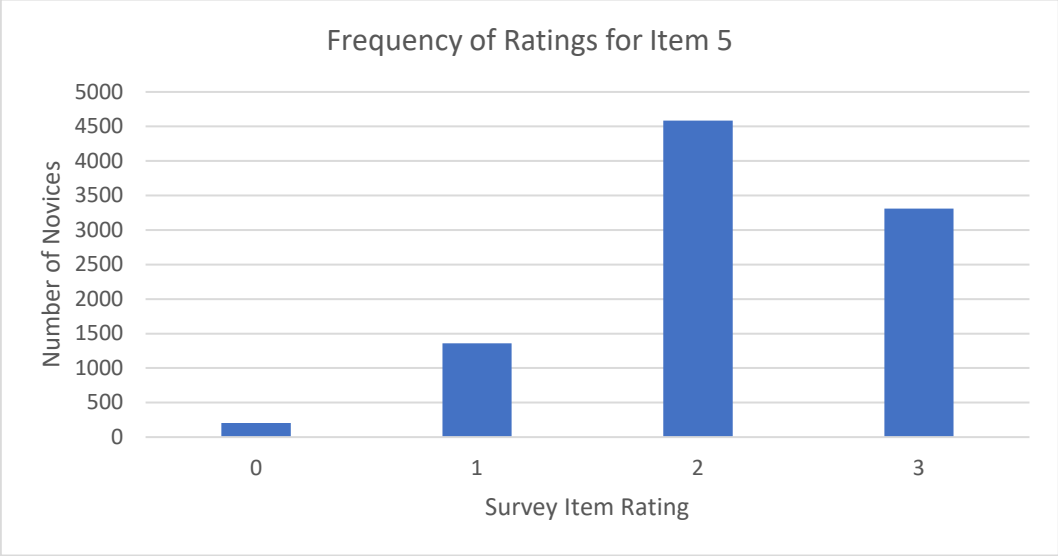

Figure 4. 4. Frequency Bar Graph of Ratings for Item 5.

Item 6 Positive, equitable, and engaging learning environment.

Approximately half (48.5%) of novice teachers received a rating of '2', or were considered sufficiently prepared. Forty-percent of novice teachers were rated a '3', or were well prepared. The remainder of novices were underprepared. Ten percent were rated a '1'and nearly two percent received a rating of '0', or were not at all prepared.

Table 4. 6

Item 6 Ratings

Rating	Frequency	Percent
0	138	1.5
1	948	10.0
2	4585	48.5
3	3786	40.0
Total	9457	100

Taken together, results demonstrate that approximately 11 percent (n = 1086) of novices were not sufficiently prepared to create a positive, equitable, and engaging learning environment in the classroom. Thus, nearly one in ten elementary novices lack skill in this management competency. Figure 4.5 graphically depicts frequency of ratings for Item 6.

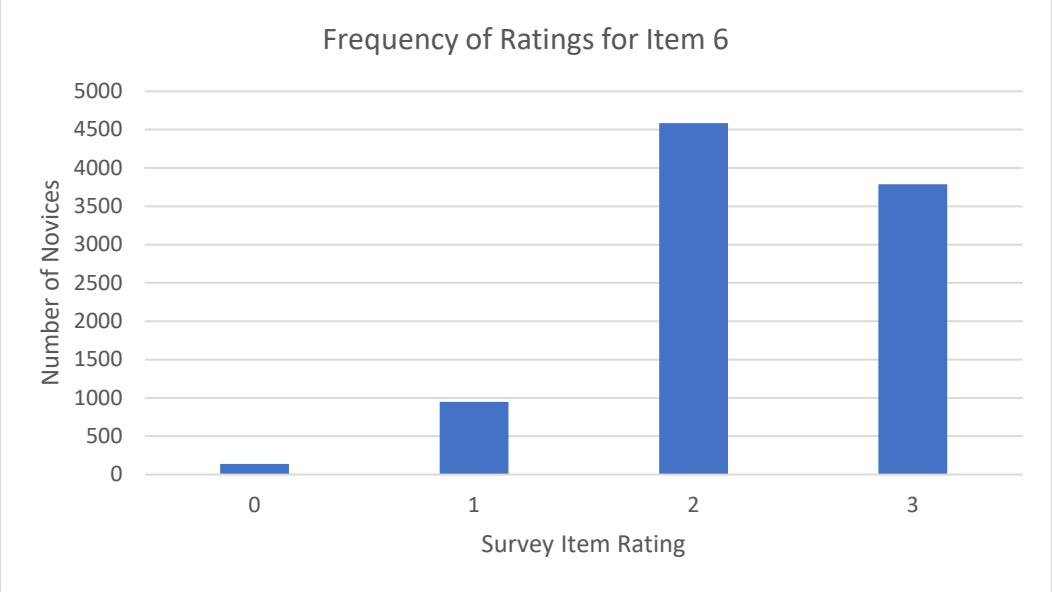

Figure 4. 5. Frequency Bar Graph of Ratings for Item 6.

Item 7 Build and maintain positive rapport.

Forty-five percent of novice teachers received either a rating of '2' or '3' on item 7. In other words, over ninety percent of novices were sufficiently or well prepared to build and maintain positive rapport with their students. On the other hand, seven percent (n = 686) were rated a '1' and approximately one percent (n = 114) received the lowest rating of '0'.

Table 4. 7

Item 7 Ratings

Rating	Frequency	Percent
0	114	1.2
1	686	7.3
2	4330	45.8
3	4327	45.8
Total	9457	100

When combined, this outcome indicates that about ten percent of the novices were not sufficiently or not at all prepared-on Item 6. Thus, it could be said that nine out of ten elementary novices were prepared by Texas EPPs to build and maintain positive rapport with students in the classroom. Figure 4.6 graphically depicts frequency data for Item 7.

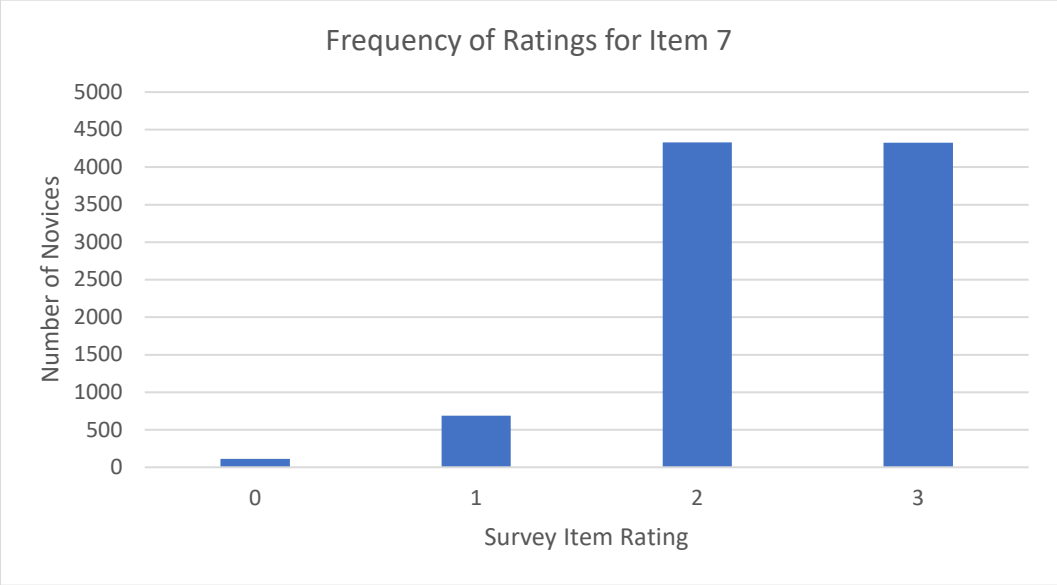

Figure 4. 6. Frequency Bar Graph of Ratings for Item 7.

Item 19 Differentiate instruction to meet behavior needs.

Fewer novice teachers were rated on item 19, for reasons that are unknown. Principals did not respond to Item 19 for nearly 2000 novice teachers. Of the 7644 responses, forty-four percent of novice teachers received a rating of '2' and

approximately 22 percent of novice teachers were rated a ‘3.’ Of the novices who received a rating indicating a lack of preparation, about 14 percent were rated a ‘1’ and 1.4 percent were rated a ‘0.’

Table 4. 8

Item 19 Ratings

Rating	Frequency	Percent
0	128	1.4
1	1296	13.7
2	4191	44.3
3	2029	21.5
Total	7644	80.8

Taken together, outcomes indicate that nearly fifteen percent (n = 1242) were not sufficiently prepared, or not at all prepared, to differentiate instruction to meet the behavioral needs of students with disabilities. In other words, one out of seven novices were not sufficiently prepared to differentiate for the behavioral needs of their students with disabilities. It is likely that the number of novices that are not sufficiently prepared may actually be higher when the number of skipped items is considered. Implications for this finding will be discussed in the next chapter. Figure 4.7 graphically depicts frequency data for Item 19.

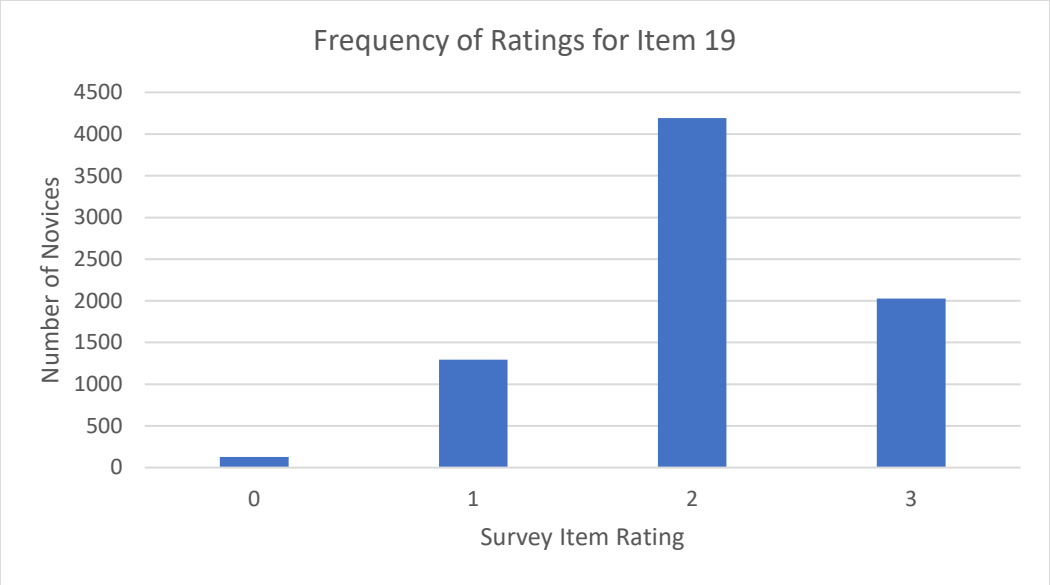

Figure 4. 7. Frequency Bar Graph of Rating for Item 19.

Summary of results for question one.

Principals rated 9457 novice elementary teachers on survey items that measure behavior capacity, with an exception on Item 19, in which 7644 novices were rated. When item means were ranked, novice teachers were most prepared to build and maintain positive rapport with students and creating a positive, equitable, and engaging learning environment. Novices were significantly less prepared to differentiate for the behavioral needs of students with disabilities. The second lowest mean rating was found for Item 4. Fewer novices received ratings indicating preparedness in discipline management skills. Results and implications are discussed in the following chapter.

Research Question Two: Special Education v. Generalist Certification

To what extent do educators who hold certification in special education perform any better in classroom and behavior management than do teachers who hold generalist certification?

The purpose of this analysis was to determine if special education certification (and thus, program preparation) had an impact on survey item ratings that pertain to classroom and behavior management, and if so, to what degree. Descriptive analyses and a multivariate analysis of variance (MANOVA) were used to analyze differences in ratings among elementary novice teachers who held a generalist certification, and those who held a special education certification (i.e., EC-12 Special Education or Special Education Supplemental). According to the 2016-2017 survey, approximately 14 percent of elementary certified novice teachers (n =1345), held a special education certification. The majority of novices, nearly 86 percent (n = 8112) did not a hold special education certification.

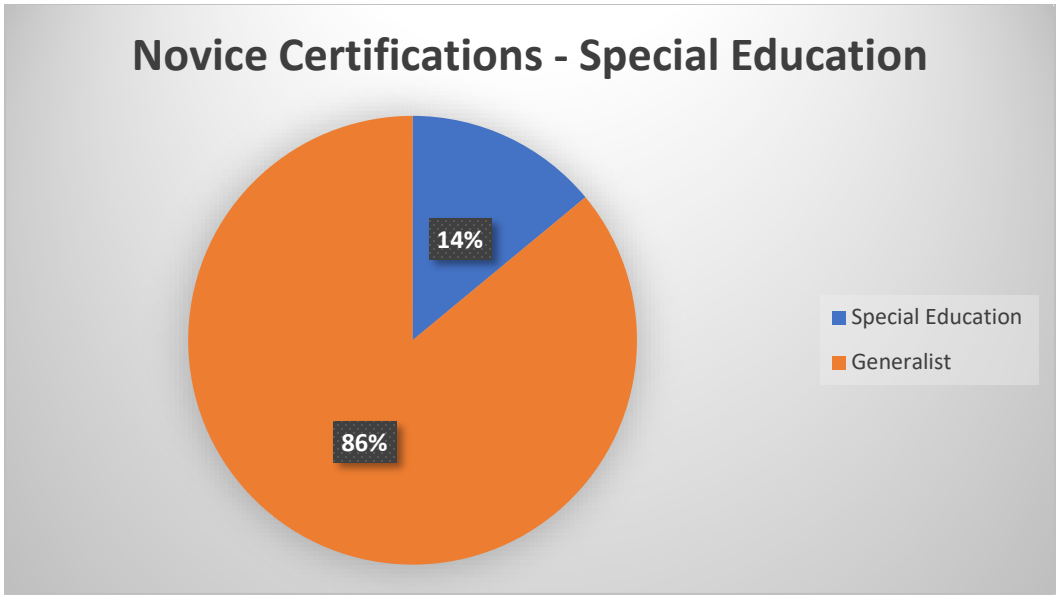

Figure 4. 8. Percentage of Novices with Special Education Certification.

Special education certification impact by item.

Follow-up descriptive analyses are provided next for each of the five selected survey items. To determine if differences between general education certification and special education certification were significant, a MANOVA, using Wilks' Lambda as

the multivariate test, was computed. An overall significant difference was found (Wilk's Lambda = 0.975; F=39.684; df $_{5,7638}$; $p < .05$; Adjusted R^2= 0.003). These results indicate that novice teachers who held certification in special education outperformed novices who held generalist certification only, and did so across each of the five items. Means for general education and special education certified teachers are depicted in table 4.9. Table 4. 9, and then presented graphically in figure 4.8.

General and Special Education Means for Survey Items

Item #	Item Description	Certification Type	Mean	Std. Deviation	N
Item 4	To what extent did the EPP prepare this beginning teacher to effectively implement discipline management procedures?	Gen	2.11	0.766	6342
		Sped	2.26	0.667	1302
Item 5	To what extent did the EPP prepare this beginning teacher to communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning?	Gen	2.15	0.749	6342
		Sped	2.26	0.674	1302
Item 6	To what extent did the EPP prepare this beginning teacher to provide support to achieve a positive, equitable, and engaging learning environment?	Gen	2.26	0.697	6342
		Sped	2.35	0.645	1302
Item 7	To what extent did the EPP prepare this beginning teacher to	Gen	2.34	0.672	6342

	build and maintain positive rapport with students?	Sped	2.45	0.611	1302
Item 19	To what extent did the EPP prepare this beginning teacher to differentiate instruction to meet the behavioral needs of students with disabilities?	Gen	2.02	0.701	6342
		Sped	2.28	0.692	1302

Mean ratings of novice teachers with special education certification were greater than those of general education certified teachers, or generalists. Thus, principals rated special education certified teachers as better prepared for each of the five items about classroom and behavior management in the classroom. Consequently, special education certification appears to have a positive impact on novice teacher capacity in classroom and behavior management.

Means for novice teachers with general education certification and those with special education certification were ranked highest to lowest, and differences in the groups are presented graphically in Figure 4.9.

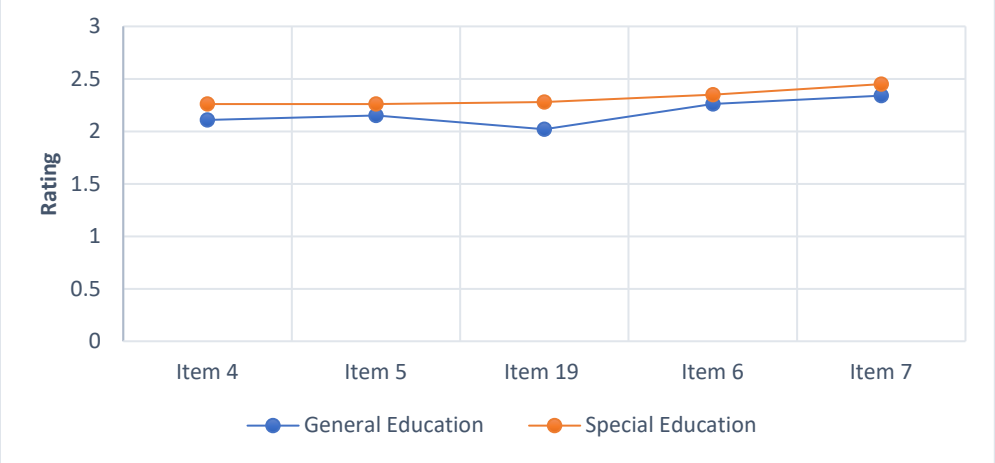

Figure 4. 9. Comparison of Means by Item

Principal survey item analysis by certification type.

Novices with special education certification have a higher mean rating across each of the five items. Frequency of ratings for the two groups are analyzed by survey item to determine if special education certification impacts preparedness, and if so, to what degree.

Item 4 Discipline management.

Almost ninety percent (89.2%) of novices with special education certification were rated as sufficiently prepared (2) or well prepared (3) to implement discipline management procedures. Eighty percent (80.6%) of novices with generalist certification rated as sufficiently prepared (2) or well prepared (3). Conversely, about ten percent of special education certified novices were underprepared (rated a 0 or 1) as compared to almost 20 percent of generalist certified novices. More special education certified novices were likely to receive a rating of 2 or 3 for Item 4. Therefore, special education certification appears to link to better preparation in discipline management procedures. Figure 4.10 illustrates the impact of certification on the performance of special education and generalists in discipline management procedures.

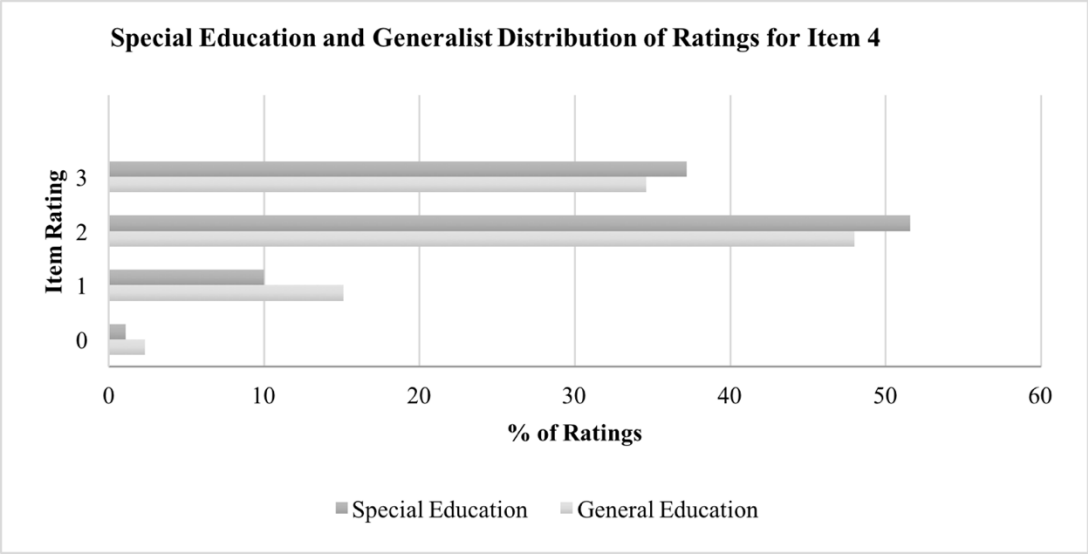

Figure 4. 10. Certification Impact on Item 4 – Discipline

Item 5 Expectations for achievement and behavior.

