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Moving Towards Raising Consciousness: An Inquiry Into How Preservice Teachers Envision Classroom Management

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MOVING TOWARDS RAISING CONSCIOUSNESS: AN INQUIRY INTO HOW
PRESERVICE TEACHERS ENVISION CLASSROOM MANAGEMENT

by

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A Dissertation

Submitted to the Graduate Faculty

of the

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in partial fulfillment of the requirements

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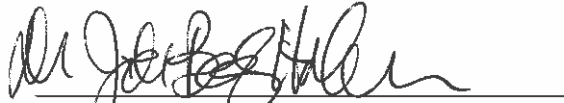
Doctor of Philosophy

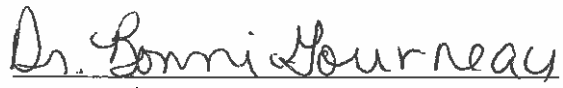
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2017

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This dissertation, submitted by Courtney C. LaLonde in partial fulfillment of the requirements for the Degree of Doctor of Philosophy from the University of North Dakota, has been read by the Faculty Advisory Committee under whom the work has been done and is hereby approved.



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Courtney C. LaLonde
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TABLE OF CONTENTS

LIST OF FIGURES	x
ACKNOWLEDGEMENTS.....	xii
ABSTRACT.....	xiv
CHAPTER	
I. INTRODUCTION	1
Historical Context of a Classroom Management Course	2
Pilot Study	8
Need for the Study.....	10
Purpose of the Study.....	11
Research Questions	12
Conceptual Framework	12
Benefits of the Study	13
Limitations.....	14
Definitions	15
Summary	16
II. LITERTURE REVIEW	17
Dimensions of Classroom Management.....	17
Person.....	19
Interpersonal Relationships.....	20

Engagement.....	21
Motivation.....	22
Interactions.....	23
Instruction	24
Learning Centered Teaching.....	24
Physical Design and Organization of Classroom.....	25
Teaching Content	26
Teaching Diverse Learners	28
Teaching for Social Justice	31
Discipline.....	34
Classroom Management and Discipline	34
Classroom Management Frameworks.....	35
Rules and Routines	38
Preventative Behaviors/Proactive Approach	38
Interventions	40
Consequences.....	41
Relevancy in Today’s Classrooms	41
Classroom Management Approaches.....	43
Discipline Based Approach.....	43
Relationship Based Approach.....	44
Classroom Management in Teacher Preparation Programs	46
Structured Field Experience.....	47
Critical Reflection.....	49

	Teacher Inquiry	50
	Classroom Management Challenges	51
	Reality Shock	51
	School Climate.....	54
	Support.....	55
	Mentoring.....	55
	Family Involvement	56
	Stress	56
	Technology	57
	Classroom Space.....	59
	Summary	60
III.	METHODOLOGY	63
	The Inquiry Cycle.....	64
	Develop a Wondering	64
	Collect Data	64
	Analyze Data.....	65
	Take Action.....	65
	Share the Results of the Inquiry with Others	66
	Participants and Context.....	67
	Participants.....	67
	Context.....	68
	Location	68
	Data Collection.....	68

	Reflective Writing Assignments	68
	University Student Assessment of Teaching (USAT) Forms and Student Evaluation of Learning and Feedback for Instructors (SELFI) Forms	69
	Survey	71
	Consent and Confidentiality	71
	Data Analysis	72
	Coding.....	72
	The Coding Process	73
	Formative and Summative Data Analysis.....	74
	Survey Data.....	74
	Validity.....	74
	Summary	75
IV.	QUESTIONS AND ANSWERS.....	76
	Reflections, Responses, and Revelations	76
	Reflections	76
	Responses.....	89
	Realizations.....	101
	Summary	102
V.	TEACHING AND LEARNING	105
	Preparation, Practice, and Possibilities.....	105
	Preparation	105
	Classroom Management Preparation-Pre-Service Teachers	106

Classroom Management Preparation – Instructors	114
Practice.....	117
Person.....	118
Instruction	119
Discipline	120
Possibilities	121
Consistency.....	124
School Visits.....	124
Cooperating Teacher Training	125
Inquiry.....	125
Summary	126
APPENDICES	128
REFERENCES	133

LIST OF FIGURES

Figure	Page
1. Reflective Cycle	7
2. University A Course Descriptions and Titles for 2013 & 2015	8
3. Classroom Management Approaches.....	10
4. Study Participants.....	67
5. Reflective Writing Assignment Topics and Number of Reflections Collected.....	69
6. University Student Assessment of Teaching (USAT) and Student Evaluation of Learning and Feedback for Instructors (SEIFI) Form Data	70
7. Fall 2015 Responses: Is Managing a Classroom Different than Creating a Learning Environment?	77
8. Spring 2016 Responses: What is Involved in Managing a Classroom?	82
9. Fall 2016 Responses: What does “Classroom Management” Mean to You?	85
10. Codes, Categories, and Assertions	86
11. Fall 2013 USAT Responses	90
12. Fall 2014 USAT Responses	92
13. Spring 2015 USAT Responses.....	93
14. Fall 2015 USAT Responses	94
15. Spring 2016 USAT Responses.....	95
16. Fall 2016 SELFI Responses	95

17.	USAT/SELFI Comparative Data	97
18.	Survey Responses.....	100
19.	Classroom Management: Dimensions, Elements, and Approaches	118

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ABSTRACT

Effective classroom management is critical in the creation of learning environments that foster academic success for all students. Preservice teachers must develop an awareness and understanding of all aspects of classroom management and their relation to the two main classroom management approaches: the discipline based approach and the relationship based approach. Furthermore, preservice teachers must have opportunities for authentic practice through structured field experience. This study examines a course restructuring process that was intended to improve classroom management course content. The conceptual framework for this study is based on Martin and Baldwin's (1994) construct of three broad dimensions of classroom management: person, instruction, and discipline. The methodology for this action research study utilized the Inquiry Cycle (Dana & Yendol-Hoppey, 2014). Data collection included student responses from reflective writing assignments, student assessment of teaching forms, and a survey. Data analysis was conducted in order to (a) gain understanding of how preservice teachers were viewing classroom management and creating learning environments after a course restructuring process, (b) identify which course components promote student learning, and (c) identify the level of importance that students assign to elements central to managing classrooms and creating learning environments. Findings from this inquiry show that students recognize that aspects of both classroom management approaches are valuable, and elements central to all three dimensions of

classroom management must be present in a learning environment. Field experience hours and course discussions related to the field experience were identified as being the most valuable aspects of the course in promoting understanding of classroom management.

CHAPTER 1

INTRODUCTION

Navigating the path of teacher education can be an arduous task. Preservice teachers meander through required coursework on their way to a somewhat uncertain destination, as it is impossible to predict what their future classrooms will be like. The majority of the responsibility for preparing preservice teachers to be effective practitioners, regardless of variances in resources that will be available to them and student demographics they will work with, falls on teacher preparation programs. Whether or not preservice teachers are prepared to meet the challenges of the teaching profession depends on the knowledge and level of awareness, or consciousness, they acquire as they move throughout a teacher preparation program. In developing a personal and mindful sense of what classroom management is, all facets of it must be an essential part of the journey preservice teachers take on the path towards becoming educators (Martin & Baldwin, 1994).

Classroom management is a common concern for teachers. Poor classroom management skills typically interfere with teaching and learning, and can result in teachers leaving the profession (Rosas & West, 2009). Taking the necessary steps toward developing a better awareness of what it means to manage a classroom will assist preservice teachers in finding a balance in delivering effective instruction while

overseeing student learning, social interactions, and behaviors in order to create a positive learning environment (Rosas & West, 2009).

There are many misconceptions about what classroom management is. Words such as *order*, *control*, and *discipline* are often associated with the term classroom management (Garrett, 2014). The idea that a well-managed classroom is one that functions in a quiet and orderly fashion is another common mistaken belief (Garrett, 2014). Likewise, the fallacy exists that a system of rewards and punishments is needed to effectively manage a classroom (Garrett, 2014). Historically, these misconceptions have found their way into teacher preparation coursework that focuses on classroom management. As a result, preservice teachers may be led to envision classroom management, and the elements of classroom management that are essential to success, through a skewed lens. This was the case in a teacher preparation program at a public research university located in the northern Midwest (University A). Preservice teachers enrolled in Classroom Management courses had constructed knowledge of what classroom management means by looking at it through the lens of a student, as well as past experience, rather than the lens of a teacher.

Historical Context of a Classroom Management Course

A Classroom Management course is required of all elementary, middle level, and secondary education majors at University A. Historically, a discipline based classroom management approach was the perceived focus of the course content. Teacher education students came into the course wanting to learn how to create quiet and obedient classrooms. They were interested in knowing how to control negative behavior and establish systems of rewards and punishments in order to maintain control. When asked

to recommend specific, practical changes that might improve their learning in the classroom management course, comments included “less reflection”, “more instruction on how to discipline”, “tell us what to do when common classroom problems happen”, and “talk about behaviors and consequences more”. Their recommendations on what classroom management should include fit the definition of what Davis, Summers, & Miller (2012) would describe as a rules-consequences perspective, wherein students learn to behave by experiencing consequences. In this classroom management perspective, the teacher is viewed as the person solely responsible for deciding what appropriate classroom behaviors should be and then teaching, monitoring, and providing consequences as deemed appropriate (Davis, Summers, & Miller, 2012). Behavior modification is central to a rules-consequence perspective on classroom management (Davis, Summers, & Miller, 2012). At University A, teacher education students seemed to want to know how to control student behavior, and tended to believe that a “crime and punishment” model that utilized mostly extrinsic rewards to manage student behavior was what they needed to learn about in order to successfully manage a classroom. Student comments on what could improve their learning in the course support this notion, as some students stated that they needed “less discussion” and “more practical tips on how to manage a classroom”. Wanting to know “how to...” and “what to do when...” lends itself to a teacher-centered, rules-consequence approach to classroom management. This was in direct conflict with the constructivist philosophy of University A.

In recent years, teacher education programs have engaged in a shift toward teaching methods that encourage students to work collaboratively, practice self-discipline, and problem solve (Davis, Summers, & Miller, 2012). As a result, complete

teacher control becomes impossible as a rules-consequence classroom management perspective contradicts this type of teaching. The teacher preparation program at University A encourages a focus on the learner, and teaching practices where students can actively engage, explore, and learn skills to practice higher level thinking and questioning. This constructivist model of teaching encourages learners to construct their own knowledge from experiences; in this case, preservice teachers had used their experiences as students to determine that classroom management involves rather than their experiences as preservice teachers. Constructivist teaching “deemphasizes lecturing and telling, and instead encourages the active engagement of students in establishing and pursuing their own learning objectives” (Noddings, 2016, p.122). Focusing on individual student needs is essential. In keeping a mindset of control with regard to classroom management, preservice teachers at University A had difficulty envisioning how what they learned about classroom management in teacher preparation coursework would apply to a real-life classroom setting. It became apparent that teaching elements and models of classroom management beyond discipline and control were needed to lessen the disconnect between course content at University A and potential real-life experiences in the field.

The Classroom Management course instructors at University A began a restructuring process during the fall 2013 semester with the addition of a fifteen-hour field experience observation. An observation-only field experience was added to the classroom management course curriculum with the hope that students would be able to better connect what they were learning about in the course with what was actually occurring in classrooms throughout the PK-12 school setting. Focusing on real-life

examples in learning environments throughout the PK-12 school setting is the best way to uncover the many aspects involved in creating a learning environment. The first step in doing this at University A was to add a field experience to the CM 432 course. Overall, this was not an easy process. Discussions concerning the idea of adding a field experience to CM 432 took place many years prior to the field experience actually being approved. Other course instructors worked hard to forge a path for the field experience that was finally implemented in the fall of 2013.

Initially, part of the agreement in adding the field experience was that, in order to provide students with field placements, course instructors had to assist the placement office and work closely with students to find cooperating teachers. This had to be done, given that final approval to add the field experience was granted shortly before the beginning of the semester. Furthermore, the multitude of other education courses that already offered field experiences led to a saturation of student placements in local schools. Simply put, there were not enough cooperating teachers to meet the newly added demand. In the fall of 2013, it took several weeks at the start of the semester to find classrooms for all CM 432 students to observe in. Course instructors reached out to former colleagues and contacts in schools. Students also contacted previous cooperating teachers and other teachers they knew on a personal basis in search of an environment to observe in. The geographic reach for classroom placements had to extend into neighboring cities, requiring some students to travel. After much effort by course instructors and students, a list of potential cooperating teachers was brought to the placement office at University A; student placements were finalized and the first field experience opportunity for the CM 432 course was set into motion.

It is important to note that the inclusion of the field experience observation during the fall of 2013 was met with a high level of student opposition. Students registered for CM 432 during the prior spring, and at that time the required field hours were not listed in the course description. As such, there were many disgruntled students who were not expecting to spend time in the field in conjunction with the course. Several students expressed their displeasure with this in course evaluations at the end of the semester by stating “let students know in the course description so they can plan their schedules”, and “put that there will be a field experience in the requirements”. Others suggested changing to a lesser amount of hours, starting the field experience sooner so there would be more time to complete the hours, or removing the field experience entirely. This was at odds with the fact they had been wanting a field experience for years, and clearly shows the last-minute addition of the field experience was frustrating to many. Even so, course instructors worked hard to make it a valuable experience by assigning specific observation focus areas for students to pay attention to while in the field.

While in the PK-12 setting, students were asked to observe several different areas that affect classroom management. While student behaviors, behavior interventions/consequences and discipline strategies to diffuse behaviors was one focus area, other focus areas included observing interpersonal relationships, working with diverse learners, student engagement, using technology during the teaching and learning process, classroom management plans, physical design of classrooms, and caring in the classroom environment. The observation focus areas were designed to be mindful of typical classroom management issues that novice teachers face. The process for the field experience began roughly six weeks into the semester, and spanned a period of six weeks

wherein students were required to observe for five hours every other week, with a week of class time in between to process observations from each week in the field.

In addition, reflective writing assignments were added to course curriculum in order to engage students in processing what they experienced in their observations through the use of Wink's (2011) model of the reflective cycle. Using Wink's reflective cycle (see Figure 1), students focused on a classroom management situation they experienced in the field, described it, analyzed it, interpreted it, came up with an action plan to address it, and then discussed questions that arose from the process and experience in the university classroom.



Figure 1. Reflective Cycle (Wink, 2011). Printed by Permission of Pearson Education, Inc. (See Appendix C)

The addition of a required field experience in the Classroom Management course at University A was a necessary step in helping preservice teachers connect the realities of classroom management to the actual classroom. The Classroom Management course restructuring process led to the inclusion of more reflective writing assignments and class discussions based on authentic occurrences in the PK-12 classroom setting, with the hope of helping to dispel the classroom management misconceptions that were the previous perceived focus. Course content began to center on awareness, or consciousness, of classroom management issues beyond discipline, punishment, and rewards. In 2015, the course description for the Classroom Management course was rewritten to reflect a more accurate depiction of course curriculum and content as well as a new course title (see Figure 2).

2013	Classroom Management. The purpose of this class is to study factors that influence classroom behavior and examine a variety of techniques that can be used in planning for positive classroom management. This course views classroom management from a humanistic position but does not assume a single method as the "best" approach. Students are expected to develop their own eclectic style during the course of this class.
2015	Learning Environments. The purpose of this class is to study psychological, social, and cultural factors that influence classroom behavior and to examine elements that contribute to a positive learning environment. A field experience is included in the course.

Figure 2. University A Course Descriptions and Titles for 2013 & 2015.

Pilot Study

In the spring of 2016, I conducted a pilot study as an inquiry into the mindset that preservice teachers now held regarding the definition of “classroom management”. I conducted the pilot study while serving as an instructor for the Classroom Management

course at University A since the beginning of the course restructuring process in the fall of 2013. The purpose of the study was to examine what the term “classroom management” now meant to preservice teachers after the course curriculum was revised to move away from a discipline based, rules-consequence perspective.

The methodology for the pilot study utilized the Inquiry Cycle (Dana & Yendol-Hoppey, 2014), which involves the process of developing a wondering, collecting data, analyzing data, sharing learnings, and taking action. The principal sources of data for the pilot study consisted of reflective writing responses completed by students in response to field experience observations, course comments from University Student Assessment of Teaching (USAT) forms, and a survey in which students were asked to rank elements of classroom management in order of importance. Findings from the pilot study showed that preservice teachers still found value in elements of discipline based classroom management, but also saw a need for elements of a relationship based classroom management approach. In keeping with a learner-centered focus on teacher education, preservice teachers appeared to see a need for elements of both classroom management approaches in order to create a positive classroom learning environment.

The results of the pilot study led to the creation of Figure 3 as a preliminary view of how preservice teachers were defining classroom management. The visual includes the elements of different classroom management approaches (discipline based and relationship based), and the value of each approach in creating a positive learning environment.

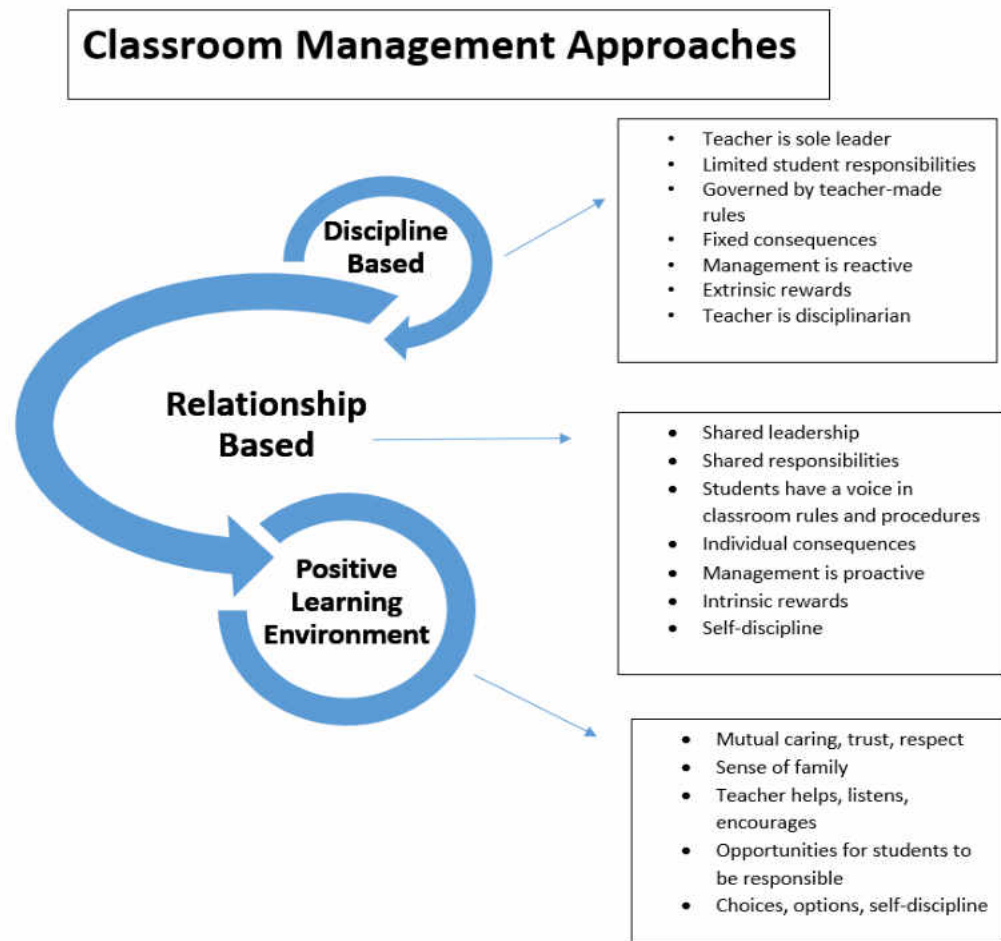


Figure 3. Classroom Management Approaches (Adapted from Davis, Summers, and Miller, 2012, and Freiberg and Lamb, 2009).