Slightly less than ninety percent (88.8%) of novices with special education certification were rated as sufficiently prepared (2) or well prepared (3) to clearly communicate expectations for achievement and behavior. Nearly as many generalists performed at this level (82.6%). Eleven percent of special education certified novices were underprepared (rated a 0 or 1), compared to nearly 18 percent (17.6%) of generalist certified novices who rated as underprepared (rated a 0 or 1). Therefore, special education certification appears to link to better preparation in communicating clear expectations for achievement and behavior. Figure 4.11 illustrates the impact of certification on the performance of special education and generalists in communicating clear expectations.

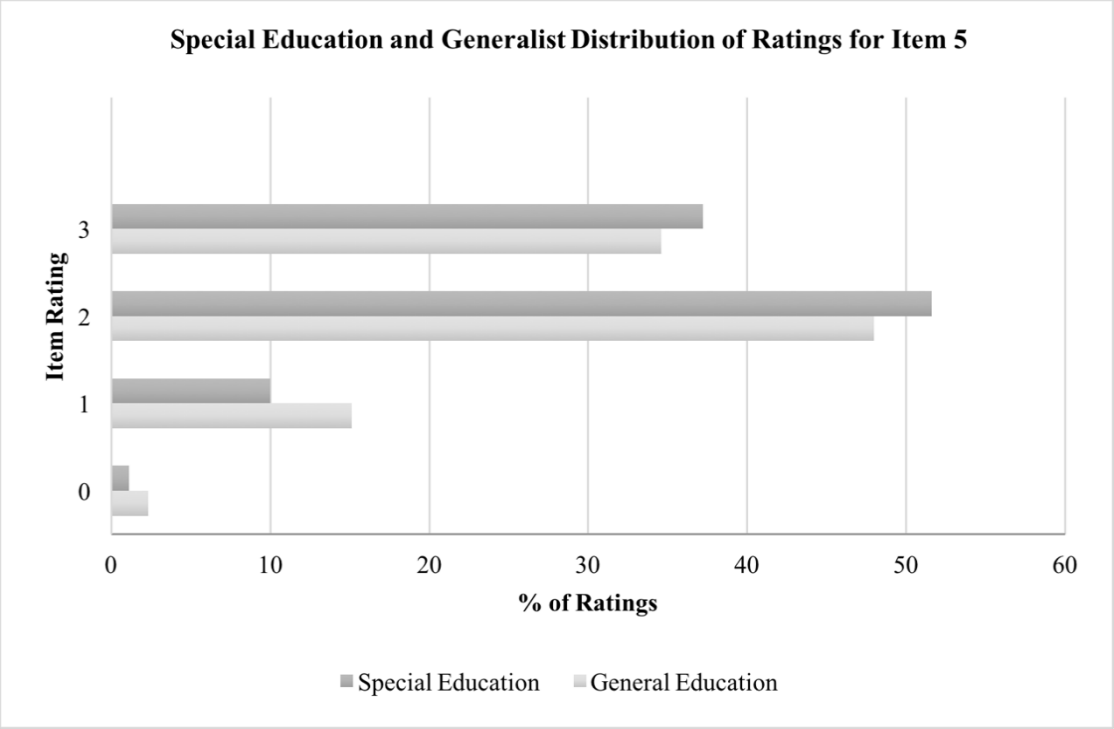

Figure 4. 11. Certification Impact on Item 5 – Communication Expectation

Item 6 Positive, equitable, and engaging learning environment.

Ninety-two percent of novices with special education certification were rated as sufficiently prepared (2) or well prepared (3) on creating a positive, equitable, and engaging learning environment. Ten percent less of generalists performed at this level, or were rated as sufficiently prepared (2) or well prepared (3). Nearly eighty-three percent (mean = 82.6%), received a rating of ‘2’ or ‘3’. Eight percent of special education certified novices were underprepared (rated a 0 or 1), compared to nearly 18 percent (17.6%) of generalist certified novices rated as underprepared (rated a 0 or 1). Therefore, special education certification appears to link to better preparation in creating a positive, equitable, and engaging learning environment.

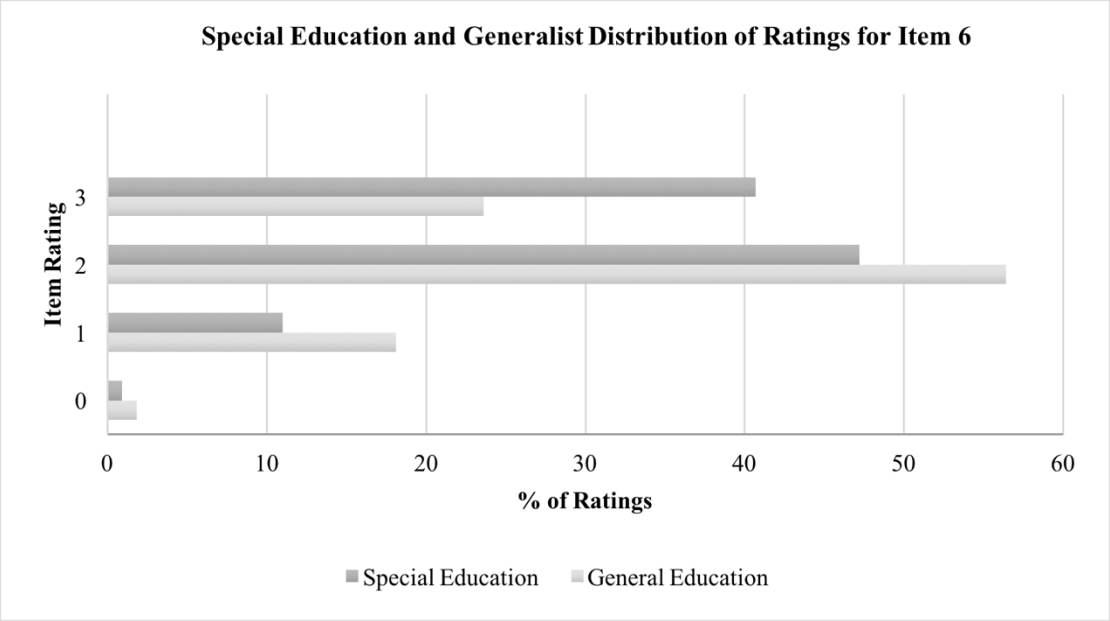

Figure 4. 12. Certification Impact on Item 6 – Learning Environment

Item 7 Build and maintain positive rapport.

Nearly 95 percent (94.8%) of novices with special education certification were rated as sufficiently prepared (2) or well prepared (3) to implement build and maintain positive rapport with students. Approximately 90 percent (91%) of novices with generalist certification were rated as sufficiently prepared (2) or well prepared (3). More generalists were rated a '2' than special education certified novices on this item since most of the special education teachers were rated at the highest level. Less novices were underprepared in this skill, with just around five percent (5.2%) of special education certified novices rated as underprepared (rated a 0 or 1), and about nine percent (9.1%) of generalist certified novices who were underprepared (rated a 0 or 1). For this item, special education certification was related to better preparation in building and maintaining positive rapport with students, but not by much. Figure 4.13 illustrates the impact of certification on the performance of special education and generalists for building and maintaining positive rapport.

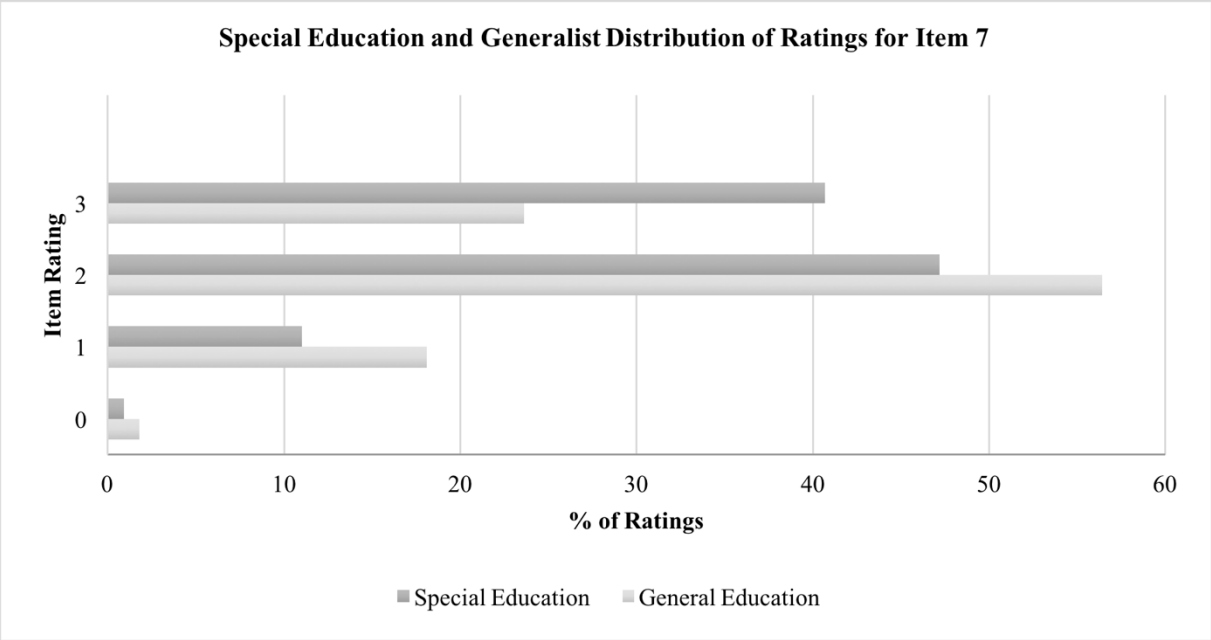

Figure 4. 13. Certification Impact on Item 7 – Positive Rapport

Item 19 Differentiate instruction to meet behavior needs.

Approximately 88 percent of novices with special education certification were rated as sufficiently prepared (2) or well prepared (3) on Item 19. This is compared to 80 percent of generalists who rated as sufficiently prepared (2) or well prepared (3). Twelve percent of special education certified novices were underprepared (rated a 0 or 1), compared to nearly 20 percent (19.9%) of generalist certified novices rated as underprepared (rated a 0 or 1). Therefore, special education certification appears to correlate to substantially better preparation in differentiation of instruction. In fact, nearly twice the number of special education certified novices than generalist certified novices received a '3' and were considered well prepared. Figure 4.14 illustrates the impact of certification on the performance of special education and generalists for differentiating instruction to meet behavioral needs of students with disabilities.

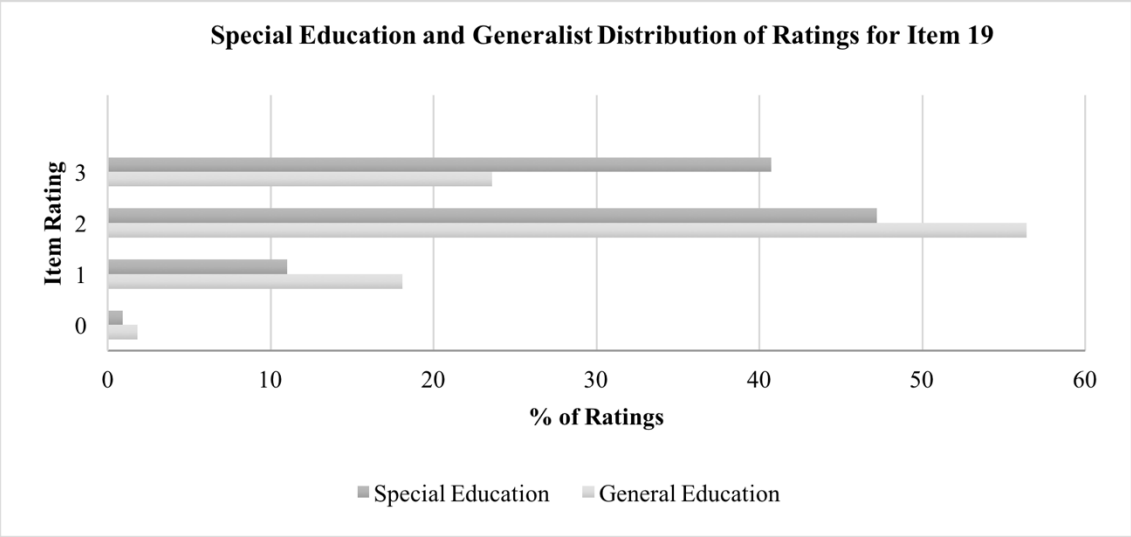

Figure 4. 14. Certification Impact on Item 19 – Learning Environment

Summary of results for question two.

Elementary novice teachers who held a special education certification in the 2016-2017 school year outperformed generalists on each of the five survey items selected that pertain to classroom and behavior management. Novices who were rated as well prepared (3) on an item were more likely to possess special education certification. On the contrary, novices who were rated as *not at all prepared* (0) were more likely to possess generalist certification.

Items with the highest mean ratings were Item 6 and Item 7. Special education certified novices again outperformed generalists, but by a smaller margin. Special education novices' mean rating for Item 6 was 2.35, as compared to generalist's mean rating of 2.26. Generalists received relatively higher ratings on Item 7, and averaged 2.34. However, special education certified novices still outperformed generalists with a mean of 2.45. Fewer teachers, generalist or special education certified, demonstrated a weakness in building and maintaining rapport with students (Item 7) and creating a positive, equitable, and engaging learning environment (Item 6).

Items with the lowest means were Item 19 (mean = 2.02), Item 4 (mean = 2.11), and Item 5 (mean = 2.15), and were held by novices with generalist certification. Therefore, it can be said that skills in differentiating instruction, discipline management, communicating clear expectations for achievement and behavior were problematic for about 20 percent (19.9%, 19.4%, 18%) of elementary novice teachers who held a generalist certification. Means were significantly higher on these items (2.28, 2.26, 2.26) for special education certified novices, as slightly under 10 percent (9.4%) were underprepared.

Research Question Three

To what extent does certification route (traditional/university or alternative) impact scores in classroom and behavior management?

The purpose of this analysis was to determine if certification route of novice elementary teachers had an impact on survey item ratings that pertain to classroom and behavior management, and if so, to what degree. Two routes, traditional/university and alternative, were analyzed to determine teacher preparedness in classroom and behavior management. Descriptive analyses and a multivariate analysis of variance (MANOVA) was used to examine differences in ratings among elementary novice teachers who were prepared via a traditional/university route, and those who were prepared via an alternative route. Of the 9457 novice teachers rated on the 2016-2017 Principal Survey, about half (51%) received certification via a traditional or university route (n = 4821) and the remainder (49%) was comprised by novices certified by an alternative certification program (n = 4623).

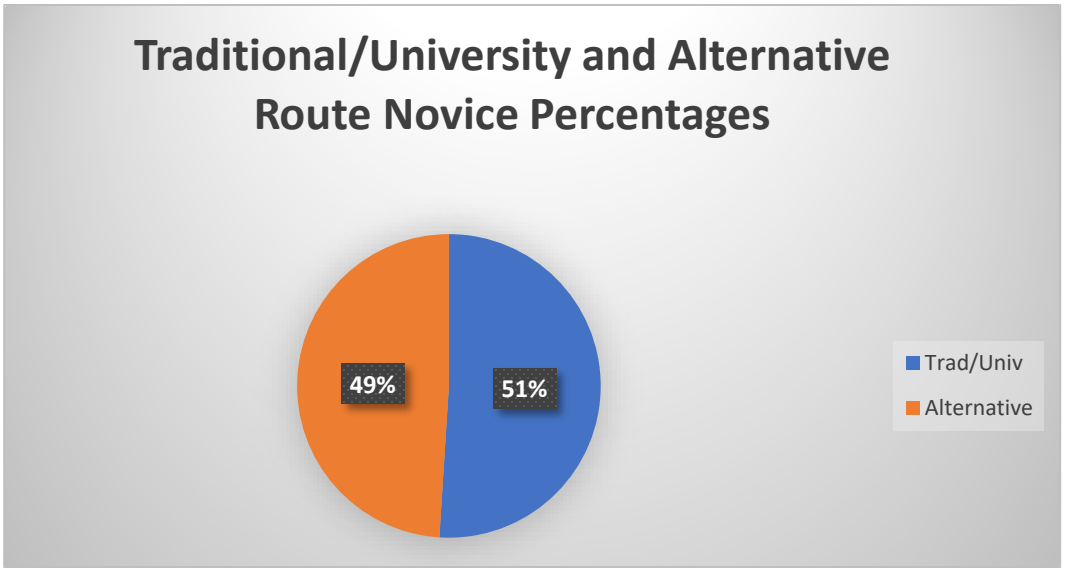

Figure 4. 15 Percentage of Traditional/University and Alternative Route Novices

Certification route impact by item means.

Results indicate that novice teachers who were prepared via a traditional/university route significantly outperformed novices who were prepared via an alternative route, and did so for each of the five items. Specifically, to determine if mean differences between alternative route and traditional/university route were significant, a MANOVA, using Wilks' Lambda as the multivariate test, was computed with an overall significant difference finding (Wilk's Lambda = 0.987; $F = 20.899$; $df_{5,7638}$; $p < .05$; Adjusted $R^2 = 0.010$). Means for traditional/university and alternative routes to certification for each survey item are depicted in Table 4.10.

When mean ratings of novices were ranked, it became evident that novices, regardless of preparation route, rated higher on some items, or management competencies, than on others. Novices, both alternative and traditional/university route, rated highest on Item 7, building and maintaining positive rapport with students. Nearly 50 percent of traditional/university route novices rated a '3' *well prepared*, and about 46

percent rated a ‘2’ *sufficiently prepared* on Item 7. Fewer alternative route novices (39.3%) rated a ‘3’ *well prepared,* but over half (50.1%) rated a ‘2’ *sufficiently prepared*.

Table 4. 10

Descriptive Statistics for Certificate Route (Trad v. Alt) for Survey Items

	Route	Mean	Std. Deviation	N
To what extent did the EPP prepare this beginning teacher to effectively implement discipline management procedures?	Alternative Certification Route	2.07	0.755	4626
	Traditional/University Route	2.21	0.743	4831
	Total	2.14	0.752	9457
To what extent did the EPP prepare this beginning teacher to communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning?	Alternative Certification Route	2.1	0.743	4626
	Traditional/University Route	2.25	0.725	4831
	Total	2.17	0.738	9457
To what extent did the EPP prepare this beginning teacher to provide support to achieve a positive, equitable, and engaging learning environment?	Alternative Certification Route	2.2	0.696	4626
	Traditional/University Route	2.35	0.674	4831
	Total	2.28	0.689	9457
To what extent did the EPP prepare this beginning teacher to build and maintain positive rapport with students?	Alternative Certification Route	2.29	0.672	4626
	Traditional/University Route	2.44	0.645	4831
	Total	2.36	0.663	9457
To what extent did the EPP prepare this beginning teacher to differentiate instruction to meet the behavioral needs of students with disabilities?	Alternative Certification Route	2	0.714	3885
	Traditional/University Route	2.12	0.692	3759
	Total	2.06	0.706	7644

Analysis of mean rates indicate program preparation was weakest for Item 19, differentiating instruction for behavioral needs of students with disabilities for both alternative and traditional/university route novices. Approximately 16 percent of traditional/university route novices were underprepared to differentiate instruction to meet behavioral needs (Item 19), and received a rating of '0' *not at all prepared* or '1' *not sufficiently prepared*. Alternative route novices performed comparatively worse, with 21 percent receiving a rating of '0' *not at all prepared* or '1' *not sufficiently prepared*. Thus, one in five novices is not sufficiently or not at all prepared to differentiate instruction for the behavioral needs of students with disabilities.

Means for novice teachers with alternative and those with traditional/university routes to certification were ranked lowest to highest, and differences in the groups are presented graphically in Figure 4.16.