Need for the Study

Based on the results of the pilot study, an awareness of what “classroom management” truly entails could be developed by using course content and field experience to provide preservice teachers with an understanding of the two major approaches to classroom management; the discipline based approach and the relationship based approach, and how elements of both approaches lead into the creation of a positive learning environment (See Figure 3). Authentic study and analysis of how preservice teachers viewed both classroom management approaches, and how both approaches

affected the learning environment, was needed in order for preservice teachers to develop their own unique classroom management style that would best fit the needs of their future students. Upon implementing changes to course curriculum, and an added field experience, a more in-depth study that further investigated how preservice teachers were defining “classroom management” and envisioning how they would manage their future classrooms was needed.

Purpose of the Study

After undergoing a course restructuring, it was crucial to assess whether or not preservice teachers’ perspectives on what it means to manage a classroom had changed. A long-held myth about classroom management is that control is the primary goal (Ayers, 2010). This was evidenced by the desire for information on discipline strategies and interventions that Classroom Management students at University A seemed to prefer in the fall semester of 2013. Effective classroom management involves focusing on student activity and engagement, the learning environment, the curriculum, and the ability to work well with a large and diverse group of students (Ayers, 2010). The inclusion of a field experience observation (along with reflective writing assignments, class discussions, and activities based on field observations) was meant to create a deeper awareness in preservice teachers of what “classroom management” truly is for them in their given context.

An inquiry into how preservice teachers envision classroom management was needed to assess how preservice teachers were now defining “classroom management”. A goal of the course restructuring was to raise consciousness regarding all of the elements of classroom management. A study that further investigated how mindful

preservice teachers were regarding all aspects of classroom management, and how prepared they felt to manage a classroom, was merited.

With an intent to improve the teacher education program for preservice teachers, and attend to one of the biggest concerns that preservice, novice, and even veteran teachers struggle with, the purpose of this research project was to conduct an inquiry that examined how preservice teachers envision themselves effectively managing their future classrooms and what support preservice teachers felt they need in order to do so.

Research Questions

The research questions guiding this study were:

1. How do preservice teachers envision classroom management possibilities?
 - a. What elements of classroom management do preservice teachers seem to favor?
2. What aspects of classroom management course content do preservice teachers feel are most valuable?
 - a. How prepared do preservice teachers feel about managing a classroom?
 - b. What additional resources do preservice teachers feel might support their future classroom management efforts?

Conceptual Framework

The conceptual framework for this study was based on Martin and Baldwin's (1994) dimensions of teacher classroom management behavior. Within this framework, Martin and Baldwin (1994) describe classroom management as a construct that consists of three broad dimensions: person, instruction, and discipline. These dimensions are intertwined and viewed as vital components for effective classroom management.

The dimension of person relates to a teacher's beliefs and attitudes about who the student is as a person, their general abilities, and motivation. What the teacher believes about a student determines what actions they will take in the classroom to support the individual growth of the student. The psychosocial climate is also part of this dimension, and includes personal attention/worth, opportunity for success, group purpose/spirit, and classroom climate (Martin & Baldwin, 1994).

The dimension of instruction consists of actions that a teacher takes to establish and maintain learning activities in the classroom. Managing physical environment, time, classroom routines, and monitoring learning behavior are main components of this dimension (Martin & Baldwin, 1994).

The dimension of discipline refers to actions that the teacher takes to establish behavior standards in the classroom and enforce them. Classroom management includes, but is not limited to, discipline concerns. Within this dimension, rule setting and acknowledging appropriate and inappropriate behavior are areas of focus (Martin & Baldwin, 1994).

A teacher's beliefs and actions regarding the three dimensions of person, instruction, and discipline affect the classroom management approach, or style, that is used in the classroom.

Benefits of the Study

This study aimed to develop an in-depth understanding of how a classroom management course was serving to prepare preservice teachers to manage a classroom, and how preservice teachers saw themselves doing so in the future. Furthermore, it sought to assess the sense of preparedness that preservice teachers possessed with regard

to handling real-life classroom management issues. The intent of this study was to gain information that will serve to improve the quality of teacher education and preservice teacher preparedness. The purpose, goals, and intent of this study are aligned with standards set forth by the Council for the Accreditation of Education of Educator Preparation (CAEP). CAEP's mission of creating standards is to ensure that educator preparation programs are providing future teachers with the knowledge and skills necessary to effectively teach students. Likewise, the mission of this study was to ensure that teacher preparation program course content was providing future teachers with the knowledge and skills necessary to effectively manage classrooms and create learning environments.

Limitations

This study only examined preservice teachers' perceptions on classroom management and classroom management approaches. All of the participants in the study were students enrolled in a classroom management course that was required of their teacher education program, therefore they may have certain attributes and experiences that affect the way they perceive classroom management. As preservice teachers, the participants' perceptions are limited to what they see "from the outside looking in". Classroom management concepts may be too abstract to completely understand, and it is possible that participants will not fully realize the ramifications of managing a classroom until they are employed as a first-year teacher.

With two course sections capped at 27 students each semester, participants for the study are somewhat limited. Furthermore, data collection is limited to a timeframe of a 16-week period per semester.

Definitions

Preservice Teacher: A teacher who is enrolled in, but has not yet completed, a teacher preparation program at a college or university.

Novice Teacher: A teacher who has fewer than three years of classroom teaching experience.

Veteran Teacher: A teacher who has three or more years of classroom teaching experience.

Discipline Based Classroom Management Approach: The teacher is the sole leader of classroom and students have limited responsibilities. Discipline comes from the teacher.

Relationship Based Classroom Management Approach: The teacher and students share leadership and responsibility in the classroom. Self-discipline is practiced.

Constructivist Teaching: Model of teaching that encourages learners to construct their own knowledge from experiences.

Classroom Management: All of the actions that teachers take to create and maintain learning environments.

Dimension of Person: A teacher's beliefs and attitudes about who a student is as a person, their general abilities, and motivation.

Dimension of Instruction: Actions that a teacher takes to establish and maintain learning activities in the classroom, such as managing learning space and time, content, support materials, teaching methods, and teaching techniques.

Dimension of Discipline: Actions that the teacher takes to establish behavior standards in the classroom and enforce them.

Summary

Classroom management is a complex process that includes more than just discipline. Effective classroom management includes managing physical learning space and time, classroom activities and lessons, support materials, interpersonal relationships, and behaviors. How a teacher views each student as an individual, the methods of instruction they choose to employ, and their system of setting and enforcing standards for behavior and discipline all play a role in the classroom management approach that teachers utilize.

This chapter provided an introduction to the challenges of classroom management along with a brief historical context of issues and problems that needed to be addressed within a classroom management course at University A. A pilot study was shared to explain a recent inquiry into how students in a teacher preparation program at University A were defining classroom management after a process of course restructuring began. A need for further study was addressed. The research purpose and questions were identified. Three dimensions of classroom management were discussed as a conceptual framework for this study. Benefits of the study, along with study limitations, were presented. The chapter concluded with a list of definitions relevant to the study. A review of literature that was used to inform this study is presented in the next chapter.

CHAPTER II

LITERATURE REVIEW

Teaching is complicated work. Teachers are tasked to manage groups of twenty-five to thirty students at once, all of whom have unique needs, dispositions, and learning styles (Darling-Hammond, 2006). Teachers must possess strong content knowledge, create meaningful curriculum that motivates and engages diverse learners, build positive learning environments, teach rules and routines, consistently promote and reinforce appropriate behavior, assess student learning, and encourage moral development and citizenship (Le Page, et al., 2006, p. 332). Competency in all of these areas is needed to effectively manage a classroom. Teachers must possess “an understanding of teaching in light of the content and learners to be taught, as informed by assessment and supported by classroom environments” (Bransford, Darling-Hammond, & LePage, 2005, p. 10). If preservice teachers do not acquire the skills needed to effectively manage a classroom, they will not be fully prepared to withstand the rigors of the complex profession that is teaching. Furthermore, they will not be fully aware of what the teaching profession entails and will struggle with the dimensions of classroom management.

Dimensions of Classroom Management

Classroom management is continually cited as a point of concern for novice teachers (Garrett, 2014). Colleges of education nationwide typically include some kind of instruction on classroom management in their teacher preparation programs. It is likely

that most of the 1,450 teacher preparation programs located in institutions nationwide are attempting to address this important topic, yet classroom management continues to be one of the greatest struggles that new teachers face (National Council on Teacher Quality, 2014). Preservice teachers have identified knowledge about classroom management as one of the most important topics in teacher education programs (Le Page, et al, 2006).

Garrett (2014) states that there are five key elements in the process of classroom management: physical design and organization of classroom, rules and routines, relationships, engaging and motivating instruction, and discipline. These five elements are consistent with the five classroom management strategies that the National Council on Teacher Quality (2014) was able to identify from a consolidation of more than 150 studies on classroom management conducted over the last six decades: rules, routines, praise, misbehavior, and engagement. LePage et al. (2006) also supports five main elements in describing what teachers should know how to do in order to manage classrooms well: create meaningful curriculum and engaging pedagogy to support motivation, develop supportive learning environments, organize and structure the classroom, repair and restore behavior, and encourage moral development. In addition, Davis, Summers, & Miller (2012) address the need for an interpersonal approach to classroom management that includes organizing and creating a classroom environment that promotes engagement, modeling, supporting, and sustaining caring relationships, and connecting with all students; teachers must focus on managing relationships rather than individual students.

All of the elements of classroom management as described by Garrett (2014), the National Council on Teacher Quality (2014), LePage et al (2006), and Davis,

Summers, & Miller (2012) can be found in the three broad dimensions as defined by Martin & Baldwin (1994). Acquiring a solid understanding of the three dimensions of classroom management during teacher preparation coursework will be beneficial to preservice teachers. Martin & Baldwin (1994), define the three dimensions of classroom management as person, instruction, and discipline. The elements of classroom management identified by Garrett (2014), the National Council on Teacher Quality (2014), LePage et al (2006), and Davis, Summers, & Miller (2012) can be synthesized to fit within the dimensions of person, instruction, and discipline. Thus, the dimension of person can be said to include the elements of interpersonal relationships, engagement, motivation, and interactions. The elements of learner centered teaching, classroom design and organization, teaching content, teaching diverse learners, and teaching for social justice fall within the dimension of instruction. Finally, the dimension of discipline involves the elements of rules and routines, preventative behaviors/proactive approach, interventions, and consequences.

Person

The dimension of person involves what teachers believe about their students as people, and what teachers do to encourage their students to develop as persons (Martin & Baldwin, 1994). Teacher's perceptions of students and the psychosocial climate of the classroom are important factors within the dimension of person (Martin & Baldwin, 1994). In considering who students are as people, teachers should focus on personal attributes, levels of independence and student capabilities, the personal attention that they give to students and how this affects self-worth, and the opportunities for success that are available to students. In addition, it is important that each student has a sense of purpose

within the classroom as a group. A classroom climate that is warm, courteous, friendly, and respectful also contributes to the dimension of person (Martin & Baldwin, 1994).

Interpersonal relationships. Teachers who have high-quality relationships with their students tend to have fewer behavior problems with them (Marzano, Marzano, & Pickering, 2003). Caring relationships are of utmost importance in a successful, well-managed learning environment. All learners take risks in the classroom setting in order to learn, and if the environment is not one in which students feel safe and cared for by their teachers and classmates, students will be less likely to take risks. Lack of risk taking will inhibit student learning (Garrett, 2014). Students respond better to caring teachers, and there are many ways to communicate to students that you care about them academically and personally. Examples of these are: maintaining a sense of humor, allowing students to see that the teacher is a “real person” with a life outside of the school building, being welcoming, providing extra help, providing ongoing feedback, and being available to talk when students need a sympathetic ear or someone to listen to them. Furthermore, teachers can be sensitive to students’ personal concerns, learn about students’ cultural backgrounds, and take a personal interest in students (Garrett, 2014).

Caring relationships must also be present among students in a classroom. A sense of community can be built from caring peer relationships. In order to develop a sense of community, teachers must provide students with opportunities to form connections with their classmates (Garrett, 2014). Classroom teachers must guide students in developing a caring and respectful learning environment in which students respect each other and in which academic and social-emotional growth is fostered (Garrett, 2014). Caring relationships must also be developed in schools between teachers, as well as teachers and

their students. It is not just students themselves that need to have caring relationships with each other. The task of developing relationships is often part of the hidden curriculum in schools, in that it is not usually explicitly taught in classrooms (Johnson, 2006). However, teaching about relationships should be part of all teachers' knowledge base and should be included in teacher education at preservice and inservice levels (Johnson, 2006).

Engagement. Teachers must strive to engage students in the learning process. Student engagement is complex. Sometimes quiet, cooperative, and compliant learners are mistaken for engaged learners. Likewise, students who appear to be working on a task at hand may not necessarily be truly engaged in their work. According to Jackson and Zmuda (2014), learners who are engaged in classroom instruction often pursue their own train of thought about whatever is being studied, regardless of the activity at hand. They may not always participate in groups or activities if they are still processing ideas or finishing tasks. They may seem off-task, but in actuality they are engaged. Engaged learners also typically focus on learning and share their thoughts without being prompted to do so. Engaged learners are interested in information that is personally relevant to them and are fascinated by questions that require teasing out ambiguity. They are learners that are not afraid to take risks and try something new. Student engagement can occur on multiple different levels that are interconnected. Three types of engagement are behavioral engagement, relational engagement, and cognitive engagement. It is important for teachers to be aware of the different levels of engagement in their classrooms and be able to assess whether or not students are truly engaged in classroom instruction.

Behavioral Engagement. Behavioral engagement refers to the quality of students' participation in the classroom. Students' patterns of behavior and participation in the classroom affects their motivation, performance and understanding of academic content (Davis, Summers, & Miller, 2012, p. 22). Behavioral engagement is determined from students' effort, persistence, and participation in the school structure (Davis, Summers, & Miller, 2012, p. 23)

Relational Engagement. Relational engagement refers to the quality of students' interactions in the classroom. How students relate to their teachers and peers affects their motivation, performance, and understanding of academic content (Davis, Summers, & Miller, 2012, p. 22). Students who are relationally engaged tend to have positive relationships and care about others, which makes them more successful in social situations such as the classroom environment (Davis, Summers, & Miller, 2012).

Cognitive Engagement. Cognitive engagement refers to the quality of students' psychological engagement in academic tasks, including their interest, ownership, and strategies for learning. Students' emotional and cognitive investment in the learning process affects their performance and understanding of academic content (Davis, Summers, & Miller, 2012, p. 22). Cognitive engagement deals with students' will, or how they feel about themselves and their work, skills, and strategies (Davis, Summers, & Miller, 2012, p. 23).

Motivation. Classrooms that promote interpersonal relationships and student engagement also serve to better motivate students in the learning process. Teachers should make learning interesting and engaging, and find ways to connect what students are learning with their interests and life experiences (Fraser, 2016). A positive learning

environment motivates students (Jones & Jones, 2016). When basic psychological needs for competence, relatedness, and autonomy are met in the learning environment, self-motivation occurs that can lead to academic success (Ryan & Deci, 2000). Ryan and Deci's self-determination theory (2000) is a humanistic approach to motivation that focuses on need satisfaction, motivation, and well-being. In academic settings, being in charge of one's own behavior, feeling capable and effective, and having the sense of being connected to others fosters motivation and well-being. Intrinsic and extrinsic motivation are two types of motivation related to the sense of well-being. Intrinsic motivation refers to actions that are done because they are interesting or enjoyable, whereas extrinsic motivation refers to doing something that leads to a separable outcome (Ryan & Deci, 2000). Classrooms that follow a relationship-based management approach foster qualities that lead to self-motivation, a desire for intrinsic rewards, and a sense of belonging for students.

Interactions. Positive teacher-student interactions are an important part of classroom management. A history of negative interaction patterns will have a derogatory effect on the atmosphere of the learning environment. Teachers can foster positive teacher-student interactions through the use of teacher praise and feedback (Conroy et al., 2009). Effective praise is given when teachers use statements that express approval of desirable behavior and effort. These statements of affirmation are intended to encourage students to use positive behaviors. In doing this, teachers are able to convey to students specific academic and social behavior that they would like to see continue. Teacher feedback is information provided to students regarding their performance or behavior

regarding academic or social tasks. Giving praise and feedback offers teachers ample opportunities to interact with students and build relationships.

Instruction

The dimension of instruction centers on all of the actions that teachers do in the classroom to enable student learning. Organizing the physical environment, managing time, creating classroom routines, and monitoring learning behavior are part of this dimension (Martin & Baldwin, 1994).

When considering the physical environment, teachers must take into account classroom space, seating arrangements, and learning materials. Time management is essential in that teachers must know how to allocate time for classroom activities, and be able to effectively deal with diversions from the task at hand. Classroom routines will establish structure within the classroom and assist in transitioning from one task to the next. Monitoring learning behavior includes keeping students on-task. In order to do this, teachers should be constantly circulating the classroom, providing feedback on performance, offering choice of learning topics/tasks, and facilitating student understanding of the purpose of homework assignments (Martin & Baldwin, 1994).

Learning centered teaching. In order to effectively address classroom management concerns and practice the dimensions of classroom management in preservice teacher education, a shift from teacher-centered to learner-centered methods of instruction must occur. Huba & Freed (2000) describe the differences between teacher-centered and learner-centered teaching paradigms as follows:

In traditional, or teacher-centered, methods of instruction, instructors transmit knowledge to students. Students are passive learners and acquire knowledge outside of

the context in which it occurs, as the instructor is the primary source of information. Instruction emphasizes learning right answers, and only students are viewed as learners in the classroom (Huba & Freed, 2000).

In contrast, learner-centered instruction focuses on the construction of knowledge by gathering and synthesizing information and employing communication, inquiry, critical thinking, and problem solving skills. Students are actively involved in learning; knowledge is used to address problems in real-life contexts. The instructor assumes the role of a coach, or facilitator. Instead of focusing on right answers, emphasis is placed on generating new questions and learning from mistakes. The instructor and students learn together and collaboration and cooperation are essential in a learner-centered environment (Huba & Freed, 2000).

Teacher preparation programs need to impart ample opportunities for preservice teachers to actively practice classroom management, reflect on experiences, and take action to improve teaching practices that affect their classroom management skills. Providing a learner-centered environment in the college classroom is the first step in enabling them to do so, but in order for preservice teachers to be able to close the gap between content and practice, rich and engaging field experience opportunities are also needed, along with a focus on critical pedagogy throughout preservice teacher education coursework that focuses on classroom management.

Physical design and organization of classroom. When designing and organizing classroom space, teachers make decisions on such things as how to arrange classroom furniture, where to set up work space and resource materials, and how to decorate. The physical classroom environment has an effect on students' attitudes and behaviors

(Garrett, 2014). The way a classroom is arranged, organized, and even decorated establishes an ambiance that will hopefully be conducive to student learning. There are numerous ways to arrange classrooms, and teachers should feel comfortable trying different designs until they find one that works best for them and their students. No matter how a classroom is arranged, it is important to ensure that there is ample space for student interaction as well as room for the teacher to move among students in order to interact with them frequently (Garrett, 2014).