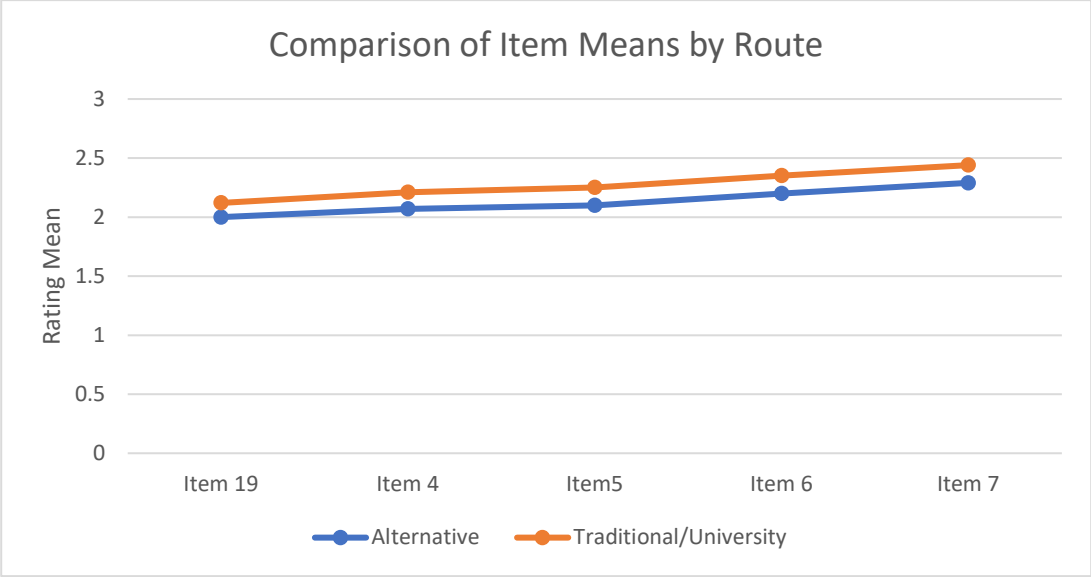

Figure 4. 16. Comparison of Item Means by Route (Alt. and Traditional/University)

Item 4 Discipline management.

Approximately 80 percent of alternative route novices were rated sufficiently prepared (2) or well prepared (3) to implement discipline management procedures. Nearly eighty-four percent (83.8%) of novices with traditional/university route to certification rated as sufficiently prepared (2) or well prepared (3). Conversely, about 20 percent of alternative certified novices were underprepared (rated a 0 or 1) as compared to 16 percent of traditional/university route novices. Therefore, ratings of novice teachers with traditional/university route to certification are significantly more prepared in discipline management procedures. Figure 4.16 illustrates the impact of alternative and traditional/university routes on preparation for discipline management procedures.

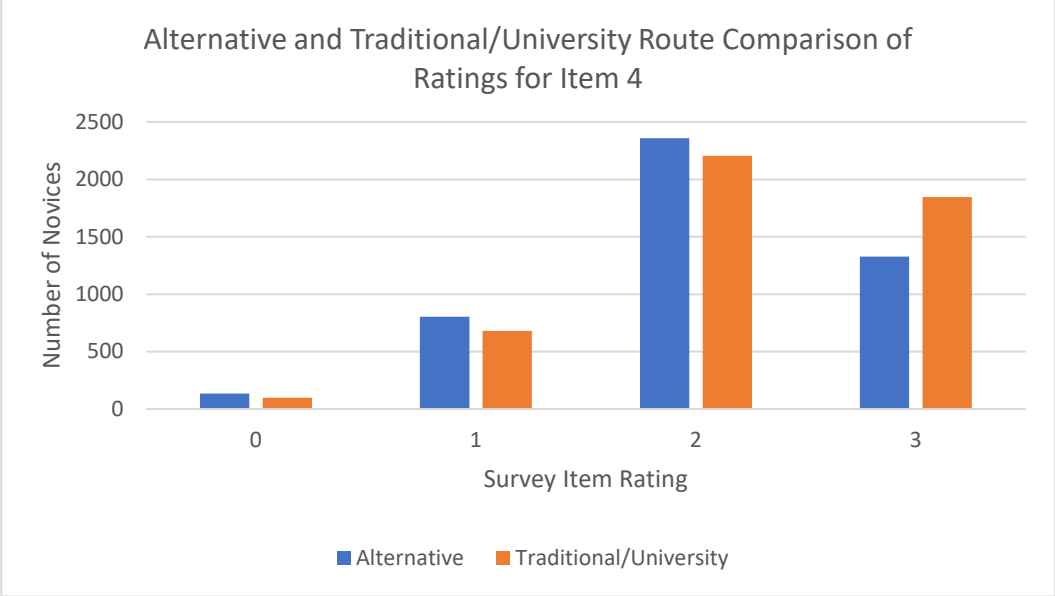

Figure 4. 17. Route Impact on Item 4 – Discipline

Item 5 Expectations for achievement and behavior.

Approximately 82 percent of alternative route novices were rated sufficiently prepared (2) or well prepared (3) to communicate clear expectations for achievement and behavior. Nearly 86 percent (85.5%) of novices with traditional/university route to certification rated as sufficiently prepared (2) or well prepared (3). Conversely, about 19

percent of alternative certified novices were underprepared (rated a 0 or 1) as compared to 15 percent of traditional/university route novices. Therefore, traditional/university route to certification appears to link to better preparation in clearly communicating expectations for achievement and behavior. Figure 4.17 illustrates the performance of alternative and traditional/university trained novices.

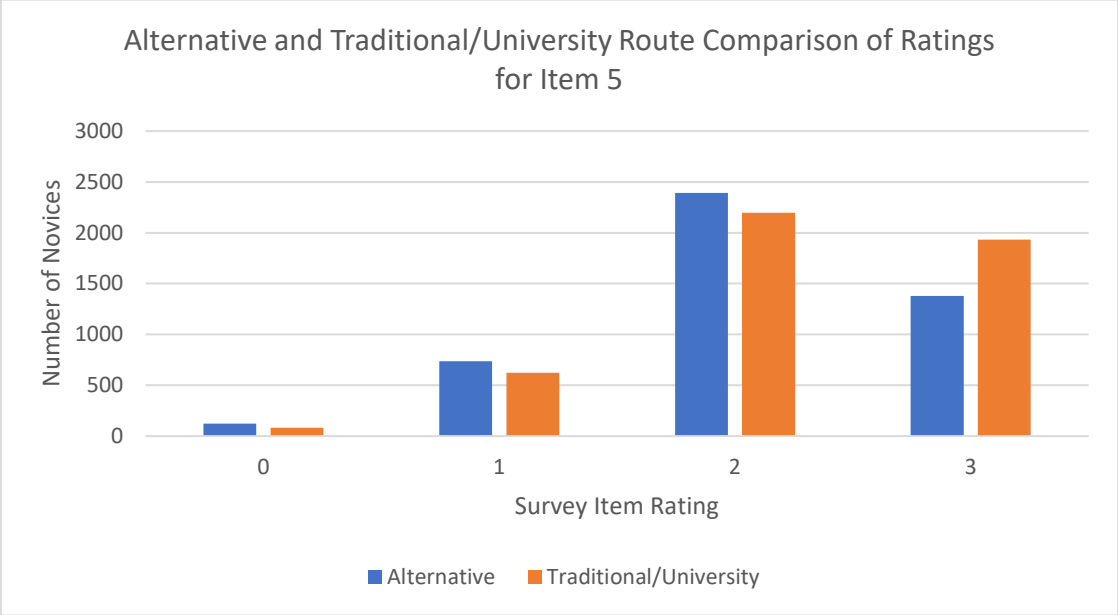

Figure 4. 18. Route Impact on Item 5 – Communicating Expectations

Item 6 Positive, equitable, and engaging learning environment.

Nine of ten novices (90.4%) certified via a traditional/university route were rated as sufficiently prepared (2) or well prepared (3) on Item 6. Alternatively-certified novices performed almost as well, as just over eight of ten (86.6%) received a rating of '2' or '3'. Almost 10 percent (9.6%) of traditional/university certified novices were underprepared (rated a 0 or 1), compared to nearly 14 percent (13.5%) of alternatively certified novices rated as underprepared (rated a 0 or 1). Therefore, a traditional/university route to certification appears to correlate to better preparation in creating a positive, equitable, and

engaging learning environment. Figure 4.18 illustrates differences in performance between alternative and traditional/university certified novice teachers.

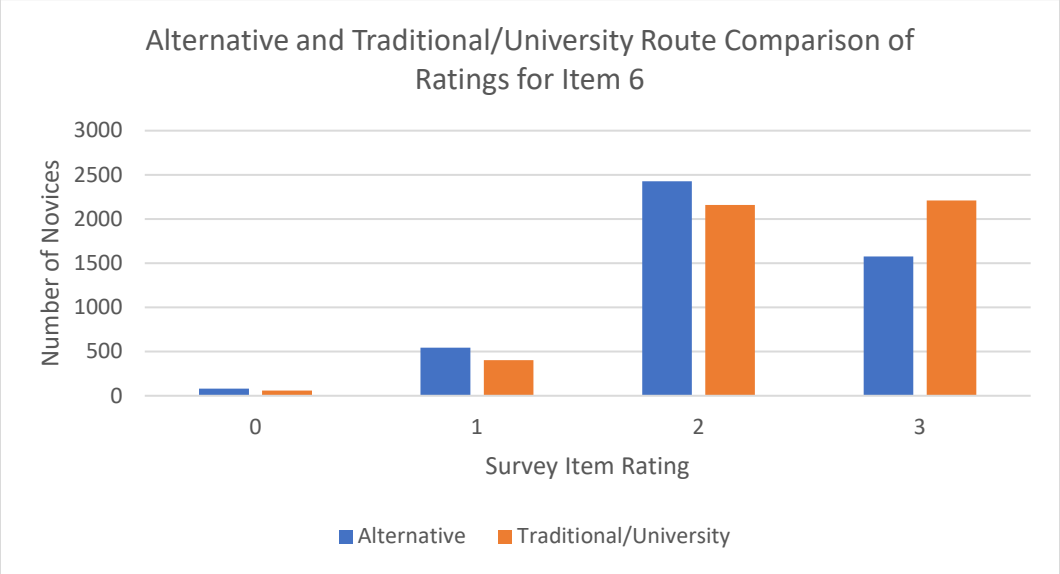

Figure 4. 19. Route Impact on Item 6 – Learning Environment

Item 7 Build and maintain positive rapport.

Nearly 90 percent (89.4%) of novices with alternative route to certification were rated as sufficiently prepared (2) or well prepared (3) to build and maintain positive rapport with students. Approximately 94 percent of novices with traditional/university route certification rated as sufficiently prepared (2) or well prepared (3) Fewer novices were rated as underprepared in this skill for both groups. Approximately 10 percent of alternatively-certified novices rated as underprepared (rated a 0 or 1), and about seven percent of traditional/university certified novices who were underprepared (rated a 0 or 1). For this item, traditional/university preparation route to certification linked to better preparation in building and maintaining rapport with students. Figure 4.19 illustrates differences in performance between alternative and traditional/university certified novice teachers.

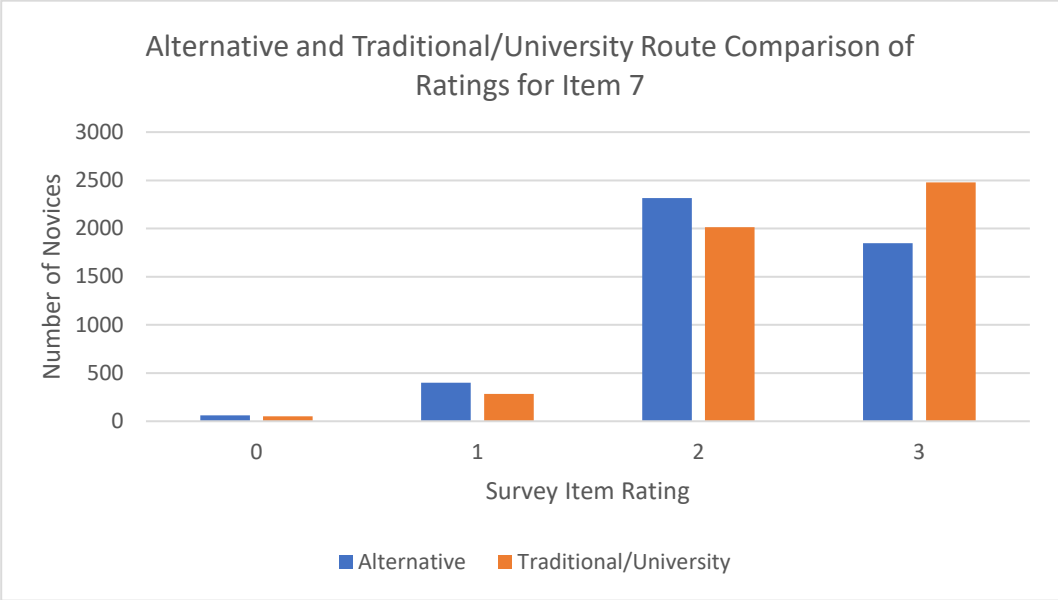

Figure 4. 20. Route Impact on Item 7 – Positive Rapport

Item 19 Differentiate instruction to meet behavior needs.

Approximately eight in ten novices (79.8%) with alternative route to certification were rated as sufficiently prepared (2) or well prepared (3) to differentiate instruction to meet the behavioral needs of students with disabilities. Slightly more traditional/university prepared novices (83.9%) were rated as sufficiently prepared (2) or well prepared (3) on Item 19. Fewer novices, alternative or traditional/university certified, was rated as well prepared (3) than on any other item. As a result, twenty-one percent of alternative certified novices were underprepared (rated a 0 or 1), and 16 percent of traditional/university certified novices rated as underprepared (rated a 0 or 1). Therefore, traditional/university certification appears to link to slightly better preparation in differentiation of instruction. Figure 4.20 illustrates the performance of alternative and traditional/university route impact on differentiating instruction to meet behavioral needs of students with disabilities.

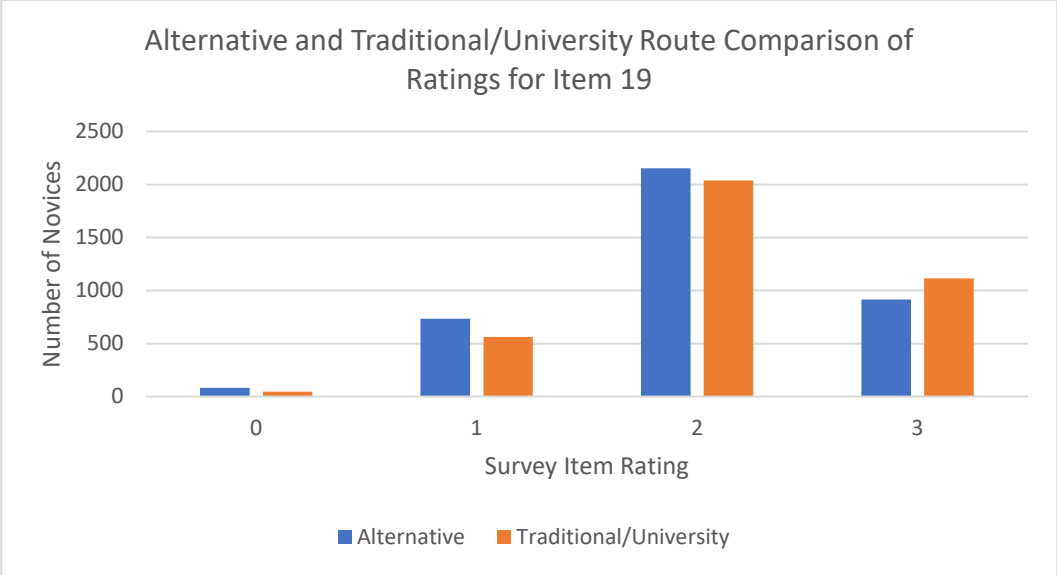

Figure 4. 21. Route Impact on Item 19 – Differentiation

Summary of results for research question three.

Elementary novice teachers who were certified via a traditional/university route outperformed alternative route novices on each of the five survey items selected for analysis. Means were highest for Item 7, as significantly more novices rated a '2' or '3,' and lowest for Item 19, as ratings were lowest for this skill for both alternative and traditional/university routes. Overall, means were consistently higher for traditional/university route.

Items with the lowest means were Items 19 (mean = 2.0), Item 4 (mean = 2.07), and Item 5 (mean = 2.1), and were held by novices with alternative certification. Alternative certification resulted in more rates of '0' and '1' across behavior items. Therefore, alternatively certified novices were more likely to be underprepared in the following classroom management skills: differentiating instruction (21%), discipline management (20.3%), and communicating clear expectations for achievement and behavior (18.5%).

Means were higher on Item 4, Item 5, and Item 19 for traditional/university certified novices. However, about 16 percent of traditional/university route novices were underprepared in discipline management procedures, a figure not much less than the 21 percent of alternatively certified novices who were rated as underprepared. Consequently, one in five elementary novices, irrespective of certification route, were viewed as insufficiently prepared in skills involving discipline management procedures.

Chapter V

Discussion Overview

Research affirms that for effective instruction to occur, a teacher must be proficient in organizing the classroom and managing the behavior of students. Effective classroom managers skillfully prevent problem behavior from occurring in the first place, and thus, have higher rates of student engagement. Student engagement is positively correlated to increased educational outcomes. Federal and state legislation has tasked school systems with improving educational outcomes of students, particularly students who are in special education, students who are learning English, and students who have historically underperformed. Educator preparation programs (EPPs) that emphasize proactive measures that support engagement are imperative to ameliorate the effects of disruptive behavior in the classroom. In our era of inclusive education, general education teachers can expect to instruct students who have mild, moderate, or severe disabilities in the classroom. Classrooms may also include students from disadvantaged home environments and students who have experienced or are currently experiencing trauma. Teachers who receive thorough preparation in classroom and behavior management are better equipped to meet the challenges faced by educators in diverse school environments.

This study posed three research questions and Texas principals provided potential answers. Specifically, the study examined data to answer the following questions. *(1) What do principals report about their novice teachers' capacity and skills in classroom and behavior management? (2) Do educators who hold certification in special education perform better in classroom and behavior management than teachers who hold generalist*

certification? (3) To what extent does certification route (traditional/university or alternative) impact scores in classroom and behavior management?

Research Question One

Principals completed a survey for 9457 elementary novice teachers in the 2016-2017 school year. More than half (58%) held an EC-6 certification, 21 percent held an EC-12 certification, 20 percent held 4-8 certification, and one teacher held an EC-4 certification. Nearly three-quarters of elementary novices were reported to have 'Met Standard' on the Principal Survey and the remainder 'Did not meet standard.' As such, one in four elementary novices were not prepared for classroom duties according to principal survey measures.

Four of the five survey items were selected from the Classroom Environment section and included ratings for 9457 novice teachers. Item 19, from the Students with Disabilities domain, included ratings for only 7644 novices. Nearly 2000 principals did not rate novices on this skill – Item 19: *To what extent did the educator preparation program prepare this beginning teacher to differentiate instruction to meet the behavioral needs of students with disabilities?* Reasons as to why this omission occurred are uncertain; however, a few possible explanations are explored. First, principals may have considered novices too low to score, or felt that the item didn't pertain to their role. Another reason principals may have skipped rating their novices on Item 19 is because the principals were uncertain of the meaning of the question, or felt unprepared to evaluate whether or not differentiation for behavior was occurring. According to the TEA website, a number of allowable missing survey item data has been established to account for teachers who did not teach the following students: students with disabilities and

English language learners. TEA *Recommended Decision Rule 4A* requires the completion of only four sections of the survey to count towards EPP accountability.

Overall, novice elementary teachers averaged a rating of 'sufficiently prepared' (2) for each of the five items, a result that is expected from a survey with limited ratings (see Preston & Colman, 2000). Item means were ranked and novice teachers were most prepared to build and maintain positive rapport with students and least prepared to differentiate instruction to meet the behavioral needs of students with disabilities. The remaining three item means fell in the middle. The second highest mean rating was found for Item 6, *To what extent did the educator preparation program prepare this beginning teacher to provide support to achieve a positive, equitable, and engaging learning environment?* The median mean rating was found for Item 5, *To what extent did the EPP prepare this beginning teacher to communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning?* Finally, the second lowest mean was found for Item 4, *To what extent did the educator preparation program prepare this beginning teacher to effectively implement discipline management procedures?*

Taken together, results indicate that one in five elementary novices struggle to implement discipline management procedures and about one in eight need ongoing development in the skill of differentiation of instruction to meet the behavioral needs of their students. When novices lack skill in discipline management, a result can be an over-reliance on administrator intervention and resolution. This is classroom 109. Schools with higher numbers of novice teachers may need to prepare for more than one "Room 109" on campus.