Teaching content. Teaching would be a much less complicated profession if it was as simple as standing before a group of students and professing what is known about a specific subject matter. Unfortunately, that is not the case. Teaching content involves much more than subject matter itself. Although teachers should have a broad depth of knowledge regarding the subject they teach, teaching subject matter involves more than telling students what they need to know. Preservice teachers essentially should be able “...to anticipate and respond to typical student patterns of understanding and misunderstanding within a content area, and create multiple examples and representations of challenging topics that make the content accessible to a wide range of learners” (Grossman, Schoenfeld, & Lee, 2005, p. 201). In other words, teachers need to be able to identify the interests, experiences, and ideas of their students in order to engage them in understanding of subject matter. This idea of teacher as facilitator between the student and the curriculum is derived from the work of John Dewey (1938). Dewey (1938) emphasized the need to connect subject content to students’ individual experiences, a crucial element in teaching content. Students must be able to make sense of, and personally connect to, what they are being taught. Teachers are the medium through

which these connections are facilitated. Teacher education programs that utilize constructivist teaching will better expose preservice teachers to teaching strategies that will help them accomplish this challenging task.

Students who have positive relationships with teachers and peers, and who are engaged will learn more in the classroom environment. The teaching and learning approach, or model of pedagogy, in the classroom also impacts student learning. Three pedagogical approaches are the transmission model, generative model, and transformative model (Wink, 2011). Moving from a more traditional approach, or transmission model, to generative or transformative models allows students the opportunity to be more actively involved in the content being taught.

In the transmission model, lessons are teacher-directed, meaning that the teacher transmits knowledge and information (typically at the front of the room) while students are seated in desks and absorb the information (usually through note taking).

The generative model allows for students to work in groups and engage in exploration. Students are actively engaged in their learning process and must come together to construct knowledge. They are able to use new ideas and previous knowledge to generate meaning. Students are active participants in their own learning while the teacher structures and guides classroom experiences (Wink, 2011). This model is beneficial for students as it allows for collaboration and investigation; students can learn by “doing”.

The transformative model allows students to participate in real activities in the real world environment. The goal of this model is to continue generating knowledge while extending the learning environment from the classroom to the community (Wink,

2011). Students continue to actively engage in learning and construction of knowledge, but they do so through exploration. The teacher becomes a partner with students in the learning process as meaningful teaching and understanding occurs. The transformative model seeks to prepare students for real world experiences that they will encounter in the future; it is the most active approach to learning.

Classrooms where active learning takes place allow for students to gain better understanding of the material and concepts presented to the class. Too often, teachers do all of the talking while students sit idle. It is especially important for teachers to present content information in ways that will foster critical thinking skills for all students.

Teaching diverse learners. The new “norm” for classroom teachers in public schools is a wide diversity of language, culture, and class (Commins & Miramontes, 2006). A wide range of academic abilities also exists as schools continuously work to include students with exceptional needs in mainstream classrooms (Banks, et al., 2005). Preservice teachers must be prepared to work with a diverse group of students that have a wide range of personal and scholastic experiences, as well as varying academic needs (Banks, et al., 2005). Interestingly, while there is growing diversity in our nation’s schools, the teaching force remains less so. A large percentage of teachers in the United States are female, middle class European-Americans whose first language is English (Banks et al., 2005). This poses a significant challenge for preservice teachers in that they most likely will struggle to relate to the diverse backgrounds and needs of their students.

For example, University A is located in a rural community within a state that is not racially diverse. In fact, the United States Census Bureau statistics show the state

population as being 88.6 percent white. This is challenging for students enrolled in the teacher preparation program at University A, as many graduates will go on to teach in other states and metropolitan areas where populations are much more diverse. Not having experience in diverse schools is an issue that University A is addressing with the incorporation of a field trip to diverse schools in a neighboring metropolitan area. The field trip gives students enrolled in Multicultural Education courses at University A an opportunity to experience more diverse school populations and potentially change beliefs and attitudes regarding diversity.

The field trip is a two-day process that is organized by Multicultural Education course instructors. Other instructors at University A, as well as members of the community, are invited to accompany the Multicultural Education students and instructors on the field trip as chaperones. Preservice students are assigned a schedule that enables them to follow a typical day for students; observing and interacting throughout class periods, lunch time, and passing time in hallways. Chaperones follow schedules as well so that they are also able to observe some of what students are seeing occur in the schools. Preservice teachers are scheduled to visit more than one diverse school during the two days. At the end of the first day, all preservice teachers gather together for a debriefing period facilitated by course instructors and trip chaperones. Upon return, students complete a written reflection on their experience. Ultimately, what was experienced on the trip can be brought back into multiple university classrooms to help preservice teachers connect with course content related to working with diverse learners.

It is imperative that teacher preparation programs address this challenge by fostering dispositions and attitudes of preservice teachers that include respect for all learners and their individual experiences, belief that all students can learn regardless of their background, and a willingness to question and change their own personal beliefs and practices if needed (Banks et al., 2005). The ability to question and change beliefs and practices can grow from self-reflection and a process of continued learning, unlearning, and relearning.

Emphasizing the process of learning, unlearning, and relearning in university teacher preparation courses will provide preservice teachers with a valuable tool that will help them be more mindful of their attitudes towards diverse learners. The process of learning, unlearning, and relearning involves letting go of what is already thought to be known so that learning (and relearning) can occur (Wink, 2011). Simply put, one cannot learn what is already believed to be known. Preconceived notions of what is “known” can build barriers between students and teachers. It is important for teachers to put forth great effort in trying to understand their students instead of focusing on whatever preconceived notions they might have. Trying hard to understand students involves digging deeper to learn about all aspects that affect the lives of students, even those outside of the four school walls.

Understanding factors that impact students’ lives such as religion, language, relationships, home life, poverty, history, and future goals is extremely important (Finley, 2014). Knowing what is “real” to students and also sharing what is real about yourself will help teachers build relationships and connect to diverse learners. Other strategies that help diverse learners succeed include setting high expectations, using culturally

relevant instructional practices, and supporting parent and community involvement in the classroom (Finley, 2014). It is important to continuously challenge students through curriculum and not fall into the practice of lowering expectations.

Utilizing the knowledge, skills, and values that students bring into the classroom, teaching cognitive strategies, using technology to enhance instruction, and incorporating cooperative learning strategies are essential components of culturally relevant instruction (Finley, 2014). Inviting parents, family, and community members into the classroom and involving them in student learning is a way to help build relationships outside of the school building (Finley, 2014). These strategies provide ways for teachers to show students they care about who they are as people, and respect the diverse elements that they bring into the classroom. Incorporating these strategies shows students that teachers care about them and want to provide the best for them academically.

In order to connect with and build relationships with diverse learners, teachers must learn about their individual needs and show that they care about what their students need to succeed. Students have an innate ability to sense which teachers truly care about helping them meet their needs, therefore it is important that teaching for social justice be emphasized in teacher education programs.

Teaching for Social Justice. The changing demographics of schools today call for more emphasis on working to meet the various needs of students. Schools and classrooms today represent a wide range of race and ethnicity, language, culture and traditions, family structure, and abilities. Now more than ever, there is a need to teach for social justice. Cochran-Smith et al. (2009) states the following regarding teaching for social justice:

Teacher education for social justice has the deliberate intention of providing preservice teachers with the social, intellectual, and organizational contexts that prepare teachers to teach for social justice in K-12 educational settings and also support them as they try to live out this commitment as educators. (p. 6)

Recognizing the importance of social justice, or enhancing students' learning by challenging the inequities of school and society, is a way to ensure that subject matter being taught will be relevant to all students. Teaching for social justice involves teachers recognizing and acting upon their power to make change (Dell'Angelo, 2014). In order to do this, teachers must connect to students' lives, link real-world problems and multiple perspectives, create classroom community, and use authentic assessments (Dell'Angelo, 2014). Connecting to students' lives involves knowing about students' backgrounds and acknowledging and valuing what they bring to the classroom.

In order to link real-world problems and multiple perspectives, what is taught in the classroom needs to be relevant to what is going on in the world. Teachers can use real-world examples to teach higher level thinking skills, such as recognizing facts versus opinions, interpreting information, and learning to appreciate different points of view. Teaching for social justice also involves creating a classroom community where students are taught how to participate in discussions, share their ideas, and allow for their voice to be heard. Collaborating and working towards common goals are also important aspects of creating classroom community. Finally, authentic assessments should be used in classrooms where teaching for social justice is a focus. Authentic assessments allow students to make connections with the real world and engage in work outside of the

classroom; this affords students opportunities to share their knowledge with a wider audience.

Bigelow, Harvey, Karp, and Miller (2001) discuss eight principal elements that should be present in a classroom where teaching for equity and justice is valued: (a) grounded in the lives of students, (b) critical, multicultural, (c) anti-bias, pro-justice, (d) participatory, experiential, (e) hopeful, joyful, kind, visionary, (f) activist, (g) academically rigorous, and (h) culturally sensitive. Curriculum is grounded in the lives of students when it is personally relevant to each student by connecting to their history, background, and experiences. Critical teaching happens when students are encouraged to question and move beyond the classroom walls in order to link to real-world issues and problems.

Embracing diversity and helping students understand that differences can make a classroom stronger is essential in a classroom that is multicultural, anti-bias, and pro-justice (Bigelow, Harvey, Karp, & Miller, 2001). Projects, role plays and simulations allow students to experience concepts first-hand and keep students mentally and physically active in learning; this creates a classroom that is participatory and experiential. In addition, students must feel that they are significant and are cared for in the learning environment. A sense of trust must be present and students should see possibilities for themselves in a classroom that is hopeful, joyful, kind, and visionary (Bigelow, Harvey, Karp, & Miller, 2001).

The element of activism means that students see themselves as change-makers in the classroom and beyond. In order to teach for equity and justice, both teachers and students should offer more and expect more; this lends itself to academic rigor and

academic performance that is much more than grades and test scores (Bigelow, Harvey, Karp, & Miller, 2001).

Finally, teachers must practice the element of cultural sensitivity. In classrooms that are increasingly diverse, teachers need to allow themselves to admit that “knowing it all” is not possible. This is the first step in learning more about student culture (Bigelow, Harvey, Karp, & Miller, 2001). Using challenges that present themselves in the classroom as opportunities for growth allows teachers to learn from their students and work towards teaching for social justice. When all of the elements of social justice are in place in a classroom, students and teachers alike will be able to focus on learning instead of disruptions; disruptions that often occur when students are disconnected from the learning environment.

Discipline

The dimension of discipline includes the standards that teachers set for behavior and what they do to enforce those behaviors. Rule setting is an important element in this dimension; consideration must be given to who sets the rules and the importance of the rules. Acknowledging appropriate and inappropriate behavior also plays a role in discipline. Praising good behavior is important along with monitoring the effectiveness of set consequences when inappropriate behavior occurs (Martin & Baldwin, 1994).

Classroom management and discipline. Classroom management and discipline are terms that are often used interchangeably, but they are not synonymous. Classroom management is generally defined as the actions and efforts of a teacher to oversee classroom activities, including learning, student behaviors, and social interactions. Classroom management includes discipline concerns, but is not limited to discipline

alone (Martin & Baldwin, 1994). Even so, dealing with discipline is a significant concern for preservice teachers. The classroom management process that a teacher implements has an impact on the quantity of discipline issues that need to be addressed. A proactive, rather than reactive, approach to discipline can minimize how often teachers need to respond to discipline issues (Garrett, 2014).

Garrett (2014) suggests a proactive process of classroom management that focuses on preventative actions in order to minimize the amount of class time that is used to address discipline. The prevention portion of Garrett's (2014) classroom management approach includes organizing the physical design of classroom space, establishing rules and routines, developing relationships, and implementing engaging instruction. If these components are in place, responding to discipline issues, or reacting, should be the smallest part of the classroom management process. Although each component is an important part of the process, Garrett (2014) points out that each individual teacher will emphasize different areas depending on various factors such as the philosophical beliefs of the teacher, teaching contexts, and the personalities of students in the classroom. The flexibility to emphasize certain parts of this model allows teachers to adapt to changes in the learning environment. Each school year brings new students, and sometimes curriculum and room changes. Having a framework to follow will aide preservice teachers in knowing where to begin the process of creating a learning environment each year.

Classroom Management Frameworks. By definition, a framework is an underlying system of support; a basic structure from which more can be built. A framework for classroom management includes an approach that can be used to assist

preservice teachers with the consideration of all aspects related to the three dimensions of classroom management (person, instruction, and discipline). Garrett's (2014) proactive approach to classroom management is one example that provides preservice teachers a strong structure to start building on. Teaching with love and logic (Fay & Funk, 1995) is another approach to classroom management that emphasizes shared control, shared thinking, enhancing self-concept, and delivering empathetic consequences. Wong and Wong (2015) also provide an approach to managing classrooms in their book *The First Days of School: How to be an Effective Teacher*. Their work illustrates essential tasks that teachers must undertake on the first day of school and beyond to work towards effective teaching practices. Choosing an approach to try and implementing it in the classroom is the first step in creating a classroom management framework. Beyond that, experience and a teacher's philosophical stance can be applied to strengthen the framework.

A solid approach for classroom management is a good place to start, but preservice teachers must also have opportunities to practice dealing with real-life discipline situations in learning environments. Even with a framework in place that promotes proactive classroom management, it is impossible to stave off all situations that require disciplinary measures. There is a grey area that exists between having an idea of what kind of discipline intervention is needed, and actually being able to implement it "in the heat of the moment". It is this grey area that preservice teachers struggle with most.

It is unfeasible to prescribe specific disciplinary actions to specific misbehaviors without having all of the background information to determine an intervention that is fair and just for the given situation; this is one reason why university courses cannot "teach"

how to discipline students in any given situation. Preservice teachers can learn about effective discipline strategies in college classrooms, and even observe situations occur in PK-12 classrooms. Yet, the most important piece of learning how to discipline students comes from actually having to carry out discipline on a firsthand basis. This is where the teacher's philosophy and the ability to monitor and adjust comes into play. It is important for teachers to educate themselves on a variety of classroom management approaches and ultimately choose one that works well with their philosophical beliefs and personality (Malmgren, Trezek, & Paul, 2005). Having a framework in place helps teachers make informed decisions and take action to solve behavior and discipline problems in the classroom. Beyond a framework, a pragmatic philosophy of teaching will provide preservice teachers practical bearings where interactions are used to predict, problem solve, and take action in the classroom.

In a pragmatic learning environment, the teacher, students, and content are constantly interacting with each other. The "tendency to action, practicality, and experimentation" found in pragmatism (Guttek, 2004, p.72) is important for anyone working in schools. A focus on problem solving is central to pragmatist philosophy. When a problem occurs, it is natural for both the student and teacher to stop and take a deeper look at what is happening. Teachers and students learn from these interactions, and gain experience which helps them create action plans: the cycle of identifying and defining a problem, digging deeper into it, thinking of possible action plans, and testing those plans is learning and gaining experience. The practice of testing abilities and developing intelligence leads to ongoing growth (Guttek, 2004, p.73).

A framework that includes a classroom management approach and personal philosophical beliefs can provide a foundation from which teachers can make classroom management decisions, including those requiring discipline (Malmgren, Trezek, & Paul, 2005). Preservice teachers can further build confidence with classroom management concerns involving discipline and problem solving through practice during field and student teaching experiences. Authentic practice can lessen the disconnect between course content and practical application (Zeichner, 2010). A strong classroom management framework can potentially alleviate classroom management misconceptions and problems related to discipline that will occur during the first years of teaching and beyond.

Rules and routines. Establishing classroom rules and routines is crucial. Most often, teachers struggle with classroom management when they have not established rules and routines in their classrooms beginning on the first days of school. In the days and weeks that follow those first days of school, the rules and routines must be consistently followed. It is important to note that there is a difference between rules and routines. Classroom rules generally refer to conduct, whereas routines are usually task specific and provide direction on how tasks should be accomplished (Garrett, 2014). Rules and routines need to be taught, practiced, and modeled in order to assist in preventing common classroom management problems, such as misbehaviors, in the learning environment.

Preventative behaviors/proactive approach. In order to properly address behavior and discipline issues in the classroom, a combination of preventative and responsive classroom management strategies are needed (Garrett, 2014). Through his

research, educational psychologist Jacob Kounin (1970) discovered that effective classroom managers display four key behaviors that are effective in preventing misbehaviors. Those behaviors are identified as withitness, overlapping, signal continuity and momentum, and variety and challenge within lessons (Kounin, 1970).

Withitness. The ability to constantly monitor student behavior is referred to as withitness. Teachers who are able to maintain awareness of what is happening in all areas of the classroom have the ability to prevent misbehaviors from occurring.

Overlapping. The ability to do more than one thing at a time is identified as overlapping. The ability to overlap involves dealing with common and frequent classroom disruptions without interrupting the flow of lessons.

Signal continuity and momentum. Teaching well-prepared lessons with good pacing that keeps students focused on lesson objectives is the basis of signal continuity and momentum. Organization, preparation, and planning are essential to this behavior.

Variety and challenge within lessons. In order to keep students engaged, variety and challenge must be planned for in academic lessons. Variety and challenge leads to more active engagement and less behavior management problems.

A proactive approach to classroom management focuses on prevention in order to minimize the need to respond to misbehaviors. Another model of preventative planning and instruction can be found in *The Fundamental 5* (Cain & Laird, 2011). *The Fundamental 5* also focuses on teacher behaviors that assist in classroom management. Within this model, there are five key components: framing the lesson, working in the power zone, planning purposeful small group discussion, recognizing and reinforcing good work and behaviors to motivate students, and incorporating critical writing.

Teachers can use a combination of models like The Fundamental 5 (Cain & Laird, 2011) or Kounin's (1970) key preventative behaviors along with a classroom management process that begins with organizing the physical design of the classroom, establishing rules and routines, developing relationships, and implementing engaging instruction as preventative steps. If these tools are utilized and consistently practiced in the learning environment, responding to misbehaviors and addressing discipline should be the smallest component of the classroom management process, requiring the least amount of attention and energy from the teacher (Garrett, 2014).

Interventions. Teachers who possess key behaviors like those identified by Kounin (1970) and Cain and Laird (2011) are able to effectively prevent many common misbehaviors. However, misbehaviors can still occur, even in classrooms that are effectively managed. When this happens, teachers can respond in a variety of ways. Ignoring minor misbehaviors can be an appropriate response. Various nonverbal and verbal interventions can also be effective. Examples of these types of interventions are using proximity, giving "a look", calling on a student, giving a warning of consequences, or praising good behavior by other students. In general, when dealing with misbehavior, it is important to preserve the dignity of the students, keep instruction going, and use culturally appropriate language to give instructions and directions regarding behavior (Garrett, 2014). Interventions should be implemented without disrupting lessons.

A specific intervention utilized in schools and classrooms is the Positive Behavior Interventions and Supports (PBIS) model. PBIS is a proactive approach that helps teachers and school officials establish behavior and social supports that are necessary to help students achieve academic, social, and emotional success (Bruhn, Gorsh, Hannah, &

Eisner Hirsch, 2014). Another intervention that has been used with success in schools is The Nurtured Heart Approach [TM]. This philosophy limits attention given to negative behaviors and focuses on acknowledging small positives with praise (Ahmann, 2014).

The type of classroom management approach that preservice teachers utilize (discipline based or relationship based) will affect how overall concerns with classroom management are addressed in the learning environment and the interventions that are utilized.

Consequences. When more serious behaviors need to be addressed, consequences are typically needed. A consequence should be imposed when interventions have not been effective. Behavior consequences should be related to the misbehavior, respectful of the student and classroom, and a reasonable way for the misbehaving student to correct their mistake (Denton & Kriete, 2000). Selecting consequences that fit these three criteria can be difficult for novice teachers, and an inappropriate consequence can lead to further behavior issues.

It is good practice for a teacher to have a hierarchy of consequences in place in order to support consistency and flexibility when considering the situation and student that requires a consequence. A hierarchy of consequences might begin with a warning, progress to a time-out or staying a minute after class, a conference and logical consequence, a phone call or note home, and finally sending the student to the principal's office (Garrett, 2014).