Research Question Two

Descriptive analyses and a multivariate analysis of variance (MANOVA) were used to analyze differences in ratings among elementary novice teachers who held a generalist certification, and those who held special education certification to answer the question: *do educators who hold certification in special education perform better in classroom and behavior management than teachers who hold generalist certification?* According to the 2016-2017 survey, slightly more than one in ten elementary novices (14%) held a special education certification. Novice teachers who held certification in special education outperformed novices who held generalist certification only, and did so for each of the five items. An overall significant difference was found (Wilk's Lambda = 0.975; $F=39.684$; $df_{5,7638}$; $p < .05$; Adjusted $R^2= 0.003$). Overall, if administrators want to visit "Room 109" with less frequency, it may be advisable to recruit and retain teachers who have a special education certification.

Fewer novices, generalist or special education certified, demonstrated a weakness in building and maintaining rapport with students (Item 7) and creating a positive, equitable, and engaging learning environment (Item 6). However, special education certified novices outperformed generalists on both skills. Novices with generalist certification had the lowest means for the following skills: differentiating instruction, discipline management, and communicating clear expectations for achievement and behavior. Means were significantly higher on these skills for special education certified novices. Approximately 10 percent (11%) of special education certified novices were rated as underprepared, while nearly 20 percent (19.4%) of generalists were rated as underprepared.

Taken together, results indicate that one in five elementary generalist novices need additional development in differentiating instruction, discipline management, and communicating clear expectations for achievement and behavior. Comparatively fewer special education certified novices, or one in ten, were rated as insufficiently prepared in these skills and need additional training. According to survey results, special education teachers possess more skill in classroom and behavior management competencies. The notion that special education teachers are better prepared to manage behavior is supported by Doolittle and Horner (2007), who found that behavior management competency requirements were found in more state certification requirements (88%) for special education teachers than for general education teachers (81%), and that only half (51%) of elementary-school administrator certification requirements included behavior support competencies.

The current study highlights a need for more special education teachers to be prepared by Texas EPPs, as only 14 percent of elementary novices held special education certification. The number of students with disabilities served under IDEA continues to increase at a rate higher than both the general population and school enrollment (Bai & Martin, 2015), and special education coursework and certification requirements are more likely to include behavior competencies necessary to teach in inclusive environments. According to the 38th Annual Report to Congress on state implementation of IDEA (2016), Texas public schools provide fewer full time equivalent (FTE) special education teachers (4.7 per 100 students) than the national average (6.5 per 100 students). In comparison, New York (15.1 FTE) and the District of Columbia (15.3 FTE) employ nearly three times as many FTE special educators for students with disabilities. School-

based professionals understand that more special education personnel translates to smaller caseloads of students, which can result in increased opportunities for direct instruction and intervention, increases in collaboration between special and general educators and thus, higher overall outcomes for students with disabilities. If special education teachers are better prepared to manage behavior and are better-suited to differentiate instruction for diverse learners, the question then becomes, why are there so few being prepared and employed in Texas?

Research Question Three

Two routes to certification, traditional/university and alternative, were examined to determine teacher preparedness in classroom and behavior management. Of the 9457 novice teachers rated on the 2016-2017 Principal Survey, about half (51%) received certification via a traditional or university route and the remainder (49%) were certified by an alternative certification program. Descriptive analyses and a multivariate analysis of variance (MANOVA) were used to examine differences in ratings among elementary novice teachers who were prepared via a traditional/university route, and those who were prepared via an alternative route. For each of the five behavior items, a significant difference was found (Wilk's Lambda = 0.987; $F = 20.899$; $df_{5,7638}$; $p < .05$; Adjusted $R^2 = 0.010$).

Both alternative and traditional/university route novices rated highest on building positive rapport with students and lowest on differentiating instruction for behavioral needs of students with disabilities, though means were slightly higher for traditional/university route. Novices with alternative certification had the lowest means on Item 4, 5 and 19. Thus, they were more likely to be underprepared in the following

classroom management skills: differentiating instruction (21%), discipline management (20.3%), and communicating clear expectations for achievement and behavior (18.5%). Though means were higher on Items 4, 5 and Item 19 for traditional/university route novices, about 16 percent of traditional/university route novices were underprepared in discipline management procedures, a figure not much less than the 21 percent of alternatively certified novices who were rated as underprepared.

Taken together, results indicate that one in five elementary novices, irrespective of certification route, were viewed as insufficiently prepared in skills involving discipline management procedures and need additional training and support. About twenty percent of alternative route certified novices (21%) were underprepared and 16 percent of traditional/university route certified novices were rated as underprepared. In summary, traditional/university certification appears to link to slightly better preparation in the skill of differentiating instruction for behavioral needs of students with disabilities. Principals may be called to "Room 109" more frequently if they staff it with teachers who were alternatively certified.

'To discipline,' according to Oxford Dictionary, means "to train (someone) to obey rules or a code of behavior..." Synonyms of discipline include *teach, educate, coach,* and *to school.* Given the meaning of discipline, it is peculiar that so many professionals who have selected the business of teaching struggle with this skill. However, when the conditions in which the teaching occurs is considered, a likely reason some teachers struggle with this job requirement emerges. Teachers teach content all the time; however, discipline is required when a student displays less than desirable (or naughty, obnoxious, irritating) behavior and thus, requires teachers to remain calm in the

face of conflict – and still teach! Teachers who remain cool under pressure and who do not personalize student behavior are better able to analyze a problem situation and then select an effective strategy or approach that aligns to student needs (Clunies-Ross, Little, & Kienhuis, 2008; Abrams, 2005; Brophy, 1983; Kounin, Friesen, & Norton, 1966). The foundations of learning science apply to discipline as much as they do to academic content; however, teachers are not always prepared and skilled to resolve conflict while their emotions are high. Some teachers may require training in resolving conflict in order to respond, rather than to react.

Reactive discipline is an enormous problem faced in American schools today. (Bondy, Ross, Gallingane, & Hambacher, 2007; Lewis, Romi, & Roache, 2012; Margutti, 2011; Sugai & Horner, 2002; McCarter, 2017; Gregory et al., 2016; American Psychological Association Zero Tolerance Task Force, 2008; Osher, Bear, Sprague, & Doyle, 2010; Gonzalez, 2012; Morrison & Vaandering, 2012; Mullet, 2014; Payne & Welch, 2015) In response, research has introduced preventative, systemic approaches to teach appropriate social behavior (e.g. SWPBS, CRCM, SEL). The solution to challenges posed by discipline in schools may not require new programs or pedagogy, but instead, involve taking and utilizing the knowledge that is currently available and then applying this knowledge with veracious and relentless fidelity. As educators and shapers of the future, we must see research-based initiatives through and remember that behavior is just a form of communication. Effective discipline practices require educators to respond with predetermined and evidence-based practice, often in the face of adversity. When educators simply react, it isn’t discipline.

It is probably unrealistic to expect that all adults enter the teacher workforce ready to resolve conflict with students who present them with challenging behavior. Teachers experience plenty of success teaching when students are well behaved. Many more teachers can become effective disciplinarians when learning science is applied to the adult learner (teacher) and the development considers the teacher as the most important catalyst for change.

Limitations

The Principal Survey is intended to measure the preparation of novice teachers certified to teach by Texas EPPs and requires principals, or designees, to assess educators across 40 items. The outcomes of the survey may be limited because of evaluator perception, the format of the scale and data collection itself, the time of year it is administered.

Specifically, a novice's skillset is determined by the perception of the evaluator of the teacher's capacity. Perceptions can be acquired over time and may be related to the context within which they are acquired. For example, if an entire school struggles with discipline, the novice teachers who struggle the least may be considered the most prepared. However, in another context these skills may be considered insufficient. Essentially, location of the evaluation may matter, however that is not an option for this study.

Since the instrument that is used is a quantitative survey it is important to review the format of the instrument including the scope of the responses. Items are rated on a four-point rating scale (i.e., well prepared, sufficiently prepared, not sufficiently prepared, and not at all prepared). Likert-type measures with fewer than five options can

impact standard deviation sizes and may not offer sufficient options to differentiate the sample (Preston & Colman, 2000). Additionally, since this is a self-report survey rather than a classroom observation system, evaluators may *'drift'* after a period of time, may confuse one teacher with another, and/or may rely on a single incidence (if it was a memorable occurrence in "Room 109") rather than the full year's activity.

The survey is administered in the Spring semester of each year. At that point in the academic year, teachers have worked with their peers, their teams, and their campus administration for about eight months. They have likely had the opportunity to benefit from the support of veteran teachers, have been provided with support from their administrative team, and may have been afforded the opportunity to work with instructional or behavioral specialists. Consequently, the impact of certification type and certification route may be lower at this point in the year than if they were measured at the beginning of the year. Essentially, the survey may only be able to identify smaller differences that can be attributed to certification type and route since the intense support that's often required to on-board novice teachers has diluted earlier differences. To answer that question, the principal survey would need to be administered in the early Fall.

Finally, the sample included novices who could potentially be placed in an elementary setting according to their certification level. Current teaching assignments are not provided by the survey. The researcher included novices with 4-8 certification; however, this presents a limitation because novices with this certification may actually teach at the middle school level, and this was not the focus of the current study. To resolve this limitation, teaching assignments would need to be included in the survey responses so that only teachers who taught at the elementary level could be analyzed.

Implications

It is imperative that EPPs provide thorough preparation in classroom and behavior management to all novice teachers to support their competence and efficiency at managing today's diverse classroom of learners. More than 50 years of research on effective classroom and behavior management practices provide educators with evidence-based practices that must occur at the classroom, school, and district levels. Ample evidence ensures us that these are skills that cannot be left to chance. Effective EPPs include both a clinical and didactic curriculum (Darling-Hammond, 2005), allow for novices to observe veteran teachers, and also provide sufficient practice and feedback from a supervisor.

Findings of this study highlight a need for school administrators to ensure that school staff is provided with ongoing professional development in behavior management competencies, and other key training that is needed to support students with disabilities and other learning needs. The principal survey shows that novices may not have been fully prepared by their EPP in these skills and by the late spring, these skills are still not in the novice's repertoire. Accordingly, educators will need to be provided with continuous development in classroom and behavior management, which includes numerous opportunities for guided practice and feedback, for both preventative and corrective behavior strategies (Oliver & Reschly, 2007). DiPaola and Walther-Thomas (2003) point out, "Research has demonstrated that principals who focus on instructional issues, demonstrate administrative support for special education, and provide high-quality professional development for teachers produce enhanced outcomes for students with disabilities and for others at risk for school failure" (p.9).

School administrators also need continued professional development to meet the requirements of federal special education law. A tendency to overlook school leaders' needs is evident in academia and little research on the needs of leaders has been available (Prothero, 2015). In this study, differentiation of instruction for behavioral needs stood out as a weakness for teachers, but also, perhaps for the administrators asked to rate the teachers on this skill. This result is not surprising, given the number of calls for increased professional development for school administrators involving competencies for instructing students with disabilities (Bryk et al., 2009, DeVita, Colvin, Darling-Hammond, & Haycock, 2007; DiPaola & Walthe-Thomas, 2003; Bai & Martin, 2015). Several national collaborative efforts aim to provide school leaders with guidance and tools to implement IDEA (CEC and NAESP, NASDSE) and are necessary to ensure the success of students with disabilities and other challenges. Included among these are Project Forum at National Association of State Directors of Special Education (NASDSE), the Center on Personnel Studies in Special Education, and the National Clearinghouse for Professions in Special Education (2003). Bai and Martin (2015) conducted a study that assessed the training needs on inclusive education for public school administrators using the Council for Exceptional Children (CEC) standards. They discovered that school leaders overwhelmingly desired more knowledge to be able to successfully serve students with disabilities and the study pinpointed specific focus areas for needed training and online development (i.e. quality instruction and program development, mutual support, appropriate education for students with disabilities). "We cannot reform education until we become serious about strengthening school leadership" (Bai & Martin, 2015). For this to be realized, school district leaders will need to study

and consider the research that focuses on implementing change efforts and the role of the principal in making this effective change (Fullan, 2008)

Summary

The Individuals with Disabilities Education Improvement Act of 2004 (IDEIA) requires states to:

> Establish, expand, or increase the scope of behavioral supports and systemic interventions by providing for effective, research-based practices, including…training for administrators, teachers, related services personnel, behavioral specialists, and other school staff in positive behavioral interventions and supports, behavioral intervention planning, and classroom and student management techniques. (665[b][1][B]).

Despite this directive, few states include mission statements that contain mention of social behavior, which suggests that the social behavior of children is not yet a priority across the nation (Doolittle, Horner, Bradley, Sugai, & Vincent, 2007). Yet it is known that when positive behavior intervention and supports are used throughout a school, the atmosphere of the school becomes less disruptive and more conducive to learning, thus allowing teachers to spend more time teaching and less time reacting to problem behaviors (Sugai & Horner, 2002). Research overwhelmingly supports the need for preventive, systemic, whole-school approaches to ameliorate the effects of challenging behavior of students in the school environment (see Lewis & Sugai, 1999). Furthermore, implementing classroom level behavior support is easier when the school context is positive and predictable (Sugai & Horner, 2006).

Despite this knowledge, a review of state requirements for teacher certification reveals that only a few states require general and special educators to have knowledge of schoolwide behavioral support (SWPBS) and fewer than half of the states expect principals to demonstrate competence in schoolwide behavioral support (Doolittle, Horner, Bradley, Sugai, & Vincent, 2007). For teachers to be effective in classroom and behavior management, Oliver and Reschly (2007) recommend a comprehensive approach, which includes structuring the school and classroom environment, employing active supervision of student engagement, implementing classroom rules and routines, enacting procedures to encourage appropriate behavior, using behavior reduction strategies, and collecting and using data to monitor student behavior and modify management procedures. With this approach, principals can ensure that educators will acquire the knowledge and skills necessary to manage classrooms effectively and thereby maximize learning for all students. Implementation of a comprehensive approach to classroom and behavior management could significantly reduce the number of administrator visits to “Room 109”.

Chapter VI

Action Plan

The purpose of this action plan is to provide school leaders with a framework for developing the staff skillset in classroom organization and behavior management. The framework includes four modules: Structured Environment, Preventive Practices, Responsive Practices, and Data Systems. Professional development for this plan includes a full day session and six supplemental sessions. This framework can be used to supplement district teacher evaluation methods and new teacher mentor efforts. The current framework provides a thorough description of specific practices for classroom management interventions and supports that are developed and coached in a systematic and developmental manner. Five resources provide the components of the action plan. First, leaders are introduced to improvement science and learn key principles from *Learning to Improve: How America's Schools Can Get Better at Getting Better* (Bryk, Gomez, Grunow, LeMahieu, 2015). Next, to ensure that school leaders understand and operate with the mindset of developing teachers as professional learners, the Concerns Based Adoption Model (CBAM) is introduced (Hall & Hord, 1987). A critical component of CBAM developed by Oliver and Reschly (2007), the Innovative Configuration (IC) for Classroom Organization and Behavior Management (Oliver & Reschly, 2007), was adapted to assess teacher concern about new learning and also assists in evaluating their current and desired levels of use (LoU). Next, a technical assistant document presented by the U.S. Office of Special Education Programs (OSEP) titled Supporting and Responding to Behavior: Evidence-Based Classroom Strategies for Teachers (Simonson, Freeman, Goodman, Mitchell, Swain-Bradway, Flannery, Sugai,

George, & Putnam, 2015) is used as a training resource for leaders and teachers as they progress through the management framework. Lastly, measurement tools from Coaching Classroom Management: Strategies & Tools for Administrators & Coaches (Sprick, Knight, Reinke, Skyles, & Barnes, 2010) and researcher created checklists are included to drive improvement, measure professional growth, and determine the level of implementation.

Why Improvement Science?

Turnover rate among teachers, principals, and superintendents is high and morale is at an all-time low (Bryk et al, 2015). Effective reform efforts, led by those who experience it first hand is desperately needed. There is a call for educational institutions to attain a *Triple Aims of Educational Improvement* – improved effectiveness, greater efficiency, and enhanced engagement of stakeholders (Bryk et al, 2015). This cannot occur by continuing *business as usual* methods. For classroom and behavior management, *business as usual* may include expecting that novices have been thoroughly prepared to manage the classroom and behavior of students, expecting the school district to provide sufficient professional development opportunities for novice and veteran teachers, or expecting novices to simply 'pick-up' management strategies as the year progresses. *Learning to Improve* provides new ideas for reform that involve specific principles of improvement science (Bryk et al, 2015). Five of the six improvement principles are presented in this action plan. The sixth principle pertains to accelerating learning through networked improvement communities (NICs) and is beyond the scope of this plan, which is designed to support campus level administrator and coaches to develop novice staff. The development of NICs is encouraged, however, this plan does

not facilitate the steps involved in creating NICs. Though the development and utilization of NICs is beyond the scope of this action plan, administrators can elect to continue this sixth principle after participating in this professional development.

What is it?

Improvement science is a methodology that disciplines inquiry to improve practice (Bryk et al, 2015). In this model, schools are encouraged to focus on the specific tasks people do; the processes and tools they use; and how policies, organizational structures and norms affect this (Bryk et al, 2015). A key to improvement research is its focus on a specific problem or small set of problems to be solved. The question is asked: "What works, for whom, and under what set of conditions?"

Principles of improvement.

Improvement science follows six distinct principles. The first principle anchors all activities within a networked improvement community (NIC), which is to develop a detailed problem statement. For this action plan, the networked community is limited to a single campus, or school community. Rather than a general effort to improve outcomes, improvement research sets out to answer this question – "What specific problem or small set of problems are we trying to solve? (Bryk et al, 2015). The problem is examined from the point of view of the user, or those experiencing the problem firsthand. While designed for administrator and school leader use, this action plan adheres to this first principle by ensuring the following: 1) teachers' concerns about the classroom organization and behavior management innovative configuration (IC) and essential components are addressed before the school year begins and made aware of its use, and 2) teachers complete a self-assessment of their own personal use of the essential components and

finally, 3) teachers can assume the role of trainers and skill facilitators once the core team has been trained. The second principle focuses reform efforts on expected variation performance. Under this context, reformers examine what works, for whom, and under what set of conditions.

The third principle ensures that reformers are able to analyze why undesirable outcomes have prevailed under current operation, and are able to see the system that produces current outcomes. In order to develop an improvement agenda, an examination of the details of how work is actually carried out in classrooms, schools, and colleges is undertaken. Measuring improvement is the fourth key principle in reform efforts. Here, specific measurable aims are examined and reported-upon by the community engaged in the efforts. This requires gathering data about specific processes targeted for change, as well as the intermediate outcomes that are linked to these processes. Because failure is anticipated, improvement research entails a series of inquiries, where results from each test of change offer guidance for the next steps. Disciplined inquiry offers a specific methodology providing an explicit process for learning how to scale improvements. The goal of disciplined inquiry is to scale change faster and more efficiently.

The final improvement principle aims to accelerate learning through networked communities. This action plan is a precursor to creating a NIC, so this principle in improvement science can be actualized upon completion of this professional development.

Figure 6. 1. Improvement Science Principles

Concerns Based Adoption Model

If we are to improve the way we solve education problems, reform ideas must be focused on the users, or teachers and leaders in the school building. To do this, reformers must leave the central office and place themselves in classrooms alongside teachers as they carry-out their work. If we are to improve education, this means that those who make reform decisions must first understand how contextual factors shape the work that teachers do. Only then can those tasked to assist with school improvement envision ideas and create tools that impact how teachers carry-out their work. A professional development framework that acknowledges the stages involved in changing practice, the learner's needs during the change process, and that continuing supports based-on individual needs is the Concerned-Based Adoption Model (CBAM). CBAM is a well-researched model that describes how people develop as they learn about an innovation

and the stages of that process (Hall & Hord, 1987). Three components are included in the model: Stages of Concern, Levels of Use, and Innovative Configuration. The Stages of Concern (SoC) defines human learning and development in seven stages, during which a person's concern shifts from a focus on one's self in the first three stages to the upper stages, when results and impact are the focus. Stages of Concern allows for developmentally-appropriate support, as teacher readiness drives when the innovation is ready for a shift in mentor focus.