Relevancy in Today's Classrooms

The concepts of establishing rules and routines and attempting to prevent student misbehaviors through a proactive classroom management approach are not new. They

have been identified through years of research exploring what effective teachers do well in their classrooms. Furthermore, typical behavior interventions and consequences to those behaviors have been proven to work in classrooms from years past through the present time. For example, Kounin's (1970) four behaviors of teachers who effectively manage classrooms still apply in the learning environments of today. Withitness is what current practicing teachers refer to as being in the "power zone" (Cain & Laird, 2011), always in close physical proximity to students as they are working in order to closely observe and immediately offer support and feedback. Overlapping is the art of multi-tasking, or the simultaneous process of instructing, assessing, monitoring, and intervening when needed: a must-have skill in the progressive classrooms of today. Signal continuity and momentum involves being able to monitor and adjust as needed. If something is not working, teachers must recognize that changes need to be made and adapt accordingly. Variety and challenge relates to differentiation of instruction, or being able to anticipate and respond to a variety of needs within the classroom. Intervening and dispensing consequences when misbehaviors occur is also a tried and true discipline measure.

All of these pieces belong to the puzzle that is classroom management. They are part of the framework that learning environments are built on. Even though the needs, experiences, and interests of students who populate classrooms have changed throughout the years, the foundation, or structure, that teachers build on to meet their needs has stayed relatively the same. What has changed is the preferred approach to classroom management. In today's classrooms, there is more emphasis on the social-emotional aspects of education (Elias, 2012). This leads to the need for a classroom management approach that is more learner centered and relationship based.

The three dimensions of classroom management (person, instruction, and discipline) and all of the elements found within them are influenced by the classroom management approach that a teacher chooses to follow. It is essential that preservice teachers understand the differences between the two main classroom management approaches, the discipline based approach and the relationship based approach, in order to find the right balance while implementing proven classroom management elements and strategies into the classrooms of today.

Classroom Management Approaches

Discipline Based Approach

According to Davis, Summers, & Miller (2012), a traditional, or discipline based, classroom management approach, is one in which teachers believe that they can make students behave. In a classroom that follows this approach, the teacher is the sole leader of the classroom and students have limited responsibilities. The classroom has an authoritarian feel, as classroom rules govern behavior, consequences are fixed, and management is a form of oversight. Teachers that follow this approach attempt to avoid conflicts by using rewards (usually extrinsic), consequences, and manipulation. Disciplinary actions come from the teacher, therefore it is easy to neglect whether or not students truly understand what actions led to their being disciplined.

Similarly, Freiberg & Lamb (2009) describe a teacher centered, or discipline based, classroom as one in which the teacher is the sole leader and disciplinarian. The teacher is responsible for all organizational tasks and discipline, so management continues to be a form of oversight. Students have few responsibilities, as the teacher makes the classroom rules. Furthermore, when rules are broken, consequences are fixed;

the punishment may not always fit the crime since there is no consideration of individual factors involved. Extrinsic rewards are used and members of the community are rarely asked to visit the classroom. A discipline based classroom management approach promotes an environment where the teacher leads and students are expected to follow.

Relationship Based Approach

Davis, Summers, & Miller (2012), define a relationship based classroom management approach as one in which the teacher understands that the only person they can change is themselves. Students share leaderships and responsibilities with the teacher in a classroom that follows this approach; there is a sense of community. Positive relationships govern classroom behavior, and consequences reflect individual difference. In this model, management is a form of guidance. Teachers use conflict as a way to connect with and teach students, rather than simply issuing a consequence or punishment. Rewards are mostly intrinsic and self-discipline is practiced, which can lead to a better sense of self-fulfillment.

Comparably, Freiberg & Lamb (2009) state that in a person centered, or relationship based classroom, leadership is shared. Management is used for guidance instead of correction, as the “person” is considered in each situation. In a relationship based setting, students facilitate classroom operations in the learning environment. This gives them a sense of ownership over classroom dealings, because all students have the opportunity to play a role in managing the classroom. Self-discipline is practiced, and rules are developed by the students along with the teacher. Consequences reflect individual situations, and rewards are intrinsic. An important piece to this approach is that school-community partnerships are formed to enhance student learning.

A major difference between discipline based and relationship based classroom management approaches is that discipline based approaches are teacher-centered, whereas relationship based classroom management approaches are learner-centered. In addition, a relationship based approach is proactive, whereas a discipline based approach is reactive. Classrooms that implement a relationship based approach have higher student achievement, more positive learning environments, and better teacher-student relationships than those who employ a more traditional, discipline based approach (Freiberg & Lamb, 2009). The level of classroom control and discipline required of the teacher in a discipline based approach is stressful in that the teacher takes sole responsibility for all aspects of management and control in the classroom. In a learner-centered environment where relationships are valued, four pro-social dimensions can be found: social-emotional emphasis, school-connectedness, positive climate, and self-discipline (Freiberg & Lamb, 2009).

When these pro-social dimensions are in place, students feel that they are cared for, trusted, and respected. They identify as part of a family and feel that their teachers help them, listen to them, and encourage them. Students have opportunities to be responsible, make choices, and decide on options, but they also realize that they do not have complete freedom to do whatever they want. The focus is on the learner and building relationships, components that are essential in creating a positive learning environment in PK-12 classrooms as well as those at the university level. As teacher preparation programs move towards an emphasis on learner-centered teaching and relationships, it seems logical that classroom management courses should follow suit.

Classroom Management in Teacher Preparation Programs

Although instruction in the components involved in the three dimensions of classroom management may be covered in teacher preparation programs, clearly there is a disconnect with what is taught and how it is applied, as classroom management is an ongoing concern for preservice, novice, and even veteran teachers. The constant struggle to find what works is real and seems to have transcended time.

Classroom management involves all of the actions that teachers take to create and maintain environments that support learning for all students (Martin & Baldwin, 1994; Brophy, 2006). Preservice teachers worry about how they will successfully meet the needs of diverse students, balance teaching content, address discipline issues, and reinforce appropriate behaviors. Not yet having entered the profession, and with limited practice in dealing with and reflecting on classroom management issues on their own, their worries are not without merit. Novice teachers echo the same concerns as preservice teachers (Green, 2006), even though their teacher preparation programs provided information and training in these areas. Veteran teachers are not entirely immune to classroom management issues themselves, as classroom dynamics and student needs are ever changing. Classroom management continues to be at the forefront of pressing issues in teacher education, and it will remain at the forefront until colleges of education begin to strengthen the structure of teacher preparation programs in ways that will provide plentiful opportunities for practical experience within university-school partnerships (Chesley & Jordan, 2012). Furthermore, opportunities to address major challenges related to classroom management, such as teaching diverse learners, teaching content, and addressing behaviors and discipline, are needed at the preservice level

(Chesley & Jordan, 2012). Offering structured field experiences in conjunction with university courses, allowing for ample critical reflection, and training preservice teachers on how to engage in the teacher inquiry process will assist in addressing classroom management challenges at the preservice teacher level.

Structured Field Experience

Teacher training in a learner-centered environment that is designed to prepare preservice teachers to be effective and knowledgeable teachers will help make the first years of teaching a more rewarding experience for teachers and students alike.

Classroom management can be learned through years of teaching experience and trial and error, but novice teachers will not benefit from on the job experience alone. Preservice teachers must have chances to observe what they are learning about in context.

Additionally, their observations should have specific requirements about what they are supposed to observe accompanied with assignments that will allow for self-reflection and self-evaluation of how they would personally use various strategies to address situations that are observed in the field (National Council on Teacher Quality, 2014).

The incorporation of well-structured field experiences and specific related assignments that encourage critical reflection is supportive of contextual teaching and learning. Contextual teaching and learning helps learners connect context and experience, engage in active learning, and construct personal meanings from experiences (Chiarelott, 2006). Well-designed field experiences offer real world practice that will lessen the disconnect between content and experience. Progressive educators like John Dewey have shown us how crucial contextual experiences are to student learning by

emphasizing exposure to real world opportunities that allow students to actively, not passively, receive knowledge and make meaning of it (Chiarelott, 2006).

Zeichner (2010) is also a proponent of bridging the gap between content taught on campus and contextual experience in school-based teacher education. Much of Zeichner's experience is centered on organizing and supporting field-based experiences and doing research on student learning in preservice teacher education programs. Zeichner (2010) states that although many teacher education programs include field experiences throughout the curriculum, those experiences are often not purposeful or carefully planned. The clinical dimension of teacher education must move teacher education closer to the work of teaching through the use of well planned, practice-based teacher education and field experience (Zeichner, 2012). A well planned, structured field experience considers what is best for the preservice teacher that is completing the time in the field.

As such, the field experience should be scheduled with consideration of how the environment will best promote learning, rather than solely be based on the availability of the cooperating teacher. Field experiences are often scheduled by administrative offices, resulting in placements that may not be a good fit for what the preservice teacher needs to encounter while in the field (Zeichner, 2012). The field experience environment should be one in which preservice teachers can learn, instead of just attempting to apply what they learn. Most importantly, cooperating teachers often know very little about the specifics of the course goals regarding the classes that their practicum students are enrolled in (Zeichner, 2012). Cooperating teachers need preparation and support in order to assist practicum students in making the most of their field experiences. A structured

field experience considers the needs of preservice teachers, seeks to find ideal placements with consideration of course learning goals, allows an environment for learning, and provides support to cooperating teachers so that they can assist in giving preservice teachers an optimum learning experience while in the field.

A move towards providing field experiences that are well-designed and mindful of the learner is necessary in teacher education. As part of this movement, teaching critical reflection is the next logical step in allowing for preservice teachers to gain a deeper understanding of practical experience.

Critical Reflection

Critical pedagogy involves the process of naming, reflecting critically, and acting on issues in the classroom. Teacher education programs can teach the importance of critical pedagogy by introducing students to the reflective cycle (Wink, 2011). The reflective cycle can be completed by critically reflecting on classroom experiences. First, one must describe a situation that is occurring in the classroom. Next, the situation should be interpreted and analyzed. Finally, an action plan should be created and carried out. This process generally will lead to new questions and exploration of new situations.

Critical reflection is a crucial component of teacher education; it must be part of the teacher preparation process. The ability to reflect critically leads to a heightened level of professional competence. Teachers must be able to think about and examine their teaching, connect knowledge to practice, and continue to develop as professionals (Ragawanti, 2015; Hammond Stoughton, 2007). In order to grow as a teacher, one must reflect on teaching practices. Journaling is a way for teachers to engage in critical reflection. Ragawanti (2015) notes that by using journals, preservice teachers were able

to improve classroom management. The journaling process allowed teachers to detail specific events that occurred in the classroom, which led to identifying concerns and problems, and then implementing strategies to address the concerns and problems. Whether it be through journaling, self-reflective writing assignments, engaging in professional learning communities, or discussion with peers or colleagues, critical reflection that follows the reflective cycle pattern is essential to professional growth. Critical reflection is more than just thinking about what happened; taking action is perhaps the most critical component of the reflection process.

Structured field experiences and self-reflective class assignments related to content provide excellent opportunities for preservice teachers to practice critical reflection. The incorporation of field experience in conjunction with critical reflection in preservice teacher coursework lends itself to a natural segue into providing teacher inquiry training as well.

Teacher Inquiry

Teacher inquiry is a form of action research. In teacher inquiry, teachers use the inquiry cycle to focus on and investigate questions, issues, tensions, problems, or dilemmas that they experience (Dana, 2013). The inquiry process begins with teachers developing research questions, or wonderings, that reflect something that they are passionate about exploring. Wonderings should be deep questions that focus on student learning, be a question whose answer is not known, and be focused on teacher practice (Dana, 2013). As preservice teachers spend time in the field and begin to reflect on their experiences, they will naturally have questions, or wonderings, about what they observe and experience in classrooms. Engaging in the inquiry process allows teachers to use

their own questions to guide their thinking, determine what kind of data they need and how to gather it, and look at possibilities for change within their professional practice (Dana & Yendol-Hoppey, 2014). Training teachers in the inquiry process will allow them to explore and focus on what they can do to improve their teaching practice and student learning at the preservice level. The self-reflective and functional practice of teacher inquiry can assist in alleviating common classroom management challenges that stymie preservice teachers.

Classroom Management Challenges

It seems as if classroom management challenges and concerns never cease to exist. Even if all of the elements central to the dimensions of classroom management are addressed in teacher education programs, teachers still tend to struggle with balancing everything that relates to classroom management. It is common for reality shock to set in when teachers make the transition from preservice to novice.

Reality Shock

New teachers often struggle with the transition from learner in a teacher education program to the role of classroom teacher. This reality shock, or transition shock, happens when the ideals and expectations that they developed during their teacher education program do not match with the reality of what they actually confront while in the classroom (Dicke, Elling, Schmeck & Leutner, 2015). Teachers find themselves continuously struggling to deal with conflicts and disturbances (usually related to student behavior), which can lead to strain, stress, and self-doubt when they do not know how to deal with situations that arise in the learning environment (Rosas & West, 2009). Inexperienced teachers are the most challenged by student discipline issues, as they tend

to have limited experience in how to prevent undesirable behavior and foster desirable behavior. Classroom management issues and problems with student-teacher relationships are usually the culprit in these conflicts, not instructional problems, although requiring students to engage in uninteresting and non-involving academic tasks is definitely problematic. Preservice teachers may leave their preparation programs with an idea of what to expect, but this can quickly change when they are in charge of their own classroom and things do not go as planned.

A significant barrier is created between expectations and reality when teachers are unaware of, or unprepared to deal with, specific needs that must be met in order for students to learn. The best laid plans for instruction can easily be derailed when students do not come prepared for learning due to traumatic experiences that overwhelm them and make focusing on learning very difficult. Trauma issues such as homelessness, having parents who are incarcerated or dealing with substance abuse, domestic violence, neglect, the death of a family member or loved one, or the military deployment of a parent are reality for many students (Rossum & Hull, 2013). Teachers often do not have the skills, training, or time to deal with trauma issues that accompany students to school. In addition, teachers are not always informed of trauma issues by way of students or parents. This leads to an added element of investigation by the teacher in order to understand why students are acting out or struggling in the classroom environment. While trauma is one barrier that teachers must overcome, finding balance in all other duties that teachers must perform is another.

The typical day in the life of a teacher includes much more than teaching content. Teachers must differentiate instruction when planning for and delivering lessons and

activities. Technology should be used to enhance lessons, and if said technology does not function as needed, a backup plan should be in place. Some teachers see more than one hundred students in a day, making it difficult to build relationships when contact time is limited to less than an hour each day. Students must be assessed, and data showing growth is expected. Teacher preparation time is scarce, while obligations outside of the classroom and after school (i.e. lunch supervision, bus duty, study hall monitoring, club advising, and staff meetings) are abundant. When there is a social conflict in the classroom between students, teachers must intervene. When a student arrives to school without sufficient sleep, is hungry, or has not completed homework the learning environment is complicated even further. Finding balance in dealing with the reality that is classroom life is challenging, especially when trauma and numerous duties are involved. The reality of the classroom environment is complex, yet preservice teachers can rely on specific training to help them deal with the reality shock that they are sure to face (Dicke, Elling, Schmeck & Leutner, 2015).

In order to curtail reality shock, teacher training is needed in the following areas (Dicke, Elling, Schmeck, & Leutner, 2015): classroom organization, rules and procedures, the importance of beginning the school year, maintaining a classroom management system, problematic behavior, interpersonal relationships, and communication. The complexity of classroom management makes it a difficult task to efficiently and thoroughly cover all of these elements in teacher education coursework, but it is necessary to the success of novice teachers.

School Climate

Anyone who walks through the doors of a school, or into a classroom, can pick up on the climate that the learning space exudes. Schools and classrooms have unique atmospheres that give off a certain energy. The energy and spirit of a community of learners should be present in schools and classrooms, and when it is not, students are less engaged. Lack of engagement and school spirit results in discipline and behavior problems (Elias, 2012). It is safe to say the school climate contributes to classroom management.

Elias (2012) refers to John Dewey's 1915 publication, *The School and Society* and the need for a spirit of community and a society that works along common lines in schools. If this is missing, it inhibits classroom management. A school climate that includes values such as leadership, cooperation, mutual respect, problem solving, cooperating, consideration, and self-control is crucial (Elias, 2012). This is known, but is often not integrated into practice.

For example, a Midwestern metropolitan school district recently found themselves dealing with assault, particularly instances where students were assaulting school officials. A task force comprised of parents, teachers, and community members was formed and after investigating the issue of school safety, a report was released with recommendations for ways to improve the situation (Wastvedt, 2017). The recommendations in the report can be tied to a negative school climate. It was recommended that school officials work to build better relationships with students and get training on how to work with young people who have experienced trauma. The report also recommended self-reflection in order to assist school officials with the process of

changing and adjusting current practices, particularly reflection on cultural diversity. Training was recommended on working with students from diverse backgrounds as well. The necessities of building relationships, self-reflective practices, and continued education to better meet the needs of students are not ground-breaking ideas. These are tried and true practices that seemingly were not implemented in this particular school district, hence negatively impacting the school climate.

Support

When problems arise in the classroom, it is important for teachers to have a support system to help guide them through their struggles. Of course, critical reflection skills and teacher inquiry are forms of self-support that teachers can use, but interpersonal support is also needed in the school setting. Teachers are famous for putting extreme amounts of personal pressure on themselves, which makes personal support even more important. Good working relationships with colleagues that allow for a professional sense of community and backing from administrators are two key sources of support for new teachers (Sherff, 2008). Beyond that, the support of mentors and students' families can aide novice teachers.

Mentoring. Evidence indicates that beginning teachers who receive some type of induction and mentoring generally have higher levels of job satisfaction, commitment, and retention within the profession (Grossman & Davis, 2012). Mentoring matters for new teachers, as they are often given the most difficult schedules with multiple preparations and the most challenging students, all while often traveling between classrooms (McCann, 2011). New teachers should be assigned mentors who are empathetic and willing to hear their concerns. It is important for mentors to be able to

put themselves in the position of the new teacher, imagine their experiences, and be willing to connect with them (McCann, 2011). Mentor support gives new teachers the support they need to feel efficient and successful, while helping them manage their workload.

Family involvement. The family members of students can be a strong source of support for teachers. It is important for teachers to build relationships with students' families and treat them as partners in their child's education from day one (Hertz, 2015). Teachers must make it known from the beginning of the school year that they want to work closely with students' families. Reaching out to communicate positive happenings in the classroom is one way to begin to establish relationships. When this has been done, contacting families to deal with problems is less confrontational. While there will always be challenging or absent families, most will want the best for their child (Hertz, 2015). Good communication with students' families can impact student effort; it is important to have discussions with families on how they can support learning at home, be open about issues that impact students' moods, and share what is being done to support students in the classroom environment.

Stress

Coping with the demands of teaching and managing a classroom is not always easy for veteran teachers, so it is natural that novice teachers also struggle with classroom management. In teacher preparation programs, preservice teachers ideally will work to develop a classroom management style and then implement it when they are in charge of their own classroom. Again, the ideal versus reality often is harsh for transitioning teachers. Stress is compounded when they are unable to implement the classroom

management practices that they envisioned. Factors that inhibit novice teachers in their efforts and add stress are typically personal pressure, excessive workload, classroom size, layout, resources, and lack of support from school administration or colleagues (Salkovsky, Schlomo, & Lewis, 2015; Lewis & Burman, 2008). The danger in dealing with high stress levels is that it leads to burnout and low levels of self-efficacy, which can cause teachers to leave the profession entirely (Salkovsky, Schlomo, & Lewis, 2015; Lewis & Burman, 2008).

Technology

In a world that seems to revolve around texting, tweeting, and social media, technology has made itself known and appears to be here to stay. The constant use of technology impacts classroom management. One-to-one initiatives that seek to provide each student with a technological device to support learning are prevalent in schools. In addition, most students already come to school equipped with smart phones. Many schools have implemented policies where phones are confiscated when they are “seen or heard”, or used improperly in the classroom. Keeping students interested in activities and lessons when they are easily distracted with smart phones is definitely an annoyance and an added issue when dealing with classroom management. It is a myth that technology is not distracting (Marcinek, 2012). When applications, games, and exploring the internet are just a few keystrokes away on their personal devices, students have trouble staying focused.

Beyond distraction, there are others myths associated with the incorporation of technology into a classroom: technology will replace the need for paper, everyone should be at the same comfort level in using technology, and incorporating technology should be

the main focus in a classroom (Marcinek, 2015). Paper documents do not need to completely disappear from the classroom. Sometimes pencil and paper assignments may be the best way to complete activities and demonstrate learning. It is also unfeasible to think that all students and all teachers will be able to use technology at the same level, and feel comfortable doing so. Students and teachers alike will, at times, need to learn how to use technological devices and applications they are unfamiliar with, some needing more training and practice than others. The technology movement also poses challenges in using technology simply as a means of completing an assignment, rather than incorporating technology to enhance lessons and learning. Completing a worksheet on a laptop compared to completing a worksheet with a pencil and paper does not enhance the worksheet itself; it is still just a worksheet. Simply incorporating or “using” technology is not enough. Technology should be incorporated into the classroom with the goal of enhancing student learning in mind. Myths associated with technology add to complications in the classroom, but there are other problems associated with technology beyond myths.

Adding to the technology issue is the widespread presence of cyberbullying (Sabella, Patchin, & Hinduja, 2013). Many students choose to use technology responsibly, but others use it to hurt, embarrass, and personally attack their peers. It is difficult for students to concentrate on academic learning when they might be worrying about what the person across the room is saying about them on social media, or trying to comprehend the context behind a mean or threatening text message they just received. Cyberbullying is linked to emotional issues that impact student performance in school. Cyberbullying leads to negative feelings such as fear, sadness, anger, and embarrassment

and these feelings are associated with delinquency and violence (Sabella, Patchin, & Hinduja, 2013). While it may seem beneficial for students to have the world at their fingertips, teachers must also be aware of the negative aspects associated with technology.

Classroom Space

The actual physical space of a classroom and the resources provided to fill the space impact how classroom management can be carried out. Classroom space affects morale and student learning; the learning environment should match learning goals with respect to the types of interactions desired and the instructional approaches used (Phillips, 2014). When setting up classrooms, teachers must consider the spatial configuration of desks and furniture so that movement in the classroom and access to needed resources is easy for both the students and the teacher (Hertz, 2015). The classroom space illustrates how learning will take place. When setting up classrooms, it is important to think about how learning will happen. Desks that are arranged in groups usually promote more student collaboration and teacher circulation. When students are able to move around more and collaborate with each other, they are less likely to misbehave (Hertz, 2015).

In a perfect world, teachers would be supplied with the proper resources to carry out their classroom vision, but the reality is that school budgets do not allow for that. Many teachers find themselves without resources to support their students, oftentimes paying for materials and supplies on their own (Amato, 2015). Teachers often have to make the best of what is available to them. An ideal classroom configuration might call for flexible seating, tables at different levels, or stability balls for seats, when individual desks are the only furniture choice on hand. Available classroom space may also inhibit

ideal visions of what a classroom should look like. Space is a constant issue for schools; classrooms in older schools are smaller than those in newly constructed buildings, yet even new buildings run into space issues when enrollment increases and course sections are added. Regardless of issues in classroom space, teachers must be creative and prepare to make the most of what they have to work with concerning classroom space.

While factors that inhibit classroom management may never be entirely alleviated, working to educate preservice teachers on the reality of what they might find when they enter the profession is of utmost importance.

Summary

There are many pathways to providing quality classroom management education and training to preservice teachers. It is a difficult task, and there is no one existing model that specifies what exactly should be taught and practiced in teacher education programs, especially when it comes to classroom management. Likewise, there is also no one way to effectively manage a classroom. There are many different characteristics that relate to efficacy in classroom management. Solid, or ideal, classroom management training will provide preservice teachers with the knowledge, support, and skills needed to allow them to define what will be most effective for them, as practicing teachers, and their students (Malmgren, Trezek, & Paul, 2005). After all, no two classrooms are ever alike and the ability to move fluidly through the maze of classroom management is a dance that knowledgeable and well-prepared teachers learn to do well. Classroom management course content should focus on elements central to the three dimensions of classroom management: person, instruction, and discipline. This can be done while being mindful of what it means to teach in the 21st century. Teaching is learning; learning

about what matters to students will provide pathways to better understanding. What is taught in classrooms must matter to students. Change, contradiction, and conflict exist in every classroom from time to time; teachers must not allow challenges to stifle their passion. Teachers must see value in and seek to possess the attributes of caring, awareness, mindfulness, patience, and perseverance. Preservice teachers can practice addressing classroom management concerns in courses that utilize structured field experiences, critical reflection, and teacher inquiry within a learner-centered environment. This essential practice will assist preservice teachers in choreographing the smooth classroom management rhythm that knowledgeable and effective teachers are known for.

In order to best prepare preservice teachers, colleges of education must modify existing classroom management courses. They must also develop and maintain close connections with schools and in-service teachers (novice and veteran alike), and work to closely align curricular experiences on campus with practical experiences in the field (Zeichner, 2012). Structured field experiences are essential in providing preservice teachers ample opportunities to reflect critically on an inquire about realistic situations that are occurring in classrooms, and in turn, better prepare them for dealing with the rigors of addressing classroom management.

The design and implementation of high quality, structured field experience opportunities, along with modeling critical reflection on elements central to dimensions of classroom management will allow preservice teachers to address authentic classroom management problems within a university course. Teacher inquiry further extends learning by providing a vehicle that allows preservice teachers to literally take action in

the learning process. This will equip preservice teachers with skills that will enable them to define what classroom management means in their own personal manner and allow them to envision future classroom management possibilities.

Encouraging preservice teachers to stray from old pathways and take new directions to rethink what classroom management means will help them make meaning of their lived experiences (Zepeda, 2012) and strengthen their understanding of classroom management. Structured field experience, critical pedagogy, and teacher inquiry are paths that preservice teachers can take to learn what effective classroom management truly is. Embedding these new pathways into classroom management education for preservice teachers will succeed in better preparing them for the real world. Providing preservice teachers with the knowledge and skills needed to improve classroom management practice will lead to a sense of empowerment; empowerment that should beat as the pulse of teacher education.

Teacher empowerment is a direct benefit of teacher inquiry. When teachers engage in teacher inquiry, they are taking part in a reflective process that will deepen their understanding of teaching and learning practices within their own context. A major benefit of teacher inquiry is that teachers can work to make direct improvements in their own classrooms, which makes the research process functional and relevant (Dana & Yendol-Hoppey, 2014; Cochran-Smith & Lytle, 2009). The next chapter will further explain teacher inquiry and how it is used as the methodology for this study.

CHAPTER III

METHODOLOGY

This study utilized teacher inquiry as a research paradigm. Engaging in the teacher inquiry process is one way to deepen critical reflection skills. Teacher inquiry is a reflective research process conducted by teachers for themselves to enhance their growth in the profession; it is not research imposed on them by someone else, which makes it meaningful and practical (Mills, 2007). Teachers are practitioners who often want to study their own contexts because they want their research to make a difference in the personal setting in which they are directly involved (Herr & Anderson, 2005). Within the teacher inquiry research paradigm, the teacher is able to act as a storyteller because the teacher is an insider in the research process. The research process is cyclical, and the teacher is the source of the research question. The research question that the teacher composes focuses on producing insight into classroom practices in order to enact change (Dana & Yendol-Hoppey, 2014). Teacher inquiry can promote professional growth and important reform in the field of education.

Teacher inquiry continues to serve an important purpose in research pertaining to preservice teacher education (Cochran-Smith & Lytle, 2009). Inquiry as stance recognizes that the teacher is a practitioner who can "...work with others to transform teaching, learning, leading, and schooling in accordance with democratic principles and social justice goals." (Cochran-Smith & Lytle, 2009, p. 118). Inquiry as stance "...is

intended to offer a closer understanding of the knowledge generated in inquiry communities, how inquiry relates to practice, and what teachers learn from inquiry” (Cochran-Smith & Lytle, 2009, p. 119). An inquiry stance involves “...questioning the way knowledge and practice are constructed, evaluated, and used...” in order to participate in educational and social change (Cochran-Smith & Lytle, 2009, p. 121).

The Inquiry Cycle

The methodology for this action research study used the Inquiry Cycle (Dana & Yendol-Hoppey, 2014). This approach was suitable for this study in that teacher inquiry is a systematic, intentional study of one’s professional practice. The inquiry model allows educators to scaffold powerful job-embedded learning. Dana & Yendol-Hoppey’s (2014) inquiry cycle consists of the following components:

Develop a wondering. The first step in the inquiry process is to find a “wondering”. A wondering comes from the “What if...” and “I wonder...” questions that cross a teacher’s mind while they are in the classroom working with their students. For example, this study was based on wonderings that came from my experiences while serving as course instructor for a classroom management course at University A. As I worked with preservice teachers, I often wondered “what does classroom management mean to my students?” and “I wonder what more can be done to better prepare my students for the realities of teaching?”

Collect data. A meaningful teacher inquiry should become part of a teacher’s daily work, not distract from it. Data must be collected during the inquiry process, so it is important to select a data collection strategy that will take into account the “way of life” of the classroom. Some examples of data collection strategies that can be used in an

inquiry are: literature as data, field notes, documents/artifacts/student work, interviews, focus groups, digital pictures, reflective journals, weblogs, surveys, quantitative measures of student achievement (i.e. standardized test scores, assessment measures, grades), and critical friend group feedback (Dana & Yendol-Hoppey, 2014). Using multiple data sources for an inquiry will help teacher researchers build a stronger case for findings and enhance opportunities for reflection and learning.

Analyze data. There are two types of data analysis that play an important role in the inquiry process: formative data analysis and summative data analysis. Formative data analysis is the process of carefully looking at data as you collect it, and using your analysis of it to help inform instructional decisions and what might be the next steps in the inquiry process (Dana & Yendol-Hoppey, 2014, p. 158). Summative data analysis involves careful scrutiny of data while proceeding through a systematic process of making sense of what you have learned (Dana & Yendol-Hoppey, 2014, p. 166).

Take action. Once sufficient data has been analyzed and collected, the teacher researcher can plan interventions that will become the next steps in the inquiry process. Interventions should impact the teaching and learning process in an effort to enact positive change. More importantly, interventions will lead to new wonderings and new cycles of inquiry.

Taking action is likely the most important part of the inquiry process, yet it is often the part that teachers minimize or leave out. Time constraints likely pose an issue with taking action, as planning interventions and carrying them out takes a significant amount of time. Thinking of courses of action to restructure teaching in ways that will improve student learning and testing them in the classroom takes planning and

preparation time that is often scarce in any teacher's day. However, change will not come without taking action. It is important for teachers to understand and focus on this step in the inquiry process.

Within this study, it was my intention to focus on the actions taken to improve curriculum within a university classroom management course. The actions, or interventions, with the curriculum were formulated to potentially assist preservice teachers in moving towards envisioning how they might effectively manage a classroom, while creating a way for me, as the course instructor, to gauge preservice teachers' awareness of elements of classroom management.

Share the results of the inquiry with others. Writing about the process, findings, and implications of an inquiry is a good way to help teacher inquirers summarize what they have learned in the inquiry process and share their work with others. The physical write-up of an inquiry can follow different models. Regardless of the model used to share an inquiry, four critical features should be included in the write-up. These four features are “providing background information, sharing the design of the inquiry, stating the learning and supporting statements with data, and providing concluding thoughts” (Dana & Yendol-Hoppey, 2014, p. 186). While a write-up might seem to signify the end of an inquiry cycle, it is important to remember that the inquiry process is cyclical, not linear (Dana & Yendol-Hoppey, 2014). The knowledge gained from an inquiry should continue to be a force that inhibits teachers from returning to the same, often ineffective, ways of teaching once the inquiry process is complete. An inquiry write-up should inspire the

teacher researcher to delve further into the inquiry process rather than accept finality (Dana & Yendol-Hoppey, 2014).

Participants and Context

Participants

Participants in this study were students enrolled in one Fall 2016 section of Learning Environments at University A, as well as past students enrolled in one section of the Fall 2013 Classroom Management course, both sections of the Fall 2014 and Spring 2015 Classroom Management courses, and both sections of the Fall 2015 and Spring 2016 Learning Environments courses (see Figure 4). The name of the course officially changed from Classroom Management to Learning Environments in the fall of 2015. I was course instructor for all of the aforementioned semesters, for an overall total of ten course sections. While there are two sections offered each semester at University A, two different instructors taught the other sections during Fall 2013 and Fall 2016. Students enrolled in sections taught by other instructors are not included as participants in this study.

Semester/Course/# of Sections	Number of Participants	Gender of Participants
Fall 2013 Classroom Management-1 section	26	19 Female/7 Male
Fall 2014 Classroom Management-2 sections	47	36 Female/11 Male
Spring 2015 Classroom Management-2 sections	49	35 Female/14 Male
Fall 2015 Learning Environments-2 sections	54	37 Female/17 Male
Spring 2016 Learning Environments-2 sections	51	45 Female/6 Male
Fall 2016 Learning Environments-1 section	27	27 Female/0 Male

Figure 4. Study Participants.

Context

This study involved students who have been enrolled in Classroom Management (CM 432) and Learning Environments (LE 432) courses at University A from the onset of the course restructuring process in the fall of 2013 through the fall of 2016. I served as the course instructor at University A for a total of ten course sections within six semesters, beginning in the fall of 2013 and ending in the fall of 2016.

Location

Research was conducted in the Education Building at University A in CM 432 and LE 432 courses spanning the timeframe from fall 2013 to fall 2016. The course number at University A stayed the same, although the course title changed as a result of the course restructuring process that began in the Fall 2013 semester.

Data Collection

Institutional Review Board (IRB) permission was granted in the spring of 2016 to use existing data for this study. Existing data includes reflective writing assignments completed in CM 432 and LE 432 courses, as well as University Student Assessment of Teaching (USAT) comments. In the fall of 2016, USAT forms were replaced by online Student Evaluation of Learning and Feedback for Instructors (SELEFI) forms. USAT and SELEFI evaluation forms are different, however the open-ended question that was used for data collection remained the same on both forms. Permission to use an online survey in the Spring 2016 LE 432 class was also obtained through the IRB.

Reflective Writing Assignments

As part of their coursework, students were required to complete several reflective writing assignments relating to classroom management approaches and creating learning

environments. Reflective writing assignments included student reflections written in response to field experience observations, discussion boards, and written response exams. Responses from these reflective writing assignments were a primary source of data for this study. Existing data from the fall 2013, fall 2014, spring 2015, fall 2015, spring 2016, and fall 2016 semesters was included in this study. Data from reflective writing responses were collected from subjects in the fall 2016, spring 2016, and fall 2015 LE 432 class, as well as data from the spring 2015, fall 2014, and fall 2013 CM 432 classes. Figure 5 represents the topics for reflective writing assignments and the number of participants who completed them.

Reflective Writing Assignment Topics	Number of Reflections
Is managing a classroom different than creating a learning environment?	49
What is involved in managing a classroom? What is involved in creating a learning environment?	47
What does classroom management mean to you?	26
Consider what is possible for you as a new teacher. How prepared do you feel? What additional support, if any, do you feel you might need?	26

Figure 5. Reflective Writing Assignment Topics and Number of Reflections Collected.

University Student Assessment of Teaching (USAT) Forms and Student Evaluation of Learning and Feedback for Instructors (SELFI) Forms

Data from USAT forms and SELFI online forms, particularly comments relating to which elements of the course were most beneficial to learning, were used for this study. USAT and SELFI data is teacher specific, and is intended to be used to assess and evaluate ways in which the course instructor can improve teaching. Students were not required to complete USAT and SELFI evaluations. Pre-existing data collected from ten course sections over the course of six semesters was included in this study. Data from

SEIFI comments were collected from participants enrolled in the Fall 2016 LE 432 course. Data from USAT comments were collected from participants enrolled in the LE 432 courses during Spring 2016 and Fall 2015, and CM 432 courses during Spring 2015, Fall 2014 and Fall 2013 (see Figure 6).

USAT Question	Term	Number of Participants/Course Enrollment	% of Participation
Describe some aspects of the course that promoted your learning.	Fall 2013	22/26	84.6
Describe some aspects of the course that promoted your learning.	Fall 2014	39/47	83
Describe some aspects of the course that promoted your learning.	Spring 2015	40/49	81.6
Describe some aspects of the course that promoted your learning.	Fall 2015	51/54	94.4
Describe some aspects of the course that promoted your learning.	Spring 2016	43/51	84.3
SEIFI Question	Term	Number of Participants/Course Enrollment	% of Participation
Describe some aspects of the course that promoted your learning.	Fall 2016	18/27	66.7

Figure 6. University Student Assessment of Teaching (USAT) and Student Evaluation of Learning and Feedback for Instructors (SEIFI) Form Data.

Survey

Students enrolled in LE 432 during the Fall 2016 semester were invited to participate in an online survey (see Appendix A). This survey asked students to rank the elements that pertain to classroom management and/or establishing a learning environment in order of importance. Survey data was recorded using Qualtrics survey software provided by University A.

Students previously enrolled in LE 432 during the Spring 2016 semester were invited to complete an online survey (see Appendix A). This survey asked students to rank the elements that pertain to classroom management and/or establishing a learning environment in order of importance. Survey data was recorded using Qualtrics survey software provided by University A.

Institutional Review Board (IRB) consent for the survey was obtained in the Spring of 2016 for the pilot study. The current study was a continuation of the pilot study.

Consent and Confidentiality

Subjects participating in the Fall 2016 study survey were students enrolled in the Fall 2016 semester of LE 432. Participants were informed of the research by the principal investigator. The research study was described to them in the course and an invitation to participate in the survey, which included a link to the survey, was sent to potential participants via electronic mail. A consent form was linked to the online survey that participants received (see Appendix B). A consent form was used so that participants understood that participation was not required, and that they were free to decide not to participate or to withdraw at any time without affecting their relationship

with the instructor, department, or university. The survey instrument was distributed and collected online. No compensation was provided.

Subjects who participated in the pilot study survey were students enrolled in the Spring 2016 semester of LE 432, and were informed of the research by the principal investigator. The research study was described to them in class. An invitation to participate in the survey, which included a link to the survey, was sent to potential participants via electronic mail. A consent form was linked to the online survey that subjects received (see Appendix B). A consent form was used so that subjects understood that participation was not required, and that they were free to decide not to participate or to withdraw at any time without affecting their relationship with the instructor, department, or university. The survey instrument was distributed and collected online. No compensation was provided.

Data from all instruments was documented in a manner in which participants cannot be identified. No names or identifiers that can be linked to participants were used.

Data Analysis

Data analysis procedures for this study consisted of collecting data throughout the study and analyzing the data in order to make meaning and seek understanding. Analysis of data from CM 432 and LE 432 courses from Fall 2013 to Fall 2016 semesters occurred during the course of this study.