Once a teacher has received training on an innovation, the model moves to Levels of Use. Levels of Use (LoU) involves a focused interview protocol and/or classroom observation to assess the degree of use. Knowing where a teacher is in her level of use of an innovation is paramount for coaching to be effective. The Innovative Configuration (IC) maps-out major components of the innovation, and provides explicit details of what the practice should and should not look like in the classroom. Additionally, the technical assistance guide *Supporting and Responding to Behavior: Evidence-Based Classroom Strategies for Teachers* provides examples and non-examples of each essential component. The three components of CBAM have major implications for professional development and are embedded throughout this action plan.

Intervention integrity and adherence.

Glaring research has shown that many of the practices known to be effective are not routinely implemented (e.g. Meadows, Neel, Scott, & Parker, 1994; Shores et al., 2003). Scholarly debates about the "research-to-practice gap" highlight the fact that evidence-based practices must become standard in schools, and that when practices are applied, they are often misapplied. Intervention integrity, also known as treatment fidelity

is compromised when teachers fail to implement a strategy completely or implement a strategy inadequately. Because the degree of behavior change is directly associated with the extent which interventions are implemented, school administrators must be sure to "inspect what they expect." Models such as CBAM can be highly-valuable in ensuring that new practice is instilled, mentored, and maintained. According to its developers, "smart organizations are those that provide time and expectations for peer coaching and mentoring for experienced employees, teaming, and other collaborative opportunities for [teachers] to work together to improve their own learning, effectiveness, and results (Hall & Hord, 1987).

Lessons Learned from Reform Ideas – Instructional Coaching

In an effort to improve education outcomes for students, a new role for educators emerged in the early 1990s – the Instructional Coach. As was the case with other popular reform ideas, many school districts jumped on the 'implement fast and learn slow' bandwagon mentioned by Bryk et. al (2015). As this idea became popular, the federal government employed the Institute of Education Services (IES) to evaluate coaching effectiveness. A randomized control trial that focused on coaches working at one grade level (grade 2) concluded that instructional coaching produced no measurable effects on student learning. However, this study failed to understand variation in performance, and instead only sought an answer about average effectiveness of one kind of coaching, carried out for one year and in one context. Various factors, such as the quality of the coach, the nature of the school, content, and amount of coaching received were not examined. The current action plan considers the lessons learned on coaching

effectiveness and addresses consistency in coaching steps as well as variation of teacher performance and the need for differentiated coaching.

A second study on the effects of coaching found that a variety of factors directly impacted coaching effectiveness. A three-year study indicated that results varied from year-to-year, gradually increasing impact over the years. Furthermore, success of coaching depends on how a coach is introduced to a school, and the relationships among the principal, coach and school faculty. Here, we learn that the quick introduction of coaches is less effective than had districts first targeted specific coaching initiatives. An additional insight derived from this study is that in order for instructional coaching to impact a variety of conditions, a process is needed to ensure that coaching happens consistently in classrooms. This insight resulted in the creation of a formative assessment rubric used to gauge the progress of coaches, as well as the development of explicit understandings about the fundamentals of good coaching. This action plan utilizes the three components of CBAM to assist coaches in their work. The CBAM measures assist in answering the following set of questions: What do coaches actually see in the classroom? How do they interpret what they see? What should they subsequently say and do? (Bryk et al., 2015).

Standard Work Processes and the Innovative Configuration

Psychological research further documents the need to develop standard work processes, especially in complicated and emotionally-charged situations (Bryk et al, 2015). Teachers cite disruptive student behavior as a key stressor in the classroom, so classroom and behavior management is particularly susceptible to situations that are emotionally-charged. Research tells us that humans have limited attention capacity in

situations that are emotionally charged or when individuals are confronted with complex tasks. It is said that even the smartest, best educated, and most committed professionals miss critical observations, forget key steps, and engage in miscommunication when facing complex tasks. Therefore, in order for reform efforts to have the desired impact across a variety of situations, we must first identify the processes and then create effective protocols in complex environments where tremendous variability exists. Thus, the development of standard work processes is at the heart of improvement efforts. Put simply, when tasks become more complex, we need more solid routines to rely on. Use of the Classroom Organization and Behavior Management IC provides both teachers and leaders with a standard work process for implementing evidence-based practices in classroom and behavior management, as well as a continuum of usage so that differentiated skill building can occur.

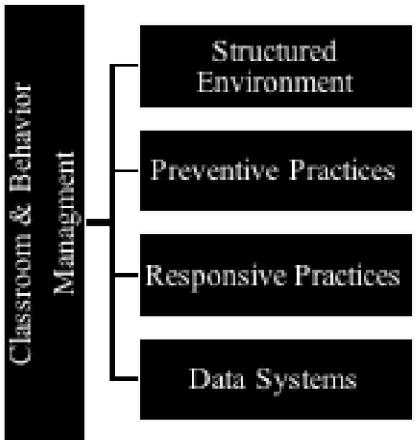

Figure 6. 2. Primary Drivers for Classroom and Behavior Management

High-leverage processes are defined as having the following properties: (1) they consume substantial resources, especially teacher or student time; (2) their execution and outcomes vary considerably; and (3) there are reasons to believe that changes in these processes might yield significant improvements (Bryk et al., 2015). These processes are

found in abundance in schools; however, they often suffer from poor execution. This is where improvement research can make an impact, and in order to do this, standard work processes are the answer. Standard practices occurring in the classroom, such as classroom management, can be looked upon as work processes through the lens of improvement research. Within these processes exist many micro-processes, or sequences of detailed actions that are executed. Micro-processes are standard, but not static. Quality in execution for each micro-process needs to be operationally defined to have an impact across a variety of conditions.

Many high-leverage processes in the school setting exist (i.e. guided reading, teacher-student interactions, error corrections), and improvement research indicates a need for the standardization of work processes and an understanding that micro-processes that allow for variation are crucial. When key activities lack standardized guidance, variability is likely to occur in classrooms with teachers of varying abilities and expertise. To improve the fidelity of teacher implementation and the ability to scale these efforts, the formative assessment and coaching tool provided in this action plan details the individual processes involved in each essential management component. This includes components within each micro process, a timeline for development, and measurement tools that evaluate improvement efforts and propel a higher level of use (LoU).

Illustrating measures used for improvement.

Schools collect numerous types of data, to include student accountability measures in high-stakes testing, student attendance data, office discipline referral data, and teacher performance data. However, measuring for improvement includes measures that are tied explicitly to a working theory of practices. Detail and specificity within the

work process is necessary if change in educator skills is the desired outcome. In order to measure effective practices in classroom and behavior management, a standard work process, such as creating a structured environment, can be broken down into several micro processes. Within the context of managing the classroom environment, the following micro-processes must occur: teachers must create an effective classroom layout and physical arrangement of the learning space, and establish clear expectations with explicit rules, procedures, and routines. Consequently, each of these micro processes can be measured, thus providing feedback for improvements. Use of the Classroom Organization and Behavior Management IC assists coaches and teachers to measure development of and improvements in micro processes within each broad essential component. Figure 6.3 illustrates the micro processes within the Structured Environment component in classroom and behavior management.

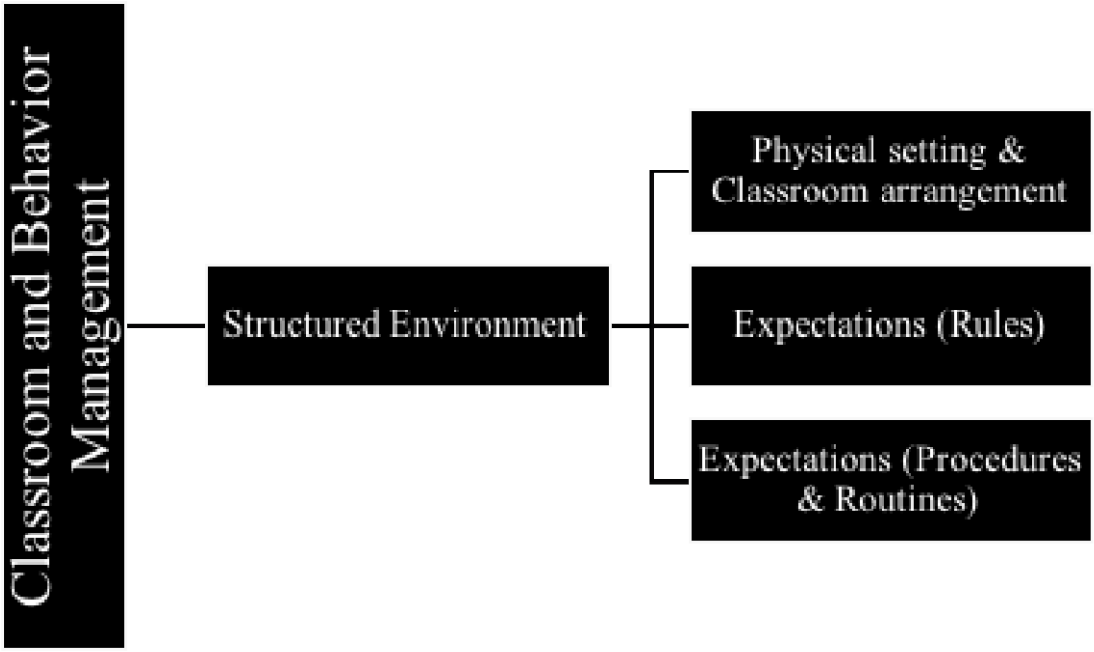

Figure 6. 3. Micro Processes of the Structured Environment Components

In order to make any improvement, an aim of what needs to be accomplished is established among leaders driving the change. To begin, all must agree to a specific, shared definition of an aim statement. In a driver diagram, outcome measures operationalize this aim. To begin, all must agree to a specific, shared definition of an aim statement. The outcome measure is the “end-of-the-line” indicator of the success of an improvement project. Primary drivers are more immediate targets within the overall plan for improvement. Once outcome measures are defined, an illustration referred to as a *concept framework* can be utilized to support organization and plans for improvement. Each primary driver requires good measurement. Primary drivers should predict the ultimate outcomes, be sensitive to process changes that may be introduced, and provide guidance for further improvement efforts.

Organize the learning process.

A first step in organizing the learning process requires the improvement team to assess available *know-how*. Without specific, practical knowledge among practitioners, the ideas for change cannot work. Next, because advancing change at scale makes demands on organizational capacity and human capabilities, improvement efforts requires an assessment of whether or not a sufficient number of people with *know-how* exist and if key organizational supports are in place to execute at scale. Bryk et al. emphasize that the rate of spread for any effective change is a function of the size of the current expertise base that can teach and mentor others (2015). We are reminded not to ‘build the plane as we fly it’- expertise is a must for the livelihood of all. A full day session before the school year begins is provided to school leaders so that they can function as classroom and behavior management experts within the school building. The third organization

principle is an assessment of politics of change. Because improvement efforts require the good will and engagement of people engaged in the work, it is imperative that the principle of user-centeredness be at the forefront of change efforts. If not, a 'culture of cynicism' may emerge. Before school begins, teachers assess their level of concern of each management component, and after the first week, they will assess their current level of use of each management component.

Three general principles guide the approach of the improvement team. Rather than immediate full-scale change, it is recommended to start with small, rapid tests of change and then expand the initiative out. This process is guided by three principles: (1) wherever possible, learn quickly and cheaply; (2) limit negative consequences on individuals' time and personal lives; and (3) ensure every step of the process includes empirical evidence, which can be used to guide subsequent improvement efforts.

In order to guide rapid learning, a Plan-Do-Study-Act (PDSA) cycle can be utilized. Four steps are carried-out repeatedly as new questions arise during improvement efforts. Central to the cycle is naming hypotheses, and then gathering data to test them. When results differ from predictions, the improvement team fills in gaps of understanding. In fact, an improvement team should expect many initial predictions to be wrong. In the PLAN phase of the cycle, the change is defined, predictions are made, and a method to test the change is designed. In the DO phase, the change is carried out and data is collected to document how the change was implemented. Following this action, the STUDY phase is enacted. Here, the team will analyze the data and compare what actually happened to the predictions that were made. This will allow for new insights for the next cycle. Finally, in the ACT phase, the team decides what to do next based on

learnings, which could be to abandon the idea, make adjustments, or to expand efforts to scale.

Over time, this entire process builds a tremendous base of professional knowledge about what change ideas work, for whom, and under what set of conditions.

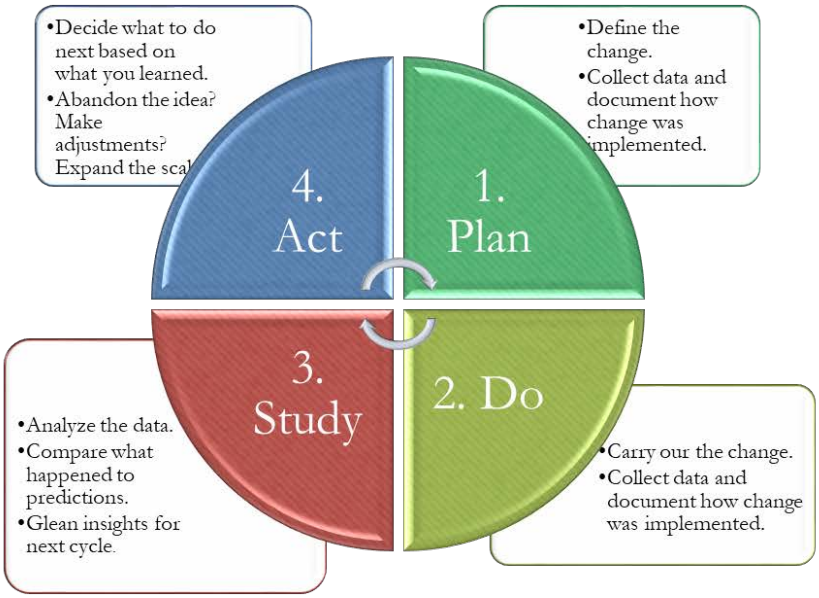

Figure 6. 4. Utilizing a Plan-Do-Act-Study Cycle to Improve

Professional Development

The content of *Improving Classroom and Behavior Management* includes four modules: Foundations of a Structured Environment, Preventive Practices, Responsive Practices, and Data Systems. The plan is designed to be completed in six months, but leaders can adjust the timelines if needed. The plan consists of one full day development session in the summer, followed by six brief sessions in the months of August, September, October, November, December and January. The follow up sessions include content development in data systems, however, the sessions are primarily designed to provide direct demonstration and coaching for the school leader in the classroom setting.

Participants.

The primary participants for this action plan are school administrators and leaders, which can include the principal, assistant principals, and other instructional personnel designated to coach and mentor teachers (i.e. coaches, department chair, team-lead). The plan targets administrative staff to start, but also is constructed so that a core team is developed and a "trainer of trainer" model of development can be utilized for sustainability.

Timeline.

The professional development begins with a full-day (6 hour) session during the late Summer months. During this session, participants are first introduced to the principles of improvement science and CBAM. Then, the adapted Classroom Organization and Behavior Management Innovative Configuration is introduced. Content within the IC is enhanced through use of the *Supporting and Responding to Behavior* technical assistance document, and will be used by school leaders who are coaching novices in classroom and behavior management skills throughout the year. Six monthly brief sessions are provided to bolster training efforts and provide participants with opportunities to network, compare progress, and determine next steps for the needs of their campus teachers. Table 6.1 provides the timeline for the professional development activities.

Table 6. 1

Classroom Organization and Behavior Management Action Plan Timeline

Semester	PD Component
Summer (before school)	Full day Session (6 hours) Introduction to CBAM Innovative Configuration uses (formative/coaching)

Fall	Modules 1-3 3 sessions (45 minutes each) Coaching + Observations
Winter/Spring	3 sessions (45 minutes each) Coaching + Observations

Summer day PD agenda.

Improving Classroom & Behavior Management of Novice Teachers
Presenter: Erin Kolpek, University of Houston Doctoral Student

8:30-9:00 Welcome & Breakfast

9:00-9:50 Putting Teachers First – Improvement Science and the CBAM

10:00-12:00 Modules 1-2 Structured Environment & Preventive Practices

Foundations of the Structured Inclusive Classroom - 50 min

- Inclusive mindset
- Teaching rules using action-based learning (ABL)
- Systematic behavioral-based routines & procedures (CHAMPS)

Evidence-based Preventive Management Practices - 70 min

- Active Supervision – continuous monitoring and movement
- Student engagement – increasing opportunities to respond (OTRs)
- Positive ratio of interactions (ROI)
- Prompts & Precorrections
- Antecedent strategies

12:00-1:00 Lunch

1:00-3:45 Module 3-4 Responsive Practices & Data Systems

Evidence-based Responsive Management Practices – 90 min

- Error corrections
- Effective and consistent use of consequences
- Differential reinforcement

Data Systems - Classroom & Behavior Management – 75 min

3:45-4:00 Wrap-up & Questions

*Please take a few minutes to complete the development and satisfaction survey!

PD Content Example – Module One

The current action plan includes the professional development content, resources and tools associated with Module One: Foundations of the Structured Inclusive Classroom Environment. Readers are encouraged to contact the author of this study to obtain the content and resources for modules 2-4. See Appendix B for the Module 1: Foundations materials.

Evaluation of development.

Participants are asked to evaluate the effectiveness of the session at the end of the day, and once again after 6 months of coaching. Feedback on the session will be used to modify the training components and determine components that need further guidance in subsequent coaching sessions. The development and customer satisfaction survey are located in Appendix C.

Implementation fidelity.

This action plan is designed to assist school leaders with developing their novice teaching staff in classroom and behavior management skills. Improvement science principles are embedded throughout the development to bolster measurable growth in staff behavior competencies. As such, leaders are better able to implement processes that encourage measurable growth, and also place the teacher at the forefront of the change process. Each management component includes tools to measure the performance of teacher implementing the practice. The measurement tools used during classroom observations permits teachers to reflect and make systematic and measurable improvements in the level of use of each of the micro processes involved in managing the classroom environment.

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Appendix A

Certification Requirements in Texas

Qualifications for the Alternative and University Based Programs

Texas Education Agency

Home / Texas Educators / Certification / Initial Certification

Becoming a Classroom Teacher in Texas

There are five requirements to become a certified teacher.

1. **Obtain a Bachelor's Degree** - You must earn a bachelor's degree from an accredited college or university.
   - The Texas Administrative Code requires that candidates completing a Texas program must have a degree from a university that is accredited by a regional accrediting agency as recognized by the Texas Higher Education Coordinating Board (THECB)
   - U.S. Department of Education Database for Accredited Colleges and Universities (outside source)
   - Health Science Technology and Trades & Industrial Education certifications are exempt from the Bachelor's degree requirement
2. **Complete an Educator Preparation Program** - You must complete an Approved Educator Preparation Program. If you do not hold a degree you must complete a university program. If you hold a degree you may contact an Alternative Certification Program or Post Baccalaureate program .
   Resources to Help Pay for Educator Preparation
3. **Pass Certification Exams** - You must pass the appropriate teacher certification exams. Contact your program for exam approval.
4. **Submit a State Application** – You must apply to be certified after all requirements are met. Do not apply until you have verified with your program that you are eligible.
5. **Complete Fingerprinting** – All first-time applicants must be fingerprinted as part of a national criminal background check.

Alternative Certification Program Information

University Based Program Information

! Print

Special Education Teacher Requirements in Texas

Texas Special Education

Education Week reports that Texas' special education system was rated "Needs Intervention" by the U.S. Department of Education, as of the 2010/2011 school year. Nine percent of this state's student population has been identified as having disabilities, significantly lower than the national average of 13 percent. However, due to Texas' large size and multiple urban areas with dense populations, the state employs nearly 20,000 special education teachers to serve in its 1,265 districts, according to Concordia University. The Texas Education Agency (TEA) oversees issues pertaining to Texas educators; its Special Education Division provides information for teachers working with students with special needs.

Licensure Requirements

FOR UNDERGRADUATES

According to the TEA's Becoming a Classroom Teacher in Texas guide, the traditional route to licensure requires earning a bachelor's degree from an accredited institution as well as completing a teacher preparation program approved by the state. Select Texas bachelor's degree programs provide the coursework necessary to quality for a teaching certificate, but additional classes in special education may be required. Special education teachers must also demonstrate they are highly qualified according to No Child Left Behind (NCLB) standards, meaning they must exhibit subject matter competency. For more details regarding these standards, refer to the Texas Education Agency page on Highly Qualified Teachers.

FOR GRADUATES

Graduate students must have a special education teaching certificate to teach in special education settings in Texas public schools. They can either attend an accredited teacher preparation program focusing in the area of special education they wish to teach or they can complete a master's degree program in special education that includes coursework that meets the TEA's licensing requirements. For detailed information regarding certification requirements, refer to the TEA's Educator Resources for Special Education Certification and Professional Development.

TYPES OF LICENSES

The educator certification section of the TEA website outlines state regulations regarding licensure. In general, teachers apply for a Standard Certificate, which must be renewed every five years.

RECIPROCITY

The TEA's guidelines for out-of-state educators require that educators from other states who wish to teach in Texas must create an online account on the TEA website, and then submit copies of their transcripts and out-of state certificates for review. If approved, these candidates receive a non-renewable One-Year Certificate; they must then complete any additional state-mandated requirements within a year to qualify for a Standard Certificate. The same guidelines apply to out-of-country applicants with the added requirement that all transcripts, degrees and certificates must be analyzed by a TEA-approved Foreign Credential Evaluation Service. For more information, refer to the TEA's guidelines for certification based on credentials from another country.

Special Education Degrees in Texas

Consistently ranked by U.S. News & World Report as having one of the top special education programs in the nation, the Department of Special Education at the University of Texas at Austin offers several courses of study for would-be special educators. Both master's degree and doctorate programs are offered in the areas of Autism and Developmental Disabilities, Early Childhood Special Education, Learning Disabilities and Behavioral Disorders, Multicultural Special Education and Rehabilitation Counselor Education. This school's location in the arts-friendly city of Austin is considered a major plus. Texas A&M University, located in College Park, offers special education programs at the bachelor's, master's and doctorate levels, including an entirely online master's degree program. Texas Women's University awards bachelor's degrees in special education at several grade levels. At the master's degree level, the university offers two special education programs, Special Education: Intervention Specialist and Special Education: Educational Diagnostician. This school also offers a doctorate program with a focus on professional development for special educators.

For profiles of all the schools in Texas that offer master's in special education programs, click here.

Alternatives to Certification

The TEA has approved alternative certification programs that allow would-be educators to teach in Texas classrooms as paid or unpaid interns under the supervision of an experienced mentor while completing certification requirements, provided that these candidates meet criteria such as demonstrable basic skills and content area knowledge. Texas Troops to Teachers advises veterans and military personnel on how to transition to high-need areas in Texas public schools. The Texas Institute for Teacher Education offers an online alternative certification program for aspiring teachers, and helps graduates find teaching positions upon completion of the program.

Special Education Teaching Jobs in Texas

PUBLIC SCHOOLS

The TEA's Statewide School District Job Search webpage allows prospective employees to find job opportunities in Texas public and charter schools.

PRIVATE SCHOOLS

Connections Kids maintains a list of Texas specialized schools, private schools and preschools for special needs populations.

OTHER PROGRAMS

The University of Texas at Austin hires special education teachers for both non-tenure and tenure-track positions.

Professional Development

The TEA's basic professional development guidelines can be found on this agency's Continuing Professional Education (CPE) Information webpage. The Texas Council of Administrators of Special Education (TCASE) provides online training and other professional development programs. Education Service Center, Region 20 (ESC * 20) provides workshops and other training opportunities, support and resources for Texas special education teachers.

Texas Professional Groups for Special Education Teachers

Texas has several state teachers unions, including the Texas State Teachers Association, the state branch of the National Education Association. Other unions for educators in the state include the Association of Texas Professional Educators, the Texas Classroom Teachers Association, the Texas branch of the American Federation of Teachers and the Texas Community College Teachers Association. The Arc of Texas is the state branch of a national organization that offers training, resources and support for individuals with disabilities and their families, as well as for educators. The Learning Disabilities Association of Texas is a non-profit volunteer organization for educators and other professionals concerned with special education, as well as individuals with disabilities and members of their families.

Texas Special Education Bloggers

- The Dynamic Duo: Kelley Hively and Orlanda De Los Santos work as a special education and speech therapy team at an Austin public school. They share curriculum, printable resources, techniques and tools for special educators.
- Awesomeness and Autism: Read stories and gain insight about teaching students with autism from Erin Stevenson-Bennett, a teacher who has spent 14 years working with students with learning disabilities, and the past four years teaching middle school students with autism.

Degree and Certification Plan for the University Based Program

UNIVERSITY of HOUSTON

College of Education

Degree and Certification Plans

The following sections are included on this page:

- Undergraduate Sample Degree Plans (index.php#degree plans)
- Undergraduate EC-6 and 4-8 Candidates (index.php#Under 1)
- Post-Baccalaureate EC-6 and 4-8 Certification Candidates (index.php#Post)
- Masters/ Certification EC-6 and 4-8 Candidates (index.php#Masters)
- Undergraduate and Graduate 8-12 and EC-12 Candidates (index.php#Under 2)
- Probationary Certificate Information (index.php#Prob)
- Applying for Certification (index.php#Cert)

Before you will be eligible to become a certified teacher, all requirements for your degree or certification plan must be met.

Our teacher preparation programs are designed purposefully so that later courses build on the knowledge and skills learned in earlier courses. Your degree or certification plan will list courses to be taken in a specific order and in a specific block partnered with other courses. Courses that are prerequisites are typically scheduled so they cannot be taken together.

Barring any special circumstances, you should make every effort to follow the order and grouping of courses as specified by your degree or certification plan. Taking courses out of order can result in not completing all prerequisites in a timely manner, which in turn could require additional semesters of enrollment. In general, summer courses are offered

as a way for students to “make-up” courses missed from blocks. Because of the compressed nature of the summer sessions, it is impossible to offer entire blocks of courses during the summer.

You are responsible for being aware of university and college regulations regarding the standard of work required to continue in the university and college, as well as the requirements for your specific program, including coursework, prerequisites, and the proper sequence of courses in the program. This information can be obtained in the University of Houston Undergraduate and/or Graduate catalog, the current University of Houston class schedule, and your degree or certification plan.

These degree plan templates are offered for your planning purposes only. You should schedule a meeting with your advisor immediately upon being accepted into the Teacher Education Program to file your official degree plan, and then every semester after that to ensure you are meeting all required benchmarks.

A student may petition the Department of Curriculum and Instruction to declare a major in Teaching and Learning or a minor in Education. Students must earn a minimum 2.50 grade point average in all courses attempted at this university.

College of Education Sample Degree Plans/Academic Maps (http://www.uh.edu/provost/students/new-coogs/uhin4/maps/index.php#college-of-education)

- Education minor with certification (8-12-minor-cert-sp14-2.pdf)
- Education minor without certification (minor-gen2.pdf)

EC-12: Meet with your academic advisor in your major department for degree plan information.

Graduate Certification Plans

Graduate Students and Post-Baccalaureate students who wish to receive a professional or teaching certificate must first apply for a Certification Plan (../../certifications/_pdf/cert_plan_application.pdf). After receiving the certification plan, students may petition for additional credit using the certification plan petition (../../certifications/pdf2/cert-plan-petition-03202014.pdf). (**Undergraduate College of Education Teacher Education students need not complete this form.**)

Undergraduate EC-6 and 4-8 Candidates

Beginning Fall 2012, teacher candidates intending to teach elementary or middle grades will declare initially as a "Pre-Teaching" major. Upon successful completion of required benchmarks as part of the formal Teacher Education Program application process, students will then become eligible to change majors to Teaching and Learning, in order to earn a B. S. degree. Teacher Education coursework is typically taken once university core coursework is complete, generally in the Junior and Senior years.

In the Pre-Teaching semester, undergraduate students will work with their education advisors to complete a ***degree plan***. A degree plan is the contract with the university detailing the coursework and other requirements that must be completed in order to qualify for a degree and for certification. If you are transferring in coursework from another institution or another major, see your advisor to be sure that all of the coursework has been successfully transferred. If you require a substitution course, complete a General Petition and submit to your advisor so your request can be approved and filed. **All courses listed on the degree plan must be completed in order to graduate.** (Note: If you have reconsidered your intentions of becoming a teacher, please see your advisor to discuss changing your major early enough to avoid too many additional hours for a new degree.)

Post-Baccalaureate EC-6 and 4-8 Certification Candidates

Post-baccalaureate students will apply for a certification plan in Farish 160 or on the Teacher Education Website. A certification plan is the contract with the university detailing the coursework and other requirements that must be completed in order to qualify for certification.

Masters/Certification EC-6 and 4-8 Candidates

A Master's degree and a certification plan are two separate items, and each has its own requirements. Students are strongly encouraged to look into combining these two programs because many courses required for the certification plan can also be taken to satisfy requirements for a Master's program. Masters/Certification students will apply for a certification plan in the Office of Student Services in Farish Hall 160 or on the Teacher Education Website. Masters/Certification students should see both their graduate program advisor and an education advisor, located in Farish Hall room 160.

Graduate Students and Post-Baccalaureate students who wish to receive a professional or teaching certificate must first apply for a Certification Plan (../../certifications/_pdf/cert_plan_application.pdf). After receiving the certification plan, students may petition for additional credit using the certification plan petition (../../certifications/pdf2/cert-plan-petition-03202014.pdf). (**Undergraduate College of Education Teacher Education students need not complete this form.**)

Undergraduate and Graduate 8-12 and EC-12 Candidates

Secondary and EC-12 candidates will obtain a major degree plan through their major college and should follow all policies and deadlines required by that college. Some secondary and EC-12 programs list education courses on the major degree plan. If that is the case with your major program, you will simply follow that degree plan and seek advising from the education advisors when it is necessary. Other secondary and EC-12 programs require their majors to

apply for an Education Minor in order to be eligible for certification. If your major program requires an Education Minor, you will complete an application for an Education Minor with your education advisor. (For secondary degree plan information for *teach*Houston, please see the program website at http://teachhouston.uh (University of Houston).edu/) (http://teachhouston.uh.edu/)

Probationary Certificate Information

If you are being considered for employment on a Probationary Certificate within a school district, or if you are a full-time teacher of record at an accredited school, please call the Certification Officer at 713-743-4998 for more information on probationary certificates.

If you relocate after you have received your certification plan, please notify your advisor in writing of your new address and/or telephone number.

Applying for Certification

Certification is a process through which the State of Texas will authorize you to teach in a designated age level and content area. Certification is separate but related to your degree at the University of Houston. Once you complete our state-approved teacher preparation program, including all coursework on your degree or certification plan and all required benchmarks, our institution will recommend to the State Board for Educator Certification that you have completed all requirements and are eligible to be certified.

It is vital that you stay in contact with your education advisor and follow your degree or certification plan closely so that you do not miss any requirements, which could delay your certification.

Applying for Your Standard Certificate

Applicants applying for Texas teaching certificate must meet state and university program requirements.

- You must have a degree or certification plan on file with the Teacher Education program.
- You must complete all coursework listed on your degree or certification plan. Course substitutions must be documented by petition.
- Your degree must be conferred if you are in a certification program that is a part of a baccalaureate or master's degree.
- You must pass all TExES exams required for your certification area.
- If you are a Post Baccalaureate student using teaching experience in place of Student Teaching, please submit a signed service record from your district's Human Resource office showing at least two years of teaching experience for documentation.
- You must apply for certification online at the Texas State Board for Educator Certification (SBEC) website (https://secure.sbec.state.tx.us/SBECOnline/login.asp).

Recommendation by the University of Houston takes approximately 4 to 6 weeks from the time you apply online. If you do not receive a certificate within three months of your application being processed by the University of Houston, you should contact the SBEC at 1-888-863-5880 to insure completion of the certification process.

The information below applies to students who have completed a significant portion of the UH (University of Houston) Teacher Education program or a Professional Certification Program. If you have a question about how to get started in a certification program please visit an undergraduate advisor (https://ssl.uh.edu/education/student-services/undergrad-office/advisor/scheduling/) or graduate admissions advisor (../../../admissions/graduate/admission-app-instructions/admission-advising.php).

Certification Checklist

The Certification Checklist (../../certifications/_pdf/cert_checklist_fall10_2.pdf) will help you to meet the requirements for certification.

Becoming a Certified Texas Educator Through an Alternative Certification Program

Home / Texas Educators / Preparation and Continuing Education

Becoming a Certified Texas Educator Through an Alternative Certification Program

Alternative certification programs (ACP's) offer a nontraditional route to certification that may allow you to teach while completing the requirements. These programs are located in universities, school districts, education service centers, community colleges, and private entities. A list of approved programs is available. Only programs found on this list may recommend an individual for a Texas educator certificate. The following steps must be taken to receive certification to teach in Texas through an ACP.

1) Decide What You Would Like to Teach

Decide the specific grade levels of students and subject areas you would like to teach. This decision determines the certificate you need, the program you need to enroll in, and the certification tests you need to take. The program you select will assist you in this process based on your degree, coursework, and interests.

2) Select an Approved Texas ACP

ACP's offer intensive classroom-focused training. Many of these programs can be completed in one year, during which time you may be able to teach as a paid intern with supervision and mentoring. Some programs offer an unpaid clinical experience similar to student teaching in lieu of a paid internship .

3) Meet the Screening Criteria of the Program

Your program will advise you of the entry requirements such as basic skills, GPA, and demonstration of content knowledge. Some of these requirements are state-mandated and some may reflect the standards of the program.

4) Develop a Certification Plan with Your Program

Following acceptance into the program, you will meet with program staff who will advise you of the specific training courses, internship, tests, and other program requirements that you must complete.

Certification in some career and technical education areas may require previous experience and/or industry-specific licensure.

5) Obtain a Teaching Position

If your program has determined that you are eligible for a teaching internship based on your progress and completion of any appropriate tests, they will provide you with an eligibility statement for employment purposes. You must secure a teaching assignment at the grade level and in the subject area of your target certificate. Your program may provide assistance in locating a position. Once you have secured a position, you will have an experienced, certified mentor assigned to work with you and additional supervision will be provided by the program.

6) Apply for a Probationary Certificate

Once you have secured a teaching position for your internship, you must apply online for an intern or probationary certificate, valid for one calendar year to meet state certification rules for you and the school. You must create an online account, apply, pay fees, and meet the requirements for a criminal background check. Your program must recommend you online for the appropriate certificate.

7) Complete All Requirements for a Standard Certificate

You must complete all program training, internship, examinations, and all other program requirements. If you do not complete all requirements within one year, it is sometimes possible to extend the probationary certificate for up to two years. Your program will advise you of your eligibility for an extension. You may not teach more than three school years in Texas public schools on temporary credentials prior to receiving an initial standard certificate.

8) Apply for the Standard Certificate

Upon completion of all requirements, you must apply for a standard certificate online. If you qualify, your program will recommend you for the standard certificate. A criminal background check will be conducted prior to issuance of any certificate.

9) Congratulations! You Are a Certified Texas Educator

When your certificate is approved, it will be posted to the agency website. You will be notified by email when your certificate is official.

Print

Appendix B

Module 1: Foundations PP Charts

Note. PowerPoint charts created by Erin Kolpek.

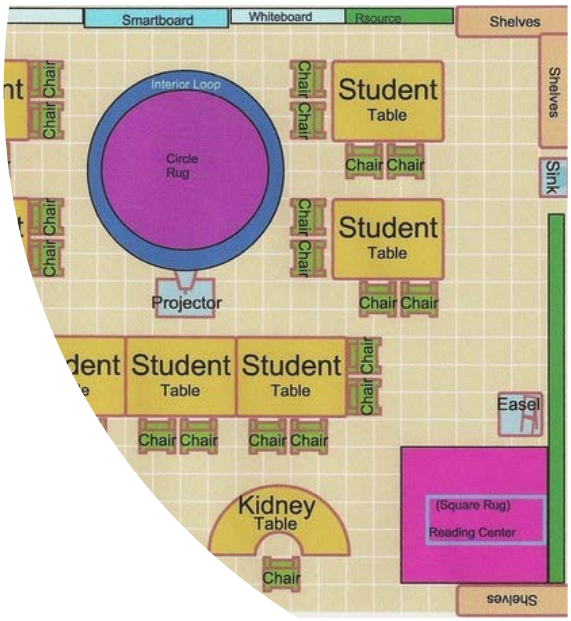
Module 1: Foundations

Structured Environment Components

1.1 Physical setting

1.2 Expectations

1.3 Routines & Procedures



os, Cons, Steal! handout

Shapes
Colors

Separate
independent
and teacher
assisted
work spaces

M

READING
WRITING
MATH

Choose
what's right.
Change
what isn't.
Sort Natural vs. Man Made

1.2 Rules & Expectations

Few (3-5) positively stated behavior rules are posted, systematically taught, reinforced, and monitored

Rules don't have to be boring! Make it fun, because you will need to review them every day, many times a day. Let's watch a few videos to see how these teachers use action-based learning (ABL) techniques to reinforce their classroom rules.

This Photo by Unknown Author is licensed under CC BY-SA

- https://binged.it/2HxCNRh Teaching Rules song [2:17]
- Whole-brain Rules and review, attention signal, reinforcement https://binged.it/2HvWRDn [2:37]

Action!

- Jot down YOUR classroom rules
- Share with a partner to ensure rules are positively stated.

1.3 Routines & Procedures Predictable routines are systematically taught, reinforced, and monitored (e.g. turning-in work, asking for help)

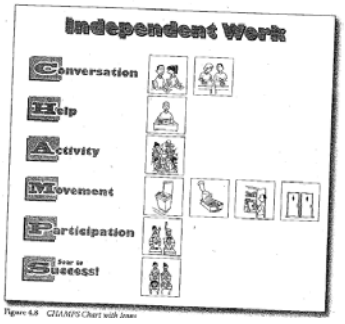
Do

See

- https://binged.it/2HCrFmc
- https://binged.it/2Hyownl
- Teaching how-to use Cool-down
- https://binged.it/2HvRfZP

Resource: *CHAMPS*, Ch. 4

- ❑Classroom activities
- ❑Classroom transitions
- ❑Self-Assessment



Appendix C

Customer Satisfaction

Note. Survey created by Erin Kolpek

Developement Satisfaction Survey

Supporting and Responding to Behavior

Erin Kolpek
University of Houston

Coaching Management requests your help. Please complete the following Customer Satisfaction Survey based on the Responding and Supporint Behavior Managmenet professional development and implementation training. Thank you for your time.

Customer Name:	Project Name:	Project Location:
[Customer Name]	Supporting and Responding to Behavior: Facilitating Behavior Management Skills of Novice Teachers	
Project Manager	**Date:**	**Campus**
[Project Manager]	[Date]	

1. Did the trainer deliver the results and quality that were promised?

☐ Less than expected ☐ As expected ☐ More than expected ☐ Consistently more

1a. Were key project deadlines met with a "whatever it takes" attitude?

☐ Less than expected ☐ As expected ☐ More than expected ☐ Consistently more

1b. Was consistent discipline and direction provided on approach, scope, and schedule?

☐ Less than expected ☐ As expected ☐ More than expected ☐ Consistently more

1c. Did the trainer guide your staff and project results? Were they "team players"?

☐ Less than expected ☐ As expected ☐ More than expected ☐ Consistently more

2. The project process was …

☐ Less than desirable ☐ As expected ☐ Better than expected ☐ Consistently better

2a. Was there open and timely communication?

☐ Less than expected ☐ As expected ☐ More than expected ☐ Consistently more

2b. Were the right personnel consistently assigned throughout the project?

☐ Less than expected ☐ As expected ☐ More than expected ☐ Consistently more

2c. Was the trainer creative and flexible in the approach to meeting objectives?

☐ Less than expected ☐ As expected ☐ More than expected ☐ Consistently more

2d. Did the trainer listen, learn, and then execute solutions to overcome challenges?

☐ Less than expected ☐ As expected ☐ More than expected ☐ Consistently more

3. The overall service on this project was …

☐ Less than desirable ☐ As expected ☐ Better than expected ☐ Consistently better

4. Comments / Testimonial:

[Add your comments here.]

☐ Please check this box to grant us permission to use your company logo and testimonial on our website or in our future marketing efforts.