Coding

A coding system was used to analyze data from reflective writing assignments and USAT/SELFI comments. A code is a word or short phrase that is used to identify and capture the primary essence and content of data (Saldana, 2016). Coding is a heuristic

technique, meaning that it leads to discovery, exploration, and problem solving (Saldana, 2016). Discovering, exploring, and problem solving are goals of the teacher inquiry process, therefore coding is a necessary interpretative act that aids in summarizing and condensing data.

The Coding Process

A manual coding process was used to segregate data into like categories in order to discern themes, make comparisons, and build explanations (Glesne, 2011). This study yielded a large volume of data from reflective writing assignments and USAT/SELFI form comments, therefore the coding process assisted in disaggregating data, and breaking it down into manageable units that could be named or identified.

Hard copy data was used in the coding process (i.e. paper copies or printouts of student comments and responses to reflection questions). To begin, I considered the research questions for this study and began to pre-code. As I read through data, I circled, highlighted, or underlined significant quotes and passages that related to research questions. For the initial coding process, or first cycle, descriptive codes (codes that summarized the primary topic of an excerpt) were assigned to sections of data from the data corpus based on what was identified during the pre-coding process. These codes were single words or phrases that came from my first impressions of student responses. During the initial reading of data, I also jotted notes, or memos, in margins. A second cycle of coding involved reconfiguring the codes based on frequency, similarity, or difference. Some recoding and recategorizing occurred after the second cycle of coding. Ultimately, codes were taken from the hard copy data, recorded on note cards, and

compiled to form a codebook that could be manually manipulated to aide in forming categories and themes for the study.

Formative and Summative Data Analysis

Formative data analysis was an important step in this inquiry process, as it allowed me to review data from student responses as it was collected. This initial review of their responses helped determine future questions that I needed to ask in order to gain a better understanding of how my students were envisioning the classroom management process.

Summative data analysis was also a very important factor in this inquiry. In a summative approach to data analysis, it is necessary to review data multiple times and scrutinize it carefully throughout the coding process in order to identify themes, patterns, and/or categories that emerge (Dana & Yendol-Hoppey, 2014). Summative data analysis is used with teacher inquiry to “piece data together in different way to create a picture of what you have learned for yourself and others” (Dana & Yendol-Hoppey, 2014, p. 168). In summative data analysis, data is allowed to “speak for itself and lead you to your findings” (Dana & Yendol-Hoppey, 2014, p. 168). Both formative and summative data analysis procedures led to the findings shared for this inquiry.

Survey Data

Survey data were compiled using a Likert scale ranking. A chart was used to provide a visual and analysis of survey results.

Validity

Validity in teacher inquiry can be established by considering the quality of teacher research and understanding the details of the inquiry work in order to seek understanding

and inform teaching practice (Dana & Yendol-Hoppey, 2014). Dana and Yendol-Hoppey (2014) outline five quality indicators that can be used to reflect on and assess the quality of inquiry work: context of study, wonderings and purpose, teacher-research design (data collection and data analysis), teacher-researcher learning, and implications for practice. Context of study is described as providing “complete information about the context in which the action research took place” (Dana & Yendol-Hoppey, 2014, p. 227). Explaining wonderings in detail makes a case for the personal connection that the researcher has to the work; connecting the wonderings to appropriate literature provides a basis for classroom practice. Data should be collected from multiple sources (at least three) and explanations of data collection and analysis procedures, along with a time line for data collection, need to be included in the research design. Statements about what was learned through the inquiry process should be clearly articulated and supported by data. Finally, potential changes that will be considered based on what was learned through the research process must be noted.

Summary

The methodology for this study used the Inquiry Cycle (Dana & Yendol-Hoppey, 2014), which involved the process of developing a wondering, collecting data, analyzing data, taking action, and sharing results. Participants for this study were students enrolled in CM 432/LE 432 courses at University A. Data was collected from three primary sources: student reflective writing responses, USAT/SELFI course evaluations, and a voluntary survey. Formative and summative data analysis was utilized, along with a coding process, to uncover findings. Findings derived from student reflections, USAT/SELFI responses, and survey revelations are shared in the subsequent chapter.

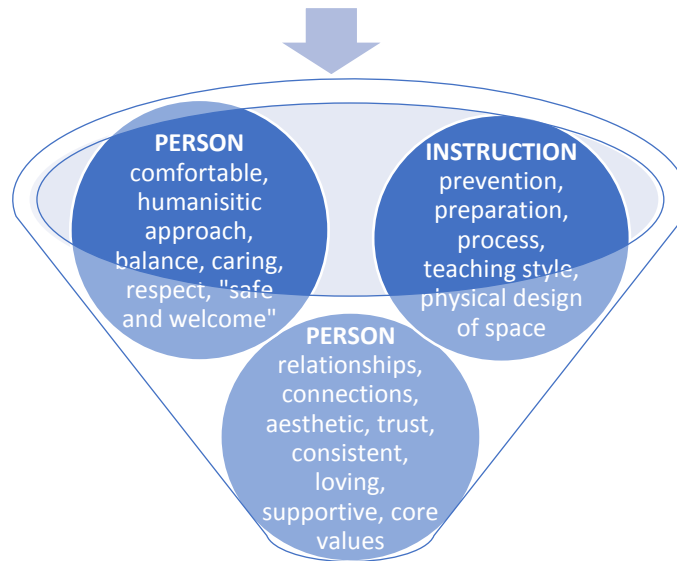
CHAPTER IV
QUESTIONS AND ANSWERS

Reflections, Responses, and Realizations

Reflections

An important characteristic of good teaching is the ability to assess student learning through the use of questioning. Likewise, an important part of the inquiry process is developing a wondering, or essential question, that guides a teacher researcher through the process of discovery. A wondering is a question that allows a teacher researcher to begin the task of digging deeper into something they desire to learn more about. In the fall of 2015, I began my fourth semester as course instructor for a class that was newly coined Learning Environments. I wondered if the course restructuring and name change were impacting the way my students saw “classroom management”. For me, it was time to question my students. I needed to better understand how my students were envisioning the terms “classroom management” and “learning environment”, so I simply asked them to reflect on the following question: Is managing a classroom different than creating a learning environment? In response to this question, students described managing a classroom in a negative, somewhat harsh, sense (See Figure 7).

Elements of Creating a Learning Environment



Elements of Managing a Classroom

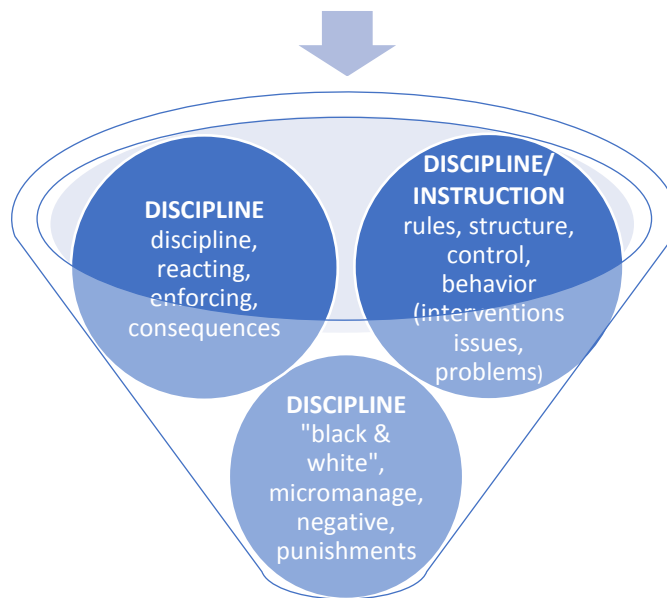


Figure 7. Fall 2015 Responses: Is managing a classroom different than creating a learning environment?

The words *rules, control, behaviors, discipline, and consequences* continuously presented themselves in student responses regarding classroom management. When describing learning environments, commonly used words were *prevention, comfortable, caring, relationships, and respect*. Students described managing a classroom and creating a learning environment in entirely different ways (See Figure 7), yet many students used the expression “they go hand in hand” in their responses. If two things go hand in hand, they exist together and are connected to each other. Although my students described managing a classroom and creating a learning environment with very different terms, the recurrent use of the idiom “go hand in hand” showed me that they felt elements central to both managing a classroom and creating a learning environment need to be present in the classroom setting. To further illustrate this point, one student stated the following:

The management of your classroom is more about behavior and the learning environment is about relationships. I believe it is hard to have one without the other. We can't expect our students to behave appropriately unless we have built relationships and gained the trust and respect of our students. We can't build relationships without first establishing guidelines and expectations for our students to uphold.

The idea that managing a classroom and creating a learning environment work in conjunction with each other is evident in the above quote. Another student expressed similar sentiments in response to the reflection question.

When I think about just the classroom management aspect, I immediately think of just discipline. When I think of learning environments, I think of establishing a classroom that is safe and comfortable for the students and the teacher.

In another reflection, a student noted that the cooperating teacher they were assigned to for their field experience observation was a graduate of University A, and actually commented on the name change from Classroom Management to Learning Environments. The student described being intrigued by this comment, and shared their views as follows:

The two concepts are different, but at the same time they are linked. A learning environment is not, per se, a set of rules that manages behaviors, expectations, and the like within a school. However, in my field observations I have noticed a connection that suggests that a learning environment benefits when smart “management” is utilized. For example, creating expectations helps establish the learning environment.

Other students cited their field experience observations in response to the question as well. Again, the idea that classroom management plays into creating a learning environment was conveyed. This student shared the following thoughts:

The teacher I observed was young, flexible, and took a lot of feedback from students. She also was organized and had clear expectations. The class seemed to have positive peer interactions. I learned from observing that managing a classroom and creating a learning environment are different, but you need both for a positive classroom environment.

An additional example of citing the field experience and expressing the importance of both managing a classroom and creating a learning environment is shown below:

I think the two go hand in hand. A learning environment should feel safe, be organized, open, engaging and challenging. Quality classroom management is a tool that good teachers use to ensure all of these things. I saw in my field experience that the teacher was really organized. All of the students knew what was expected of them in class, it was literally posted on the walls. Students approached her with questions, and those who finished their work early knew what to do to earn bonus points. There weren't any outbursts from students.

Overall, the reflection responses for the fall 2015 class demonstrated that students were thinking of managing a classroom and creating a learning environment as two separate entities. Classroom management was generally described as referring to rules, discipline, and organization while the learning environment referred more to the relationships and the overall feel of the classroom setting. Yet, students voiced that elements of both managing a classroom and creating a learning environment needed to be present in the classroom setting. The idea that the two go "hand in hand" was prevalent in student responses.

As fall led in to spring, I continued to wonder how my students were processing the terms "classroom management" and "learning environment". For the Spring 2016 semester, I again directly asked my students to give thought to what both terms meant to them. This time, I phrased my question differently. Instead of asking students if managing a classroom was different than creating a learning environment, I asked them to share their thoughts on what is involved in managing a classroom and what is involved

in creating a learning environment. In this set of reflection responses, students still described both very differently but there were some nuances that stood out. Students still used *rules*, *consequences*, and *discipline* as elements involved in managing a classroom, but they also referred to some factors related to the teaching process, such as *schedule*, *differentiate*, and *engage* (See Figure 8) . As for the learning environment, descriptors similar to what the students from the previous semester used were present, such as *relationships*, *core values*, and words used to describe the physical design of the classroom.

However, this time there was a sense that “*everyone has a voice*”, which shows that the students and the teacher are involved in creating the learning environment, not just the teacher alone. The idea that “everyone has a voice” is an important sentiment in a relationship based classroom, and is supported by thoughts that students shared in their reflections. One student had this to say about what is involved in creating a learning environment:

It is essential to let students know what you expect from them in your class, as well as know what they expect of you. This will create a good base to begin creating a comfortable learning environment where you, as the teacher, and the students are both accountable.

The idea of structure and routine in establishing expectations is present in this student’s passage. While structure and routine are referring to classroom management, there is also the idea that establishing expectations (managing the classroom) will lead to a better learning environment where both the students and the teacher are responsible for their

actions. Another example of the idea of dual accountability from both the teacher and the students is shown below:

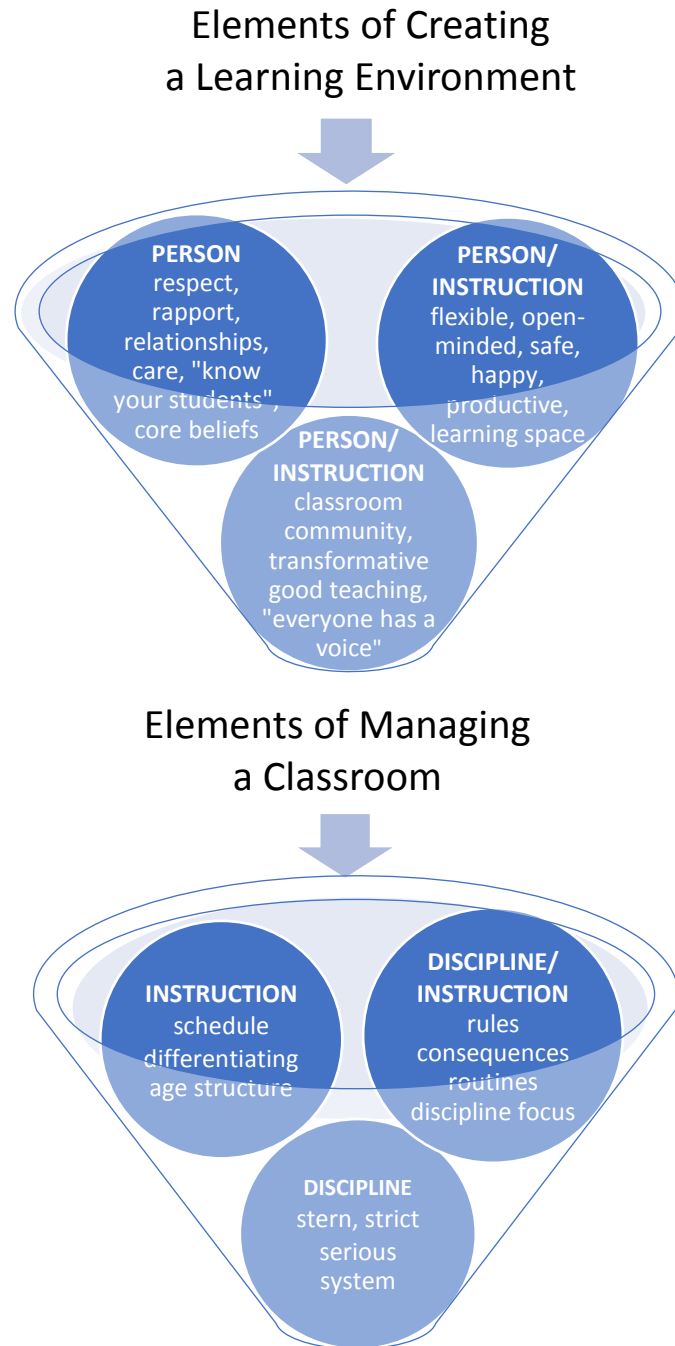


Figure 8. Spring 2016 Responses: What is involved in managing a classroom? What is involved in creating a learning environment?

...what I am trying to get at is that managing a classroom is only done by the teacher. A learning environment is controlled by both the students and the teacher. I know I want to be part of a learning environment because it brings you closer to your students and it creates a better managed classroom (in my opinion).

In the next excerpt, a different student discusses the need for a learning environment that is based on a teacher's initial plan for classroom management, yet allows for students to have a voice in the creation of rules and expectations as well.

A sense of community needs to be established early so that a safe learning environment is in place. After personal reflection and examination, a classroom management plan will be present in a teacher's mind. However, the rules created need to be discussed as a whole class, not just by the teacher.

The following student perhaps summarizes the notion that both the teacher and the students need to work together to manage a classroom with the phrase, "you're the leader, but you're not a boss".

As a teacher, you don't want to just assert yourself as being the sole leader who controls everything in the classroom. I believe it is important for the students to know you're the leader, but you're not a boss.

This brings to mind that a leader is a person in a group who serves as a guide, a person who usually is an expert of sorts and has the capability to bring others along on a journey. There can be more than one leader in a classroom, and control can be shared. A boss, on the other hand, is viewed as someone who is in charge and takes total control. People do what their "boss" tells them to do, and usually don't have a voice in what that might be.

This student touches on the idea of resistance when a person is viewed as a "boss" instead

of a “leader”. In a discipline based classroom management plan, the teacher is more of a “boss” whereas in a relationship based plan the teacher is viewed as a leader.

Managing a classroom and creating a learning environment involves many different elements, most of which my students were able to identify in their reflection responses. An emphasis on community and shared control was emergent in the responses for the Spring 2016 semester. Even so, the complexity of creating a sense of community while sharing classroom management tasks weighed on the mind of this student:

Classroom management is one of the hardest things about being a teacher because it ultimately comes down to what works for you and your class.

It is possible that this student is beginning to see that while a teacher can have a solid vision of how they want their classroom to function, the classroom makeup and dynamic will impact whether or not it will work. Even the best intentions of sharing leadership and control can be stymied by a challenging group of students. This is why there can be no “one size fits all” model for managing a classroom and creating a learning environment; it will change from year to year just as the students do. Having a specific plan in mind for a specific situation that may arise in the classroom is not necessarily bad, but preservice teachers need to realize that if their plan does not work they will have to adapt. Existing in the grey area of having multiple solutions and ways to address a situation, and multiple variables influencing whether or not a plan will work is often overwhelming for preservice teachers.

The fall of 2016 ushered in the final group of LE 432 students that I would instruct at University A. For me, this was an interesting class to work with as they represented the first all-female group of students that I had encountered in six semesters

of teaching the course. As a final piece in the course restructuring process, a new textbook emphasizing a proactive classroom management process also became required reading for this group of students.

With this final group came my last opportunity to question what classroom management meant to my students. I still wondered how they envisioned managing their own future classrooms, and this semester I chose to directly ask them: What does “classroom management” mean to you? The responses from this question showed three central themes surfacing which related to structure, teaching, and relationships (See

Figure 9).

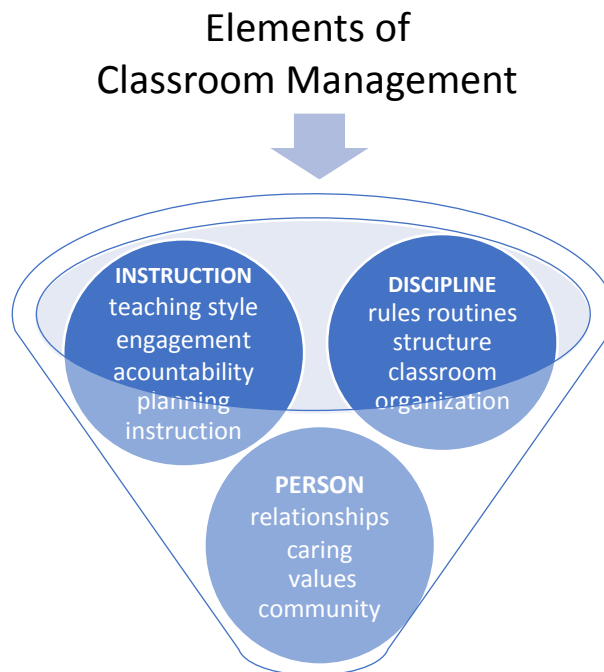


Figure 9. Fall 2016 Responses: What does “classroom management” mean to you?