☐ Please check this box if you are willing to act as a reference for our company in the future.

Thank you very much for taking the time to complete this survey. Your feedback is valued and very much appreciated!

Appendix D

Classroom and Behavior Management Implementation Rubric

CLASSROOM AND BEHAVIOR MANAGEMENT IMPLEMENTATION RUBRIC

Educator:	Grade Level:	Subject:	Date:
# Campus:		Time:	Coach:

Classroom Management Foundations, Interventions and Supports	0/0I Non-Use Orientation	II Preparation	III Mechanical	IVA Routine IVB Refinement	V Integration	VI Renewal
1 Structured Environment						
1.1 Setting – Environment is arranged for ease of flow of traffic and distractions are minimized						
1.2 Routines/Procedures – Predictable routines are systematically taught, reinforced, and monitored (e.g. turning in work, asking for help)						
1.3 Expectations/Rules – Few positively stated behavior rules are posted, systematically taught, reinforced, and monitored						
2 Preventive Practices						
2.1 Supervision – Actively scans, moves, and monitors behavior						
2.2 Engagement – High rates of opportunities to respond (OTRs); multiple ways to engage students (e.g. response cards, peer tutoring; white board responding)						
2.3 Encouragement (Group) – Specific, contingent praise of appropriate behavior of group (e.g. tokens, group contingencies, Good Behavior Game); ratio of interactions (ROI) minimum 3 positive: 1 negative ROI_____						
2.4 Encouragement (Individual) – Specific, contingent praise; ratio of interactions (ROI) minimum 3 positive: 1 negative ROI_____						
2.4 Prompts and Precorrections – Reminders are provided before a behavior(s) is/are expected and expectations are clearly described						
2.5 Antecedent strategies are used to prevent inappropriate behavior (e.g. environmental, curricular, behavioral strategies)						
3 Responsive Practices						
3.1 Error Corrections – Brief, contingent, and specific statements when misbehavior occurs						
3.2 Multiple procedures are used to respond to inappropriate behavior (e.g. teach replacement behaviors, reteach appropriate behaviors, planned ignoring)						
3.3 Differential Reinforcement (e.g. reinforcing other, competing behaviors)						
3.4 Consequences are consistently and effectively used (e.g. planned ignoring, time-out from positive reinforcement, reinforcing around student, response cost)						

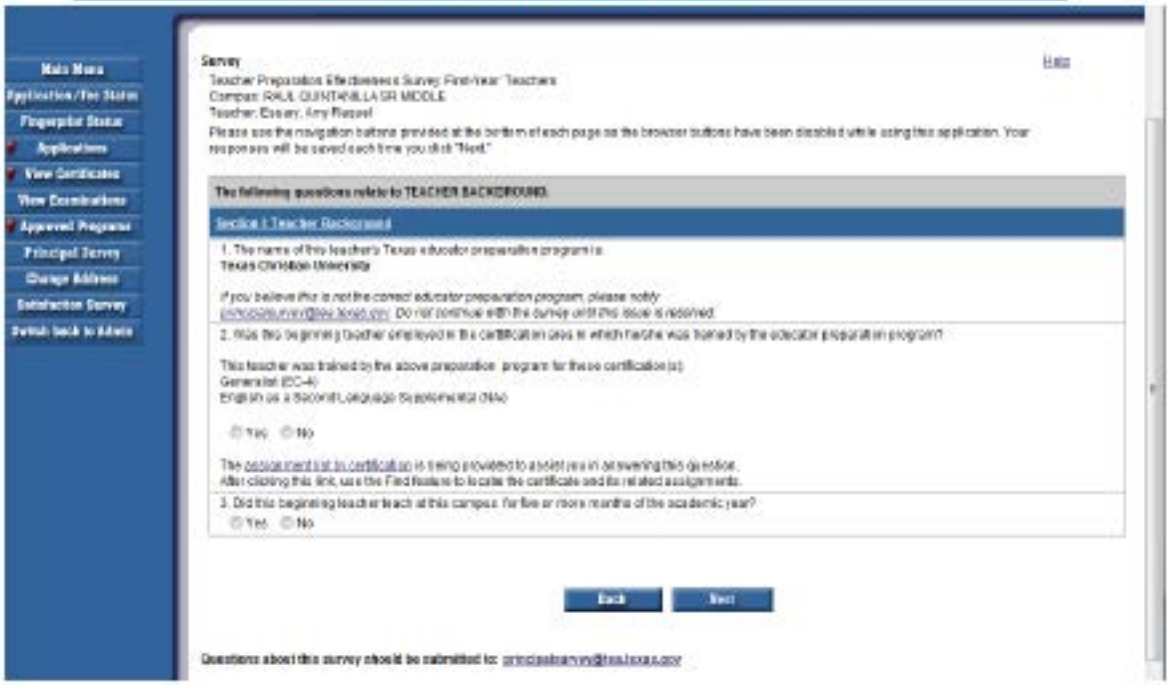
CLASSROOM AND BEHAVIOR MANAGEMENT IMPLEMENTATION RUBRIC

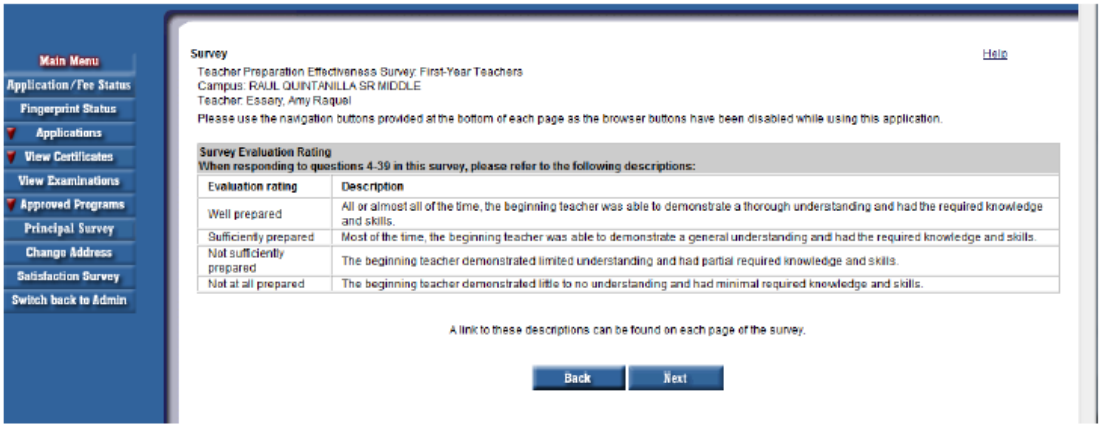
4	Data Systems					
4.1 Counting/Frequency – Record how often of how many times a behavior occurs						
4.2 Timing/Duration – Record how long a behavior lasts						
4.3 Sampling/Interval – Estimate how often a behavior occurs during part of an interval, the entire interval, or at the end of an interval						
4.4 ABC Data, Incident Reports, or Office Discipline Referrals (ODRs) – Record information about the events that occurred before, during, and after a behavior incident in a matter-of-fact, professional, and ethical manner						
	Additional Comments					

Appendix E

Principal Survey

FY16 Principal Survey Questions





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Help

Teacher Preparation Effectiveness Survey: First-Year Teachers
Campus: RAUL QUINTANILLA SR MIDDLE
Teacher: Essary, Amy Raquel

Please use the navigation buttons provided at the bottom of each page as the browser buttons have been disabled while using this application.

Survey Evaluation Rating
When responding to questions 4-39 in this survey, please refer to the following descriptions:

Evaluation rating	Description
Well prepared	All or almost all of the time, the beginning teacher was able to demonstrate a thorough understanding and had the required knowledge and skills.
Sufficiently prepared	Most of the time, the beginning teacher was able to demonstrate a general understanding and had the required knowledge and skills.
Not sufficiently prepared	The beginning teacher demonstrated limited understanding and had partial required knowledge and skills.
Not at all prepared	The beginning teacher demonstrated little to no understanding and had minimal required knowledge and skills.

A link to these descriptions can be found on each page of the survey.

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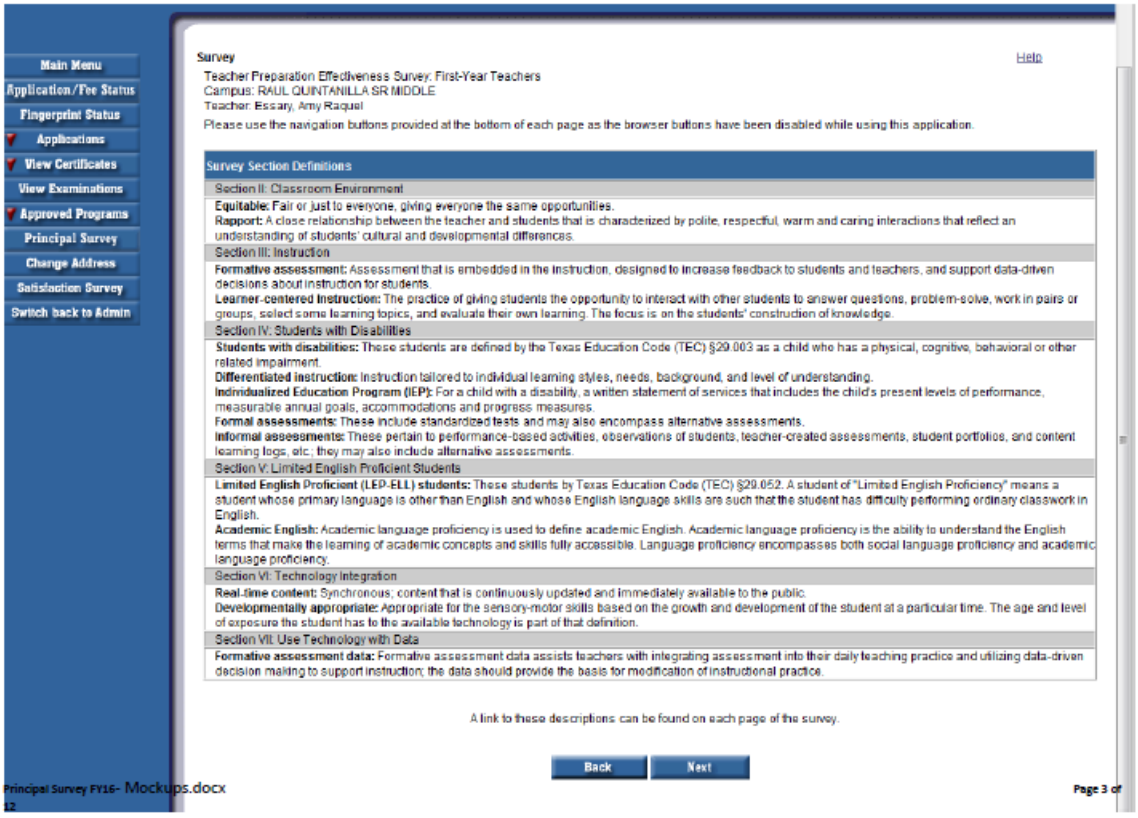

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Teacher Preparation Effectiveness Survey: First-Year Teachers
Campus: RAUL QUINTANILLA SR MIDDLE
Teacher: Essary, Amy Raquel

Please use the navigation buttons provided at the bottom of each page as the browser buttons have been disabled while using this application.

Survey Section Definitions

Section II: Classroom Environment

Equitable: Fair or just to everyone, giving everyone the same opportunities.
Rapport: A close relationship between the teacher and students that is characterized by polite, respectful, warm and caring interactions that reflect an understanding of students' cultural and developmental differences.

Section III: Instruction

Formative assessment: Assessment that is embedded in the instruction, designed to increase feedback to students and teachers, and support data-driven decisions about instruction for students.
Learner-centered instruction: The practice of giving students the opportunity to interact with other students to answer questions, problem-solve, work in pairs or groups, select some learning topics, and evaluate their own learning. The focus is on the students' construction of knowledge.

Section IV: Students with Disabilities

Students with disabilities: These students are defined by the Texas Education Code (TEC) §29.003 as a child who has a physical, cognitive, behavioral or other related impairment.
Differentiated instruction: Instruction tailored to individual learning styles, needs, background, and level of understanding.
Individualized Education Program (IEP): For a child with a disability, a written statement of services that includes the child's present levels of performance, measurable annual goals, accommodations and progress measures.
Formal assessments: These include standardized tests and may also encompass alternative assessments.
Informal assessments: These pertain to performance-based activities, observations of students, teacher-created assessments, student portfolios, and content learning logs, etc.; they may also include alternative assessments.

Section V: Limited English Proficient Students

Limited English Proficient (LEP-ELL) students: These students by Texas Education Code (TEC) §29.052. A student of "Limited English Proficiency" means a student whose primary language is other than English and whose English language skills are such that the student has difficulty performing ordinary classwork in English.
Academic English: Academic language proficiency is used to define academic English. Academic language proficiency is the ability to understand the English terms that make the learning of academic concepts and skills fully accessible. Language proficiency encompasses both social language proficiency and academic language proficiency.

Section VI: Technology Integration

Real-time content: Synchronous; content that is continuously updated and immediately available to the public.
Developmentally appropriate: Appropriate for the sensory-motor skills based on the growth and development of the student at a particular time. The age and level of exposure the student has to the available technology is part of that definition.

Section VII: Use Technology with Data

Formative assessment data: Formative assessment data assists teachers with integrating assessment into their daily teaching practice and utilizing data-driven decision making to support instruction; the data should provide the basis for modification of instructional practice.

A link to these descriptions can be found on each page of the survey.

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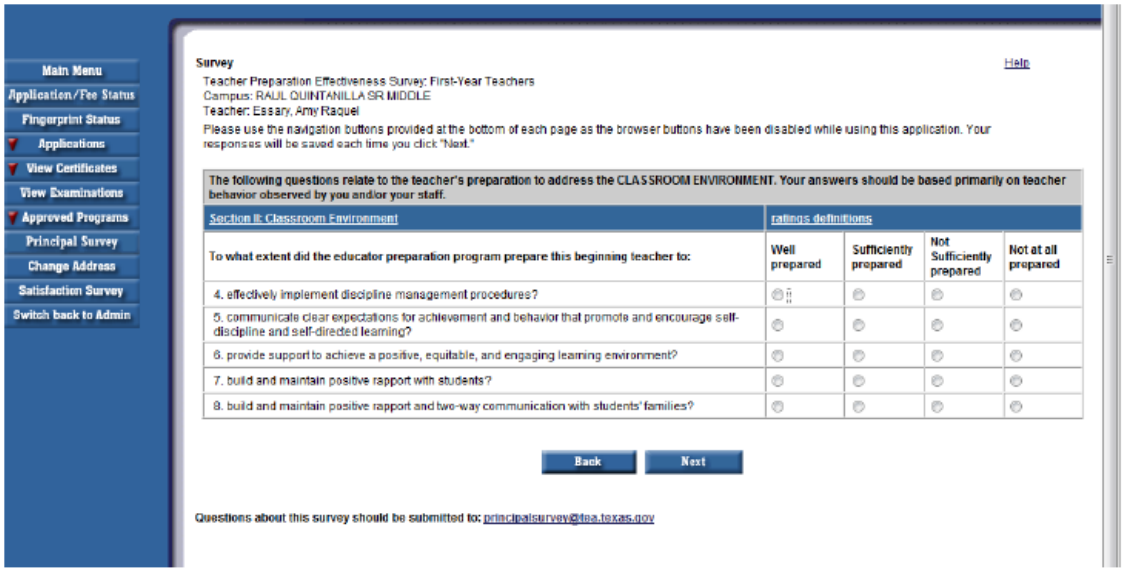
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Teacher Preparation Effectiveness Survey: First-Year Teachers
Campus: RAUL QUINTANILLA SR MIDDLE
Teacher: Essary, Amy Raquel
Please use the navigation buttons provided at the bottom of each page as the browser buttons have been disabled while using this application. Your responses will be saved each time you click "Next."
The following questions relate to the teacher's preparation to address the CLASSROOM ENVIRONMENT. Your answers should be based primarily on teacher behavior observed by you and/or your staff.
Section II: Classroom Environment
ratings definitions
To what extent did the educator preparation program prepare this beginning teacher to:
Well prepared
Sufficiently prepared
Not Sufficiently prepared
Not at all prepared
4. effectively implement discipline management procedures?
5. communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning?
6. provide support to achieve a positive, equitable, and engaging learning environment?
7. build and maintain positive rapport with students?
8. build and maintain positive rapport and two-way communication with students' families?
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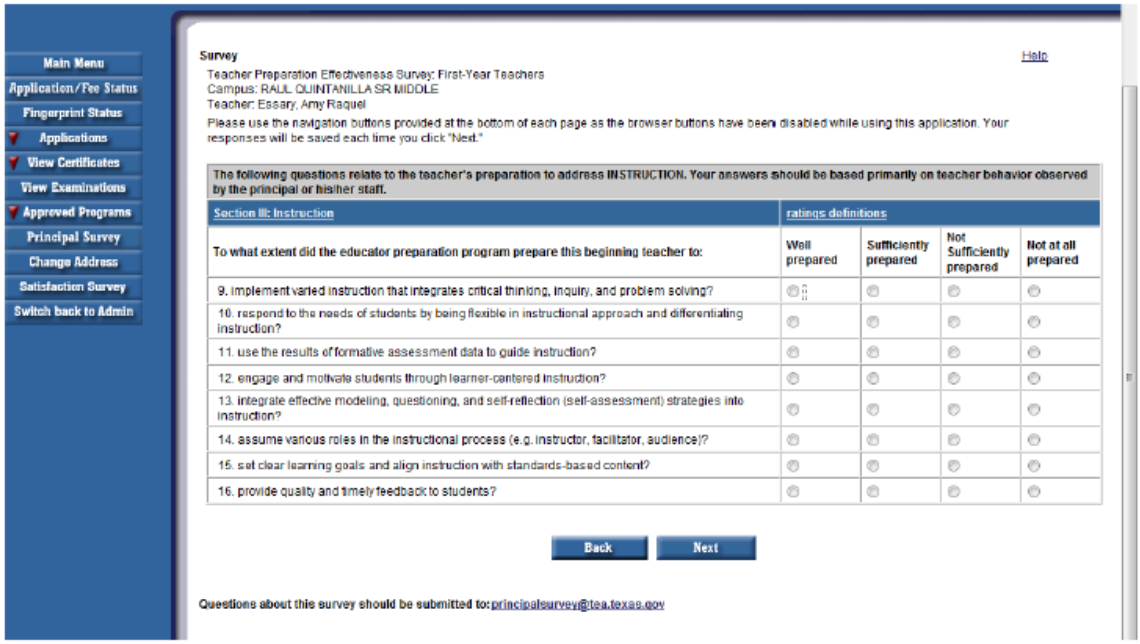
Questions about this survey should be submitted to: principalsurvey@tea.texas.gov

FY16 Principal Survey Questions



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Teacher: Essary, Amy Raquel

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The following questions relate to the teacher's preparation to address INSTRUCTION. Your answers should be based primarily on teacher behavior observed by the principal or his/her staff.