Semester	Codes	Categories	Assertions
Fall 2015 Is managing a classroom different than creating a learning environment?	comfortable, caring, respectful, trust, relationships, connections, “safe and welcome”, humanistic approach routine, structure, balance, preparation, process, consistent, teaching style, physical space reaction, enforcing consequences, control, behavior, interventions, issues/problems, rules, discipline, “black and white”, micromanaged, punishment	Person Instruction Discipline	Managing a classroom and creating a learning environment are different, but they go “hand in hand”.
Spring 2016 What is involved in managing a classroom? What is involved in creating a learning environment?	respect, rapport, relationships, “know your students”, care, core beliefs, classroom community, open-minded, safe, happy flexible, productive, learning space, engagement, schedule, differentiate, routines, transformative, good teaching stern, strict, serious, rules, consequences	Person Instruction Discipline	Classroom management provides structure whereas a learning environment creates a community where “everyone has a voice”.
Fall 2016 What does “classroom management” mean to you?	relationships, caring, values, community teaching style, engagement, accountability, planning rules, routines, structure, organization	Person Instruction Discipline	Classroom management is a process that includes elements from both classroom management approaches (relationship based and discipline based) in order to create a positive learning environment.

Figure 10. Codes, Categories, and Assertions.

There was mention of structure based elements like *rules*, *routines*, and *classroom organization*. Students also discussed how factors relating to teaching played a role in classroom management, such as *style*, *planning*, and *instruction*. Furthermore, relationships were addressed as being significant to classroom management with words like *community*, *caring*, and *values* used to illustrate the importance of classroom connections.

In general, students interpreted classroom management to be a process involving elements related to structure, teaching, and relationships. Classroom management was explained in the following way by one student:

To me, classroom management incorporates a whole range of different aspects. These include the physical setup of the room, the relationships, rules and routines and engaging instruction. All of these aspects work together as one to create the best learning environment possible. Before taking this class, I only believed that classroom management meant behavior control.

Other students also alluded to the fact that classroom management is a multi-faceted process, by directly stating that “classroom management incorporates many different elements”. Some also went on to explain their vision of how the process takes place.

Organizing the physical design of the classroom starts on day one, and it might have to be changed as time passes. As a teacher, I would try multiple different arrangements until I find one that best suits the kiddos that I have in my class. The second part is establishing rules and routines, which again starts on day one. Making sure that the expectations and routines of the classroom are clear will be key to successful implementation. Developing relationships will also help with

classroom management because we have to know the kids that are in our room beyond their educational standing. There is also instruction within classroom management, however I think it is key to build those relationships and implement routines before attempting to perfect our instruction. Lastly, addressing discipline when things go awry is important. With routines and expectations in place, students will know the consequences of their actions. All of these things combine help us as teachers to manage our classrooms to the best of our abilities. We must get down to each child's level and build a relationship, while still maintaining expectations for each and every one of them.

A major difference between the Fall 2016 reflection responses and the previous responses from Spring 2016 and Fall 2015 can be seen in the way students include elements central to creating a learning environment in their interpretations of what classroom management means to them (See Figure 6). There is no longer reference to managing a classroom and creating a learning environment as separate entities; emphasis is placed on classroom management as a whole process that includes aspects of both in an equal manner.

Although disciplinary actions and well thought out consequences are still part of classroom management, they are not as strongly emphasized in their interpretations of what classroom management is and what classroom management means. As seen in the example below, discipline is only one piece of the classroom management process.

Classroom management describes an environment where teachers strive to make learning as productive as possible. In order to create an environment that is conducive to successful learning, there needs to be structure in terms of the layout of the classroom, rules and routines, relationships, engaging and motivating

instruction, and discipline. In my perspective, when a classroom is successfully managed, all of the aforementioned components that lead to a conducive learning environment are taken into consideration and employed.

Reading and analyzing the various student reflective responses from three semesters has led me to the realization that my students are beginning to see classroom management for what it truly is. It is not just about discipline. It is a process that involves person, instruction, and discipline. This is evidenced by how my students described different dimensions of classroom management without knowing they were even doing so. In their reflections, they mentioned relationships, engagement, motivation, and classroom interactions; all elements of the dimension of person. They also wrote about the importance of focusing on the needs of students, classroom arrangement, and teaching content, all of which pertain to the dimension of instruction. Rules and routines and dealing with student behaviors were also a focus for my students, with both of these elements being central to the dimension of discipline.

Responses

At the end of every semester, I asked my students to respond to questions about the CM 432/LE 432 course and my teaching practices. It was an expectation of University A that instructors administer course assessments, but students were not required to complete them. For the first five semesters that I instructed CM 432/LE 432, students completed hard copy assessments known as the University Student Assessments of Teaching (USAT). The last semester utilized the Student Evaluation of Learning and Feedback for Instructors (SELF), which was an online assessment. Both forms included an open-ended question where students were asked to identify aspects of the course that

promoted their learning. In wondering what students found most beneficial, I focused on this question in order to identify those course aspects. I taught two courses each semester, with the exceptions of Fall 2013 and Fall 2016, wherein I taught only one course. Responses were analyzed for six semesters, totaling ten class sections. From this data, five course components emerged as being most valuable to students: field experience, in-class discussions, in-class activities, instructional practices, and course assignments.

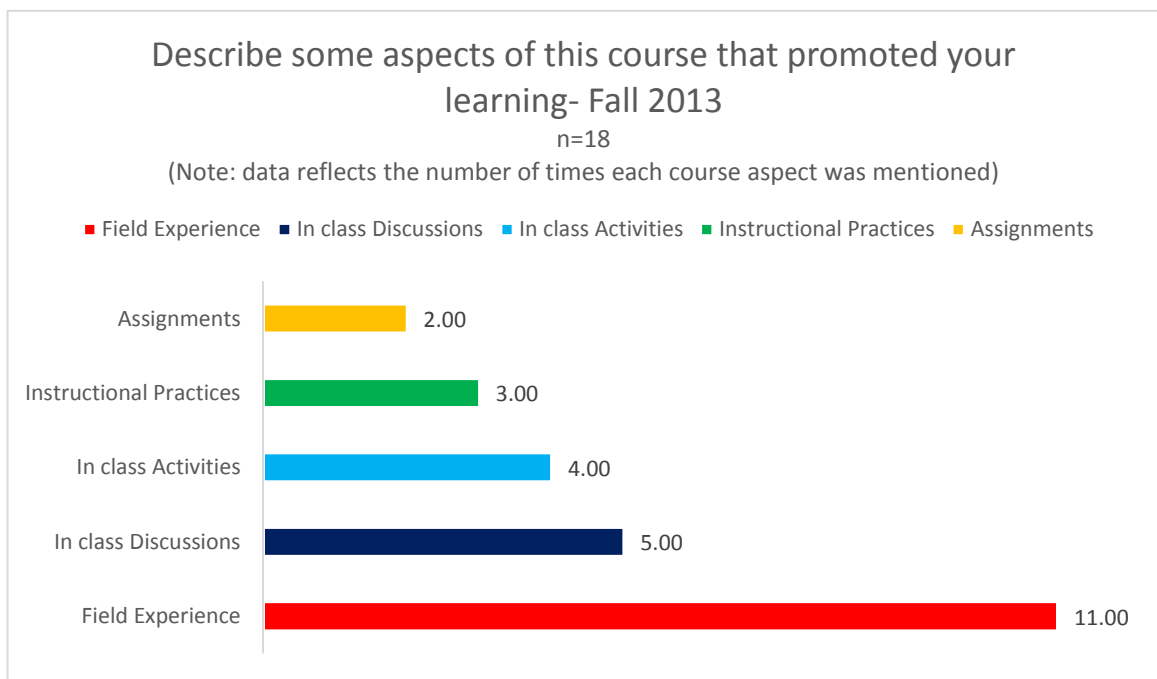


Figure 11. Fall 2013 USAT Responses.

For the Fall 2013 semester, twenty students from one course section completed USAT forms (See Figure 11). It is important to note that this was the first semester that a fifteen hour field experience was added to the course. The field experience was mentioned by eleven students, with some students commenting that the field experience

was “helpful”, “a good idea”, “my favorite part of the class”, and allowed them to “get out into real-life situations”. The field experience garnered the most mentions, with in-class discussions and in-class activities receiving five and four mentions, respectively. The field experience was designed to allow students a week of time to complete field observations, with the following week to process what they saw happening in the classrooms. This cycle was repeated three times (observe/process), so the majority of class discussions and activities focused on what students were seeing in the field. As such, the aspects of the course that students felt promoted their learning were all tied to the field experience component.

In the fall of 2014, thirty-nine students completed USAT evaluations within two course sections (See Figure 12). This time the field experience, in-class discussions, and instructional practices were the most mentioned course aspects. The field experience was noted fifteen times, in-class discussions listed eleven times, and nine students mentioned instructional practices. Student comments pertaining to the field experience included “it was set up well”, “it helped connect to class materials”, and it offered a chance to “work with teachers” and “see real-life situations. In-class discussions were described as “engaging” and “allowing us to bounce ideas around”. Comments about instructional practices related to the “atmosphere of the class” that I created as the course instructor, the “organization of the class”, “instructor’s enthusiasm and encouragement”, and “personal examples” that I shared from my own teaching experience. Similar to the Fall 2013 group of students, the field experience and in-class discussions were the two aspects of the course that were most notable for students.

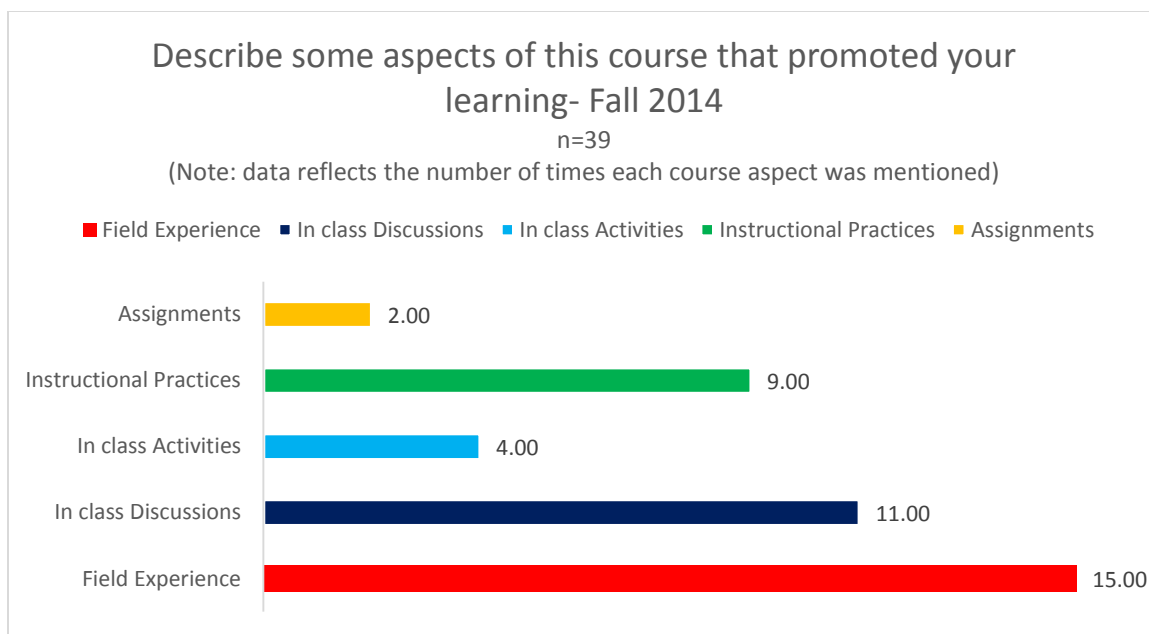


Figure 12. Fall 2014 USAT Responses.

For the Spring 2015 semester, forty USAT forms from two course sections were analyzed (See Figure 13). The same three course aspects as the Fall 2014 semester were found to be most valuable by students: field experience, in-class discussions, and instructional practices. Seventeen students noted the field experience, eleven listed class discussions, and nine mentioned instructional practices. One student described “real-life situations, stories (about real-life situations), discussing current issues, working with peers, and a lot of Q&A discussions in class” as being particularly valuable from the field experience and discussions. Another said that “applying the material to real-life classroom situations was really beneficial and discussing in groups brought about great ideas”. This semester, comments surfaced regarding the value of learning about the reflective cycle and the way that the field experience was divided into three weeks with specific observation focus areas designated for each week.

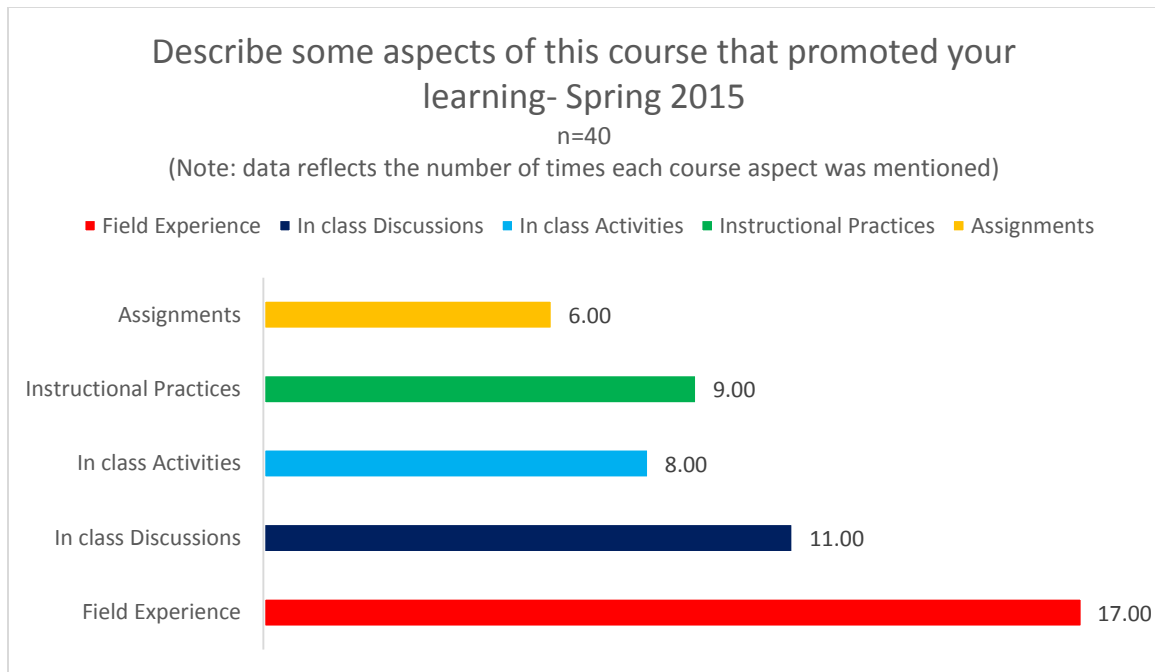


Figure 13. Spring 2015 USAT Responses.

The Fall 2015 semester had the largest number of student responses, with fifty-one USAT evaluations completed from two course sections (See Figure 14). Like the previous three semesters, the field experience and in-class discussions were the two course aspects that were most notable. The field experience was mentioned by twenty-four students. In-class discussions were mentioned seventeen times. Class activities emerged as being just as valuable as instructional practices this semester, both being noted nine times. Students stated that observation hours “were awesome”. “really helped me connect real world situations to what we were learning in the classroom”, and “helped significantly with my learning”. Several students also expressed that they liked the format of the field experience, in reference to the observation week/process week style that allowed for class discussions after spending time in the field. Some specific class activities were brought up in student comments, specifically a “What would you do?”

activity in which students shared situations that they saw occurring in the field, and worked together to discuss options for addressing those situations during field observation processing weeks. Yet again, students alluded to course aspects relating to the field experience as being most valuable.

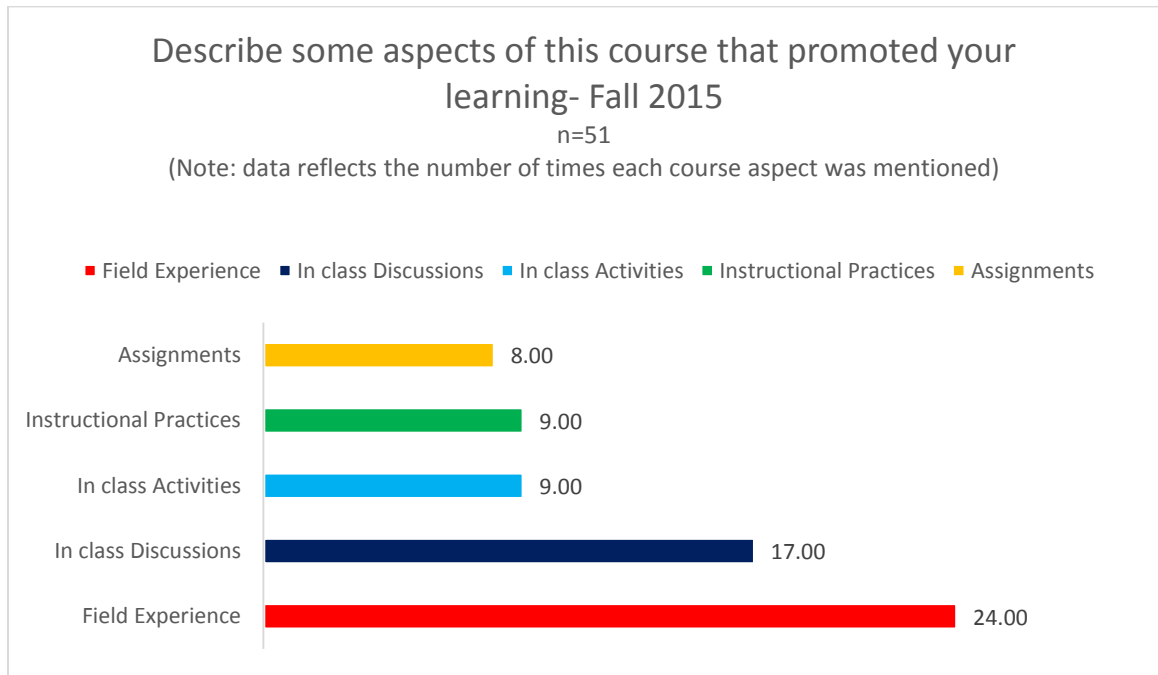


Figure 14. Fall 2015 USAT Responses.

The Spring 2016 data sample was comprised of forty-three evaluations from two course sections. For this semester, the top three course aspects were the field experience, in-class discussions, and in-class activities (See Figure 14). The field experience was brought up twenty-six times, in-class discussions were touched on fourteen times, and in-class activities had thirteen mentions. Comments similar to previous semesters were made about the field experience offering ample opportunities to experience real-life situations. In addition, students continued to remark that class discussions allowed them

to further expand on their field observations. Students brought up that they enjoyed class activities that allowed them to collaborate and discuss with their classmates.