Section III: Instruction	ratings definitions			
To what extent did the educator preparation program prepare this beginning teacher to:	Well prepared	Sufficiently prepared	Not Sufficiently prepared	Not at all prepared
9. implement varied instruction that integrates critical thinking, inquiry, and problem solving?	○	○	○	○
10. respond to the needs of students by being flexible in instructional approach and differentiating instruction?	○	○	○	○
11. use the results of formative assessment data to guide instruction?	○	○	○	○
12. engage and motivate students through learner-centered instruction?	○	○	○	○
13. integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction?	○	○	○	○
14. assume various roles in the instructional process (e.g. instructor, facilitator, audience)?	○	○	○	○
15. set clear learning goals and align instruction with standards-based content?	○	○	○	○
16. provide quality and timely feedback to students?	○	○	○	○

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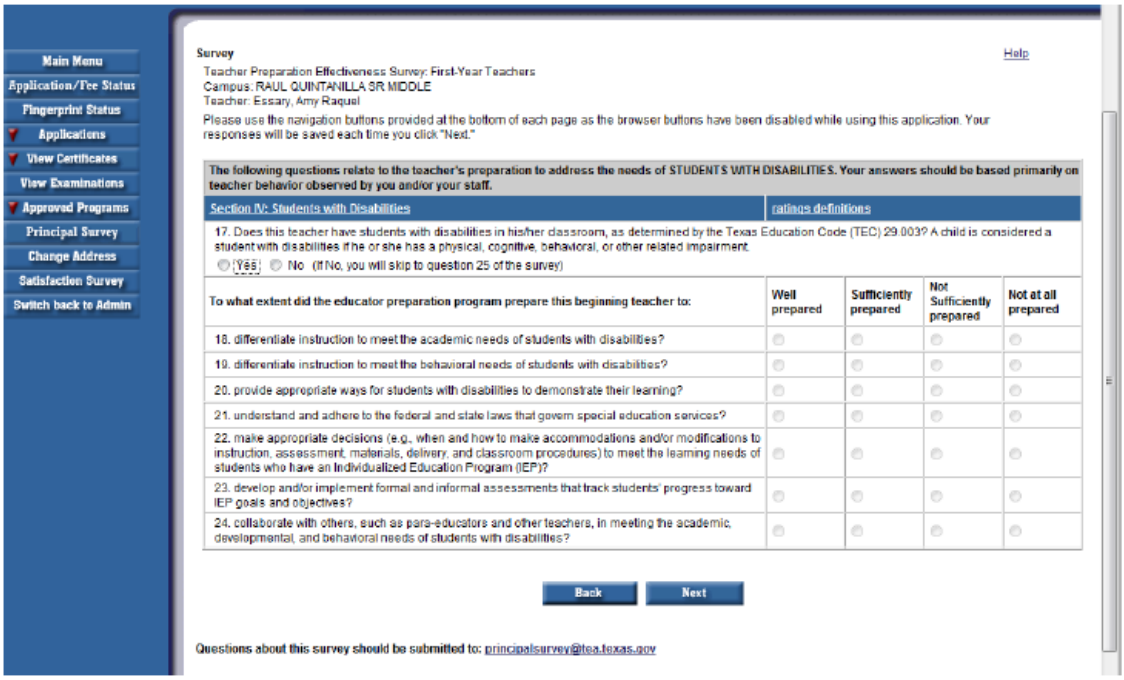
Questions about this survey should be submitted to: principalsurvey@tea.texas.gov



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The following questions relate to the teacher's preparation to address the needs of STUDENTS WITH DISABILITIES. Your answers should be based primarily on teacher behavior observed by you and/or your staff.

Section IV: Students with Disabilities | ratings definitions

17. Does this teacher have students with disabilities in his/her classroom, as determined by the Texas Education Code (TEC) 29.003? A child is considered a student with disabilities if he or she has a physical, cognitive, behavioral, or other related impairment.
(Yes) (No) (If No, you will skip to question 25 of the survey)

To what extent did the educator preparation program prepare this beginning teacher to:	Well prepared	Sufficiently prepared	Not Sufficiently prepared	Not at all prepared
18. differentiate instruction to meet the academic needs of students with disabilities?				
19. differentiate instruction to meet the behavioral needs of students with disabilities?				
20. provide appropriate ways for students with disabilities to demonstrate their learning?				
21. understand and adhere to the federal and state laws that govern special education services?				
22. make appropriate decisions (e.g., when and how to make accommodations and/or modifications to instruction, assessment, materials, delivery, and classroom procedures) to meet the learning needs of students who have an Individualized Education Program (IEP)?				
23. develop and/or implement formal and informal assessments that track students' progress toward IEP goals and objectives?				
24. collaborate with others, such as para-educators and other teachers, in meeting the academic, developmental, and behavioral needs of students with disabilities?				

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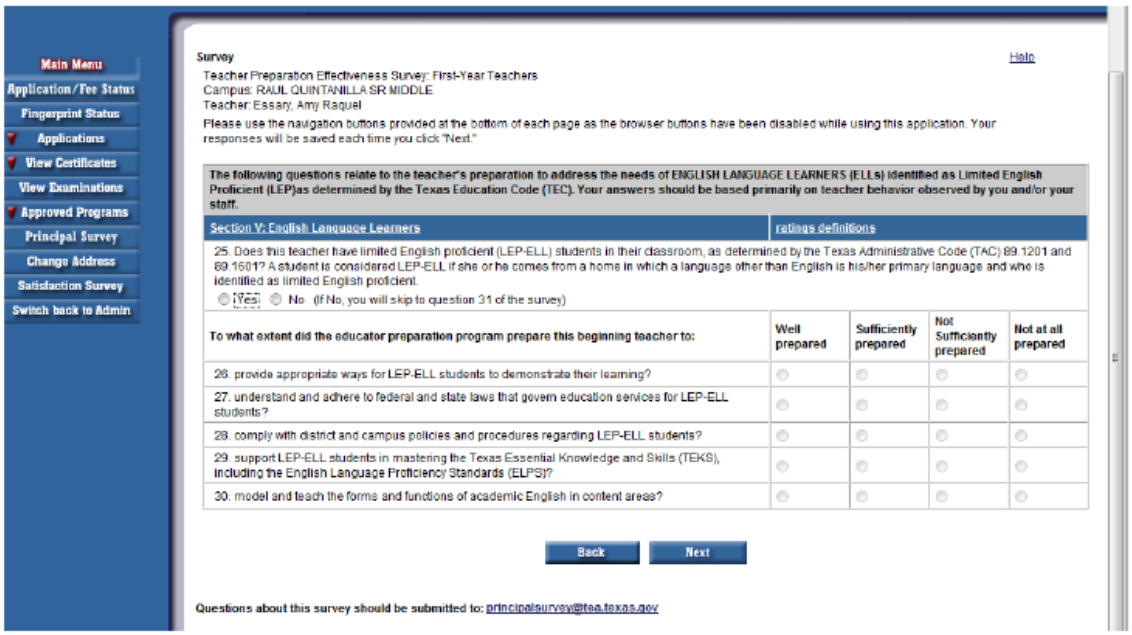

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Teacher Preparation Effectiveness Survey: First-Year Teachers
Campus: RAUL QUINTANILLA SR MIDDLE
Teacher: Essary, Amy Raquel

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The following questions relate to the teacher's preparation to address the needs of ENGLISH LANGUAGE LEARNERS (ELLs) identified as Limited English Proficient (LEP)as determined by the Texas Education Code (TEC). Your answers should be based primarily on teacher behavior observed by you and/or your staff.

Section V: English Language Learners	ratings definitions

25. Does this teacher have limited English proficient (LEP-ELL) students in their classroom, as determined by the Texas Administrative Code (TAC) 89.1201 and 89.1601? A student is considered LEP-ELL if she or he comes from a home in which a language other than English is his/her primary language and who is identified as limited English proficient.

Yes No (If No, you will skip to question 31 of the survey)

To what extent did the educator preparation program prepare this beginning teacher to:	Well prepared	Sufficiently prepared	Not Sufficiently prepared	Not at all prepared
26. provide appropriate ways for LEP-ELL students to demonstrate their learning?				
27. understand and adhere to federal and state laws that govern education services for LEP-ELL students?				
28. comply with district and campus policies and procedures regarding LEP-ELL students?				
29. support LEP-ELL students in mastering the Texas Essential Knowledge and Skills (TEKS), including the English Language Proficiency Standards (ELPS)?				
30. model and teach the forms and functions of academic English in content areas?				

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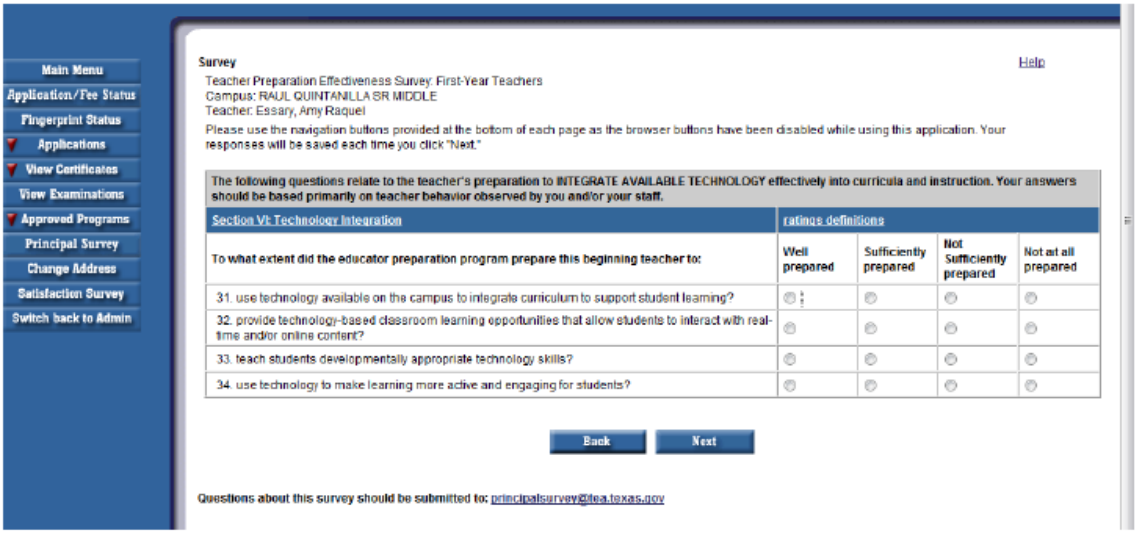

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Teacher Preparation Effectiveness Survey: First-Year Teachers
Campus: RAUL QUINTANILLA SR MIDDLE
Teacher: Essary, Amy Raquel

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The following questions relate to the teacher's preparation to INTEGRATE AVAILABLE TECHNOLOGY effectively into curricula and instruction. Your answers should be based primarily on teacher behavior observed by you and/or your staff.

Section VI: Technology Integration	ratings definitions			
To what extent did the educator preparation program prepare this beginning teacher to:	**Well prepared**	**Sufficiently prepared**	**Not Sufficiently prepared**	**Not at all prepared**
31. use technology available on the campus to integrate curriculum to support student learning?	○	○	○	○
32. provide technology-based classroom learning opportunities that allow students to interact with real-time and/or online content?	○	○	○	○
33. teach students developmentally appropriate technology skills?	○	○	○	○
34. use technology to make learning more active and engaging for students?	○	○	○	○

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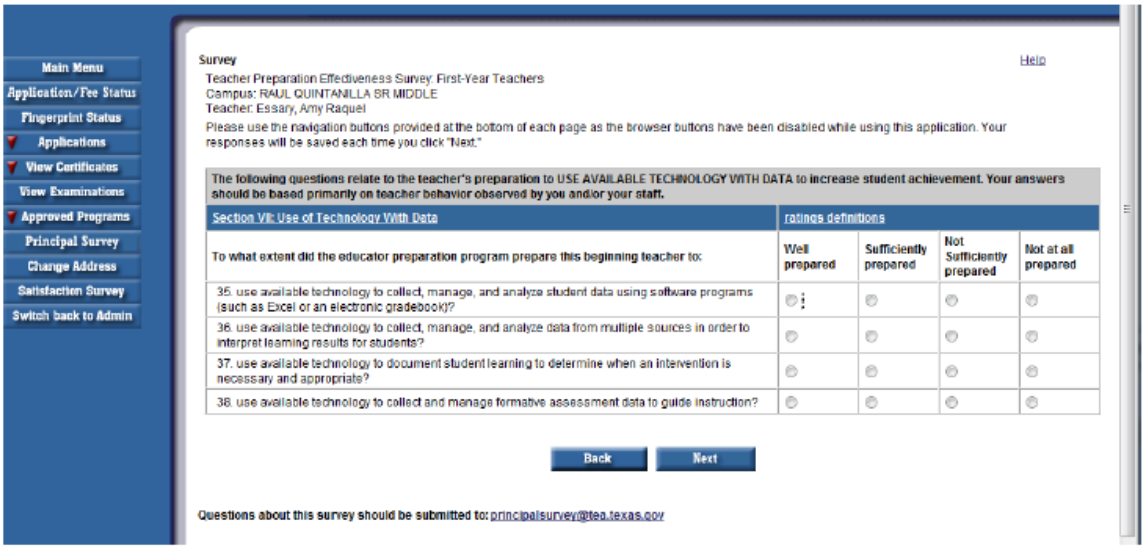

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Teacher Preparation Effectiveness Survey: First-Year Teachers
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Teacher: Essary, Amy Raquel

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The following questions relate to the teacher's preparation to USE AVAILABLE TECHNOLOGY WITH DATA to increase student achievement. Your answers should be based primarily on teacher behavior observed by you and/or your staff.

Section VII: Use of Technology With Data	ratings definitions			
To what extent did the educator preparation program prepare this beginning teacher to:	Well prepared	Sufficiently prepared	Not Sufficiently prepared	Not at all prepared
35. use available technology to collect, manage, and analyze student data using software programs (such as Excel or an electronic gradebook)?	○	○	○	○
36. use available technology to collect, manage, and analyze data from multiple sources in order to interpret learning results for students?	○	○	○	○
37. use available technology to document student learning to determine when an intervention is necessary and appropriate?	○	○	○	○
38. use available technology to collect and manage formative assessment data to guide instruction?	○	○	○	○

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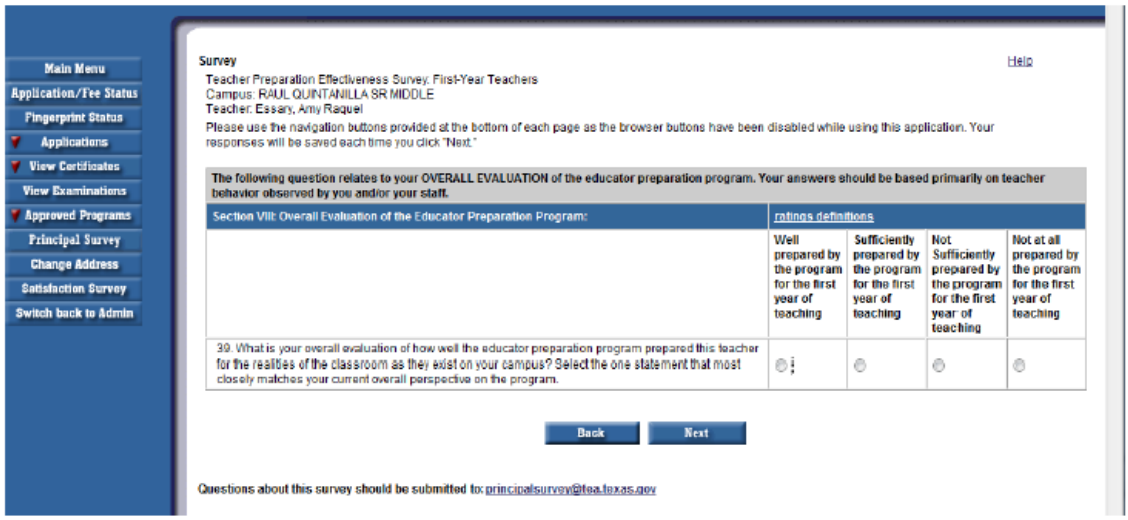
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Teacher Preparation Effectiveness Survey: First-Year Teachers
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Teacher: Essary, Amy Raquel
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The following question relates to your OVERALL EVALUATION of the educator preparation program. Your answers should be based primarily on teacher behavior observed by you and/or your staff.
Section VIII: Overall Evaluation of the Educator Preparation Program:
ratings definitions
Well prepared by the program for the first year of teaching
Sufficiently prepared by the program for the first year of teaching
Not Sufficiently prepared by the program for the first year of teaching
Not at all prepared by the program for the first year of teaching
39. What is your overall evaluation of how well the educator preparation program prepared this teacher for the realities of the classroom as they exist on your campus? Select the one statement that most closely matches your current overall perspective on the program.
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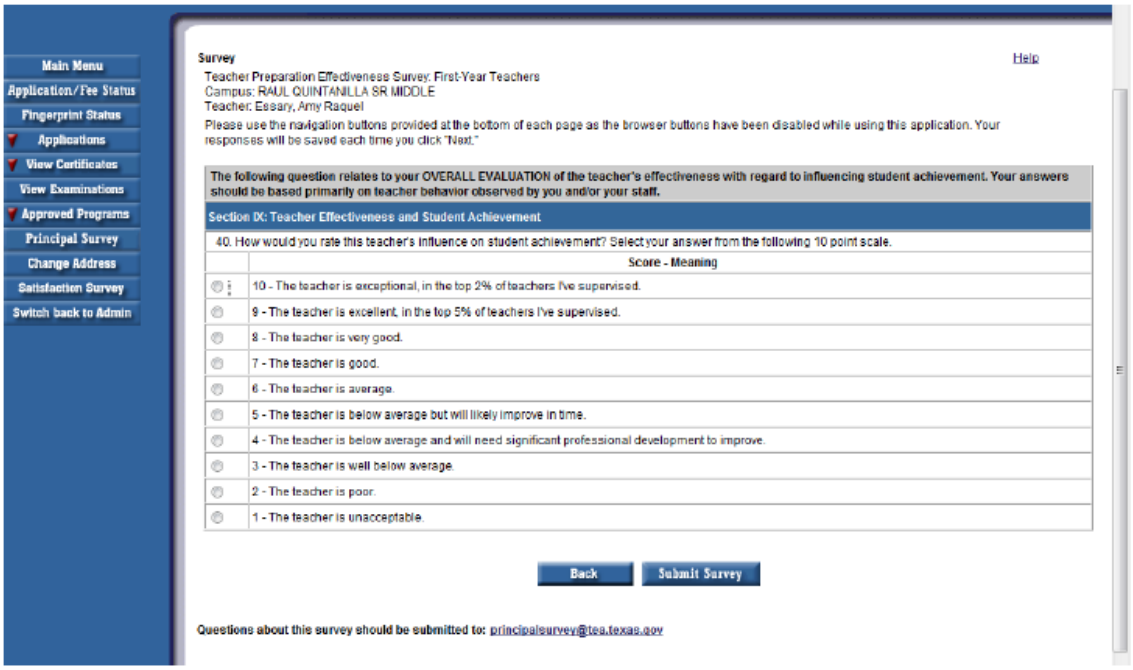
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The following question relates to your OVERALL EVALUATION of the teacher's effectiveness with regard to influencing student achievement. Your answers should be based primarily on teacher behavior observed by you and/or your staff.
Section IX: Teacher Effectiveness and Student Achievement
40. How would you rate this teacher's influence on student achievement? Select your answer from the following 10 point scale.
Score - Meaning
10 - The teacher is exceptional, in the top 2% of teachers I've supervised.
9 - The teacher is excellent, in the top 5% of teachers I've supervised.
8 - The teacher is very good.
7 - The teacher is good.
6 - The teacher is average.
5 - The teacher is below average but will likely improve in time.
4 - The teacher is below average and will need significant professional development to improve.
3 - The teacher is well below average.
2 - The teacher is poor.
1 - The teacher is unacceptable.
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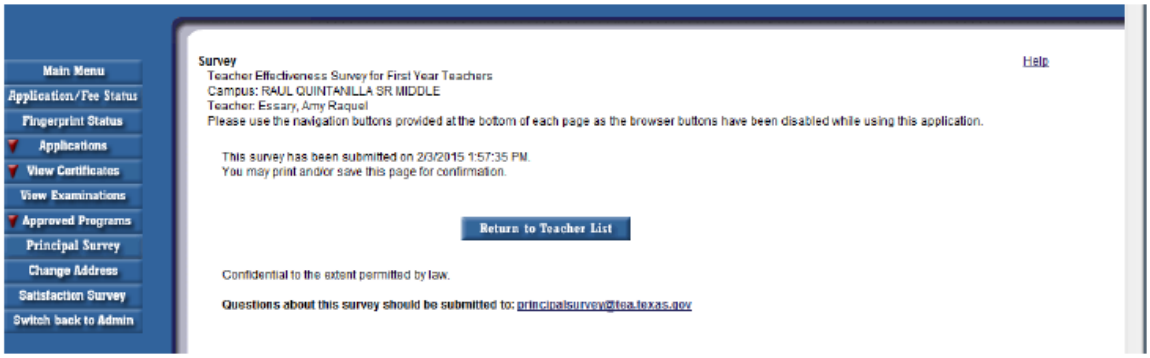
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Teacher Effectiveness Survey for First Year Teachers
Campus: RAUL QUINTANILLA SR MIDDLE
Teacher: Essary, Amy Raquel
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