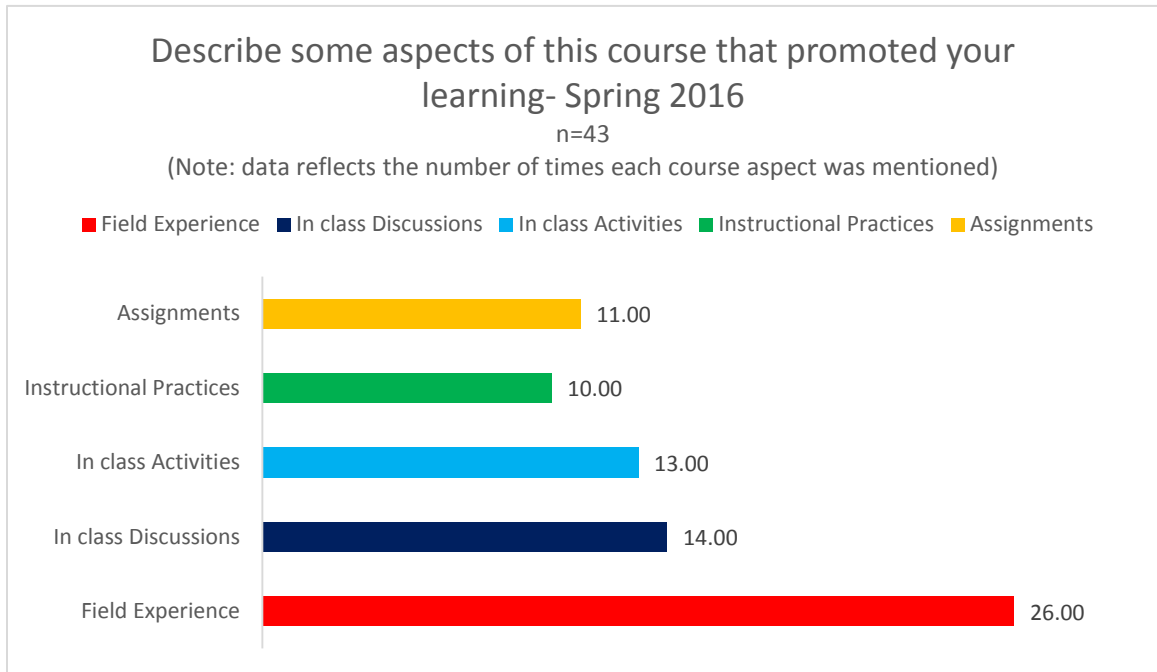


Figure 15. Spring 2016 USAT Responses.

The final set of course comments came from the Fall 2016 SELFI online evaluations. A total of eighteen responses were analyzed from one course section for this semester. The field experience, in-class discussions, and in-class activities were the most widely mentioned course aspects (See Figure 16). A total of eleven students remarked on the field experience, while class discussions and activities were both brought up six times. In reference to the field experience, one student shared that it “was the best part of the class and where I definitely learned the most”. Another student had this to say about the field experience:

The field experience for this course is wonderful. The amount of hours for the field experience and the amount of work is perfect. I also enjoyed being able to look at the three (observation) topics each week instead of all of them at once.

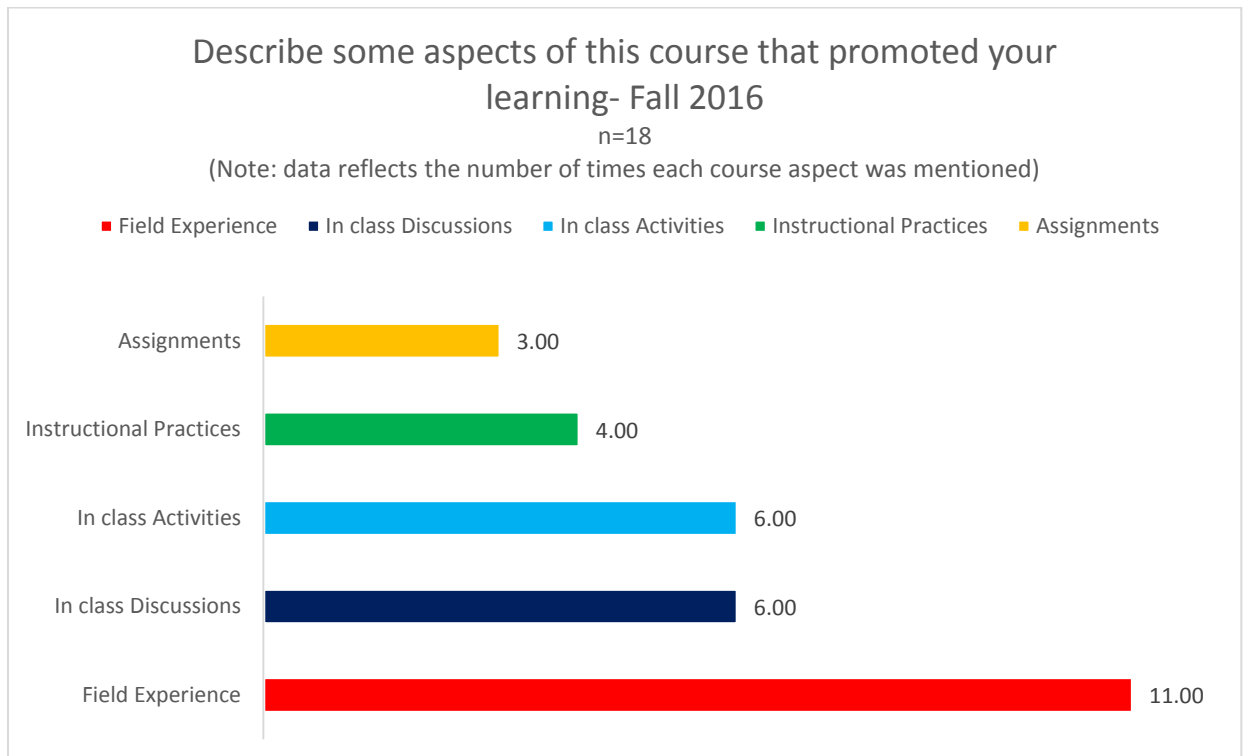


Figure 16. Fall 2016 SELFI Responses.

This student is alluding to the manner in which the field experience observation weeks were organized. For each week in the field, students were assigned observation focus areas which allowed them to pinpoint and make note of specific things in the classroom that have an effect on the learning environment and classroom management in general. A different student shared thoughts on overall learning in the course by stating the following:

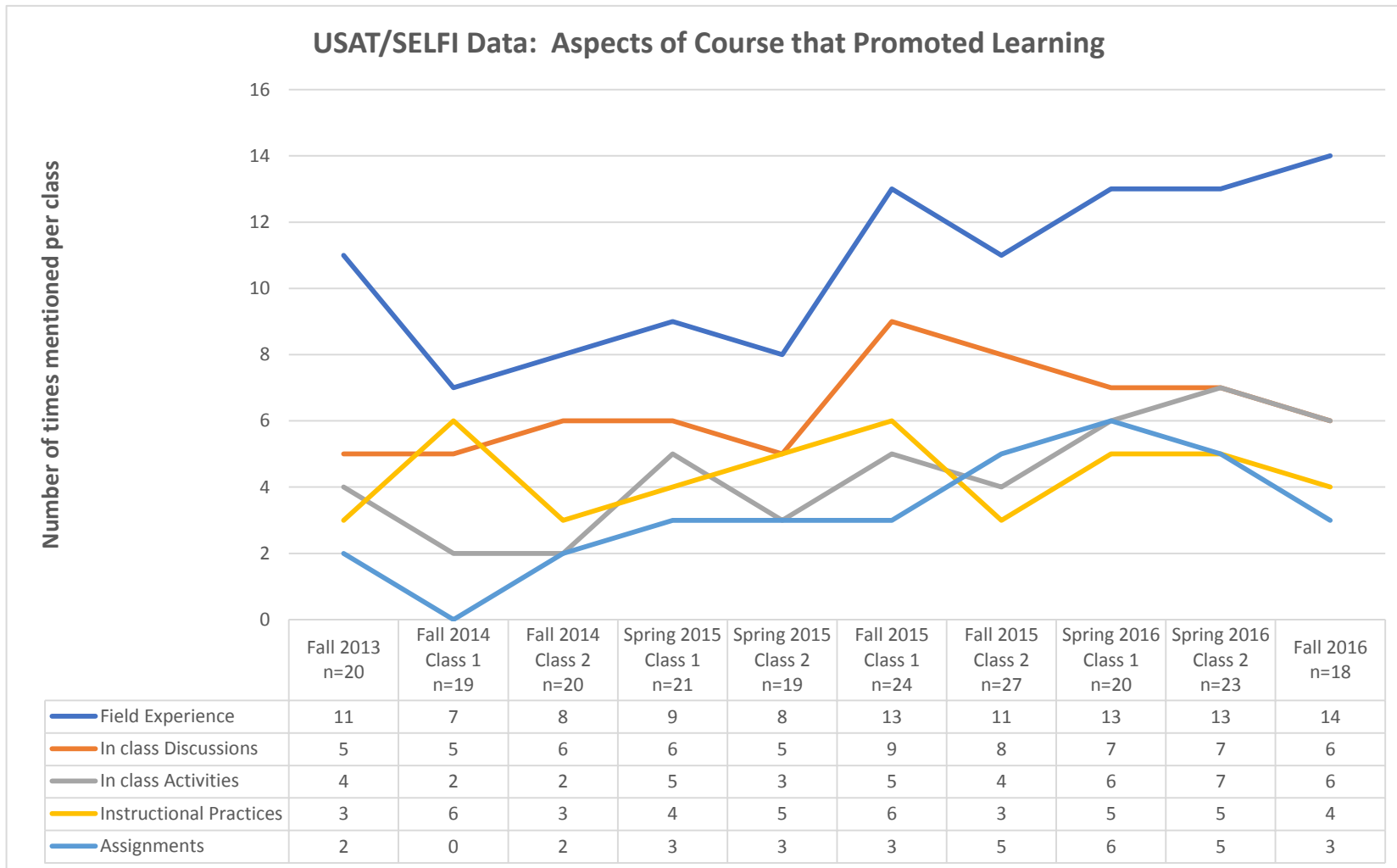


Figure 17. USAT/SELFI Comparative Data.

We learned a lot without being overwhelmed by paperwork and meaningless tasks. Everything we did had a purpose and directly related to the other course components.

This comment is a good example of the importance of practical and functional course tasks and activities, especially when learning about a topic as complex as classroom management. If students can not relate what they are learning about classroom management to lived experiences, they will not see value in it and they will not be able to apply it in their own future classrooms. Perhaps this is why the field experience was overwhelmingly cited as the aspect of the course that best promoted student learning. Students were able to examine the various elements of classroom management through course activities, discussions, and assignments and then had the opportunity to look for how that information could be applied in an actual classroom by spending time observing in the field.

The importance of the field experience and the impact that it had on student learning can be seen in the comparative data chart for all ten course sections of USAT/SELFIE data (See Figure 17). As illustrated in the chart, the field experience was the dominant course aspect that students identified as being most beneficial to their learning. In-class discussions were consistently noted as being valuable and had the second highest ranking of the five course aspects. As previously noted, the majority of in-class discussions centered on field experience observations. As such, it can be asserted that course aspects tied to the field experience are valuable to students and deepen learning. In-class activities and instructional practices fluctuated between being the third or fourth course aspect with the most mentions, however there was one class

section (Fall 2014 Class 1) that identified instructional practices as playing a larger role in promoting learning than class discussions. The aspect of course assignments showed significant growth between the Fall 2014 and Spring 2016 semesters. It is possible that students began to find more value in assignments as they made stronger connections with what they observed in the field. Assignments for CM 432/LE 432 courses included reflective writing responses from field experience observation focus areas, online discussion boards where students discussed course readings and their connection to what was observed in the field, a teacher interview with student created questions relating to classroom management, and a group PBL project. As with course discussions, assignments also were directly related to the field experience. Students needed to rely on what they observed in the field to complete the assignments. Overall, the comparative data chart in Figure 17 indicates that a structured field experience allows for growth in class discussions, activities, instructional practices, and course assignments. A structured field experience is a very important factor in showing preservice teachers different possibilities for managing classrooms and creating learning environments.

Students in my CM 432/LE 432 courses had ample opportunities to reflect on what managing a classroom and creating a learning environment means to them. They were also able to identify the aspects of the course that helped them learn best. Student reflections and responses led to the final data piece of my inquiry process, a survey asking students to rank the importance of specific elements of classroom management.

Very Important Elements of Classroom Management

- Communication with students
 - Working with diverse students
 - Dealing with inclusion- working with special needs students
 - Establishing classroom rules, procedures, and routines
 - Establishing positive teacher-student relationships and connecting with students
 - Motivating students to learn
 - Planning and preparation of lessons
 - Recognizing individual student's needs
- Identifying classroom issues, reflecting critically, and creating action plans
- Setting clear goals and expectations

Important Elements of Classroom Management

- Arranging the classroom seating, use of physical space, etc.
- Establishing positive teacher-parent relationships
- Incorporating paraprofessionals in the classroom
 - Integrating technology into the classroom
 - Keeping parents informed
 - Managing time
- Maintaining records
- Managing students' attention and focus- keeping students on task
- Manage student behavior- discipline interventions
- Managing student work
 - Managing transitions- subject to subject or class to class
 - Monitoring and documenting student progress/learning
 - Organizing teacher materials and supplies
 - Differentiating Instruction

Slightly Important Elements of Classroom Management

- Incorporating specialists into the classroom

Figure 18. Survey Responses.

Realizations

In the spring of 2016 and the fall of 2016 I administered a voluntary survey to my LE 432 students (See Appendix A). Students were asked to rank the importance of twenty-five different elements relating to managing a classroom and creating a learning environment. The survey was adapted from an open classroom management survey found on the SurveyMonkey website (“classroom management survey,” n.d.). Survey responses showed that students found ten elements of classroom management to be very important, fourteen were viewed as important, and only one element was noted to be slightly important (See Figure 18).

None of the twenty-five elements were ranked as ‘not important’ by students. The majority of the survey items were identified as ‘very important’ or ‘important’ (See Figure 16). The only two items noted as being fairly important related to establishing relationships and recognizing individual student needs, however both of these elements also received a majority rank of ‘very important’. The only element marked as ‘slightly important’ referred to incorporating specialists in the classroom. The lower rank of slight importance for this could relate to the fact that students have not had experience working with any specialists at this point, such as literacy specialists, English Language Learner teachers, Special Education teachers, etc.

The five elements that received the most rankings of ‘very important’ were: (a) communicating with students, (b) establishing classroom rules, procedures, and routines, (c) establishing positive teacher-student relationships and connecting with students, (d) motivating students to learn, and (e) planning and preparation of lessons. Of these elements, communicating with students, establishing relationships and connecting with

students, and motivating students to learn are connected to the person dimension of classroom management. Planning and preparation of lessons is an element of classroom management found in the dimension of instruction. In the dimension of discipline, establishing rules, routines, and procedures is an important element. From survey response data, it appears that students are placing the utmost importance on signature elements in each of the three dimensions of classroom management. Realizing what students value and find importance in assists in the planning process when designing coursework that will best prepare preservice teachers for professional practice.

Summary

In seeking to better understand how preservice teachers define classroom management, reflective writing responses from students enrolled in LE 432 courses were analyzed over the course of three semesters. Within this timeframe, students seemed to demonstrate a shift in their responses. The initial reflections from the Fall 2015 semester showed definite differences between managing and classroom and creating a learning environment, although the two were noted to go “hand in hand”. When describing a learning environment, students used words that primarily aligned with the classroom management dimension of person. The dimension of discipline, particularly terms relating to rules, consequences, and behavior, was predominant when describing classroom management.

The analysis of Spring 2016 responses again showed differences in how classroom management and creating learning environments were perceived, but the differences appeared less prevalent compared to the first semester. The theme of “everyone has a voice” emerged from this semester, signifying a need for a more learner-

centered, relationship-based classroom management approach. Elements of person and instruction were present in describing a learning environment. Elements of instruction also appeared along with elements of discipline in the descriptions of what is involved in managing a classroom.

The final set of responses from the Fall 2016 semester showed a much more condensed version of what classroom management entails. Descriptors used by students to describe what “classroom management” meant to them related to all three dimensions of classroom management (person, instruction, and discipline). Reflection responses showed that students seemed to value finding a balance between the three dimensions of classroom management, as no one dimension was central in their descriptions.

The second data set analyzed for this study was comprised of USAT/SELFI forms where students were asked to identify aspects of the CM 432/LE 432 course that promoted their learning. Data was collected over the course of six semesters, in ten course sections. Responses from all course sections were consistent in showing the field experience as being the most important aspect of the course, with class discussions as the second most noted aspect.

The third data set for this study came from an online survey that was submitted to students enrolled in LE 432 during the spring of 2016 and the fall of 2016. Students were asked to rank twenty-five elements related to managing a classroom and creating a learning environment by order of importance. Of the twenty-five elements, all but one were ranked as very important or important. The elements that were most frequently ranked as ‘very important’ included communicating with students, establishing classroom

rules, procedures, and routines, establishing relationships and connecting with students, motivating students to learn, and planning and preparing lessons.

The next, and final, chapter will further explain what was learned from this inquiry and how findings can be applied to preparation, practice, and possibilities within the teaching and learning process.

CHAPTER V
TEACHING AND LEARNING
Preparation, Practice, Possibilities

Preparation

Most veteran teachers can probably, after many years of teaching, still vividly recall how they felt as they stood in front of their first class of students, on the first day of school, during their first year of official employment as a teacher. For teachers, the first real day “on the job” is impressionable, to say the least. Personally, I recall feeling unprepared on that first day. As a sea of new faces stretched out before me, I was overcome with a sense of insecurity in my ability to manage the classroom of students that I was set to teach. Surely the panel of teachers and administrators that interviewed me were falsely convinced of my competency. Nonetheless, the only option was to go ahead with what was planned for that first day. Perseverance took center stage and each day was approached one at a time. Colleagues responded to many questions in my search for answers. Fortunately for me, a supportive mentor was always nearby, and veteran advice was solicited as much as possible. Learning about students’ lives outside of school became a priority. Posters, books, and student work adorned the walls.

As a foreign language teacher, it was important to bring in materials from everyday life to use as teaching aides for vocabulary. Real-life objects were incorporated into the classroom so that students could touch and see the new words they were learning.

The recollection of my first year involves putting in a lot of effort, having many very good days, but also some extremely challenging ones. Classroom management was at the forefront of my challenging days. Like many other novice teachers, my first-year struggles centered on managing student behaviors, assessing their learning, and making what was taught meaningful to them. At the end of each day, it was necessary to reflect on what happened. I wrote down challenges in a journal and tried to note ways in which improvements could be made for next time. Most definitely, a lot of wondering occurred. When the school year finally came to a close, the feeling of exhaustion loomed large. Yet, there was still much work to do, especially with regard to classroom management. In looking back on how I managed my classroom during that first year, I recall a process of teaching and learning, learning and teaching; a cycle that would continue for many years to come.

Classroom management preparation- pre-service teachers. Even having felt unprepared on that first day of school, the tools needed to succeed were in my possession. A teacher preparation program can only do so much, in the sense that some learning needs to occur while actually teaching. What a teacher preparation program must aspire to do is provide a classroom management framework for preservice teachers that will supply them with a solid structure to build on as they transition to novice, and then veteran, teachers. Within this framework, the importance of creating relationships should be emphasized, along with organizational skills related to arranging classroom space, establishing procedures and routines, designing engaging instruction, and managing classroom behavior (Garrett, 2014; Dicke, Elling, Schmeck, & Leutner, 2009; LePage et. al., 2005). In addition, the ability to reflect, ask questions, adapt and make changes

should also be taught, encouraged, and practiced (Wink, 2011). Approaching the first year of teaching while equipped with strong foundational classroom management skills is beneficial, but there will still be much for preservice teachers to learn. Learning to ask for help must be perceived as a strength, not a weakness, as it provides for guidance when an answer or how to proceed is not known. The idea that teaching is not only about content should be addressed; preservice teachers must know that teaching is complex work that involves many tasks beyond instructing content. What is learned in a teacher preparation program should provide teachers of all levels of experience with a solid classroom management structure that will foster growth throughout their careers.

I personally believe that I did have a solid classroom management foundation to build on, even though it was not immediately apparent to me. Years later when choosing to become a teacher educator, my purpose in doing so was to provide other teachers with the same valuable tools that could be put into practice. With eighteen years of combined experience as a public school teacher and mentor, I have worked with many preservice and novice teachers. The ability to balance all that is required in creating a learning environment is a consistent struggle for them. In the fall of 2013, as I set out to teach my first CM 432 course, my primary goal was to support preservice teachers by attempting to provide them with knowledge and tools that would help them continue to learn and grow while envisioning classroom management in a more realistic light. The continued process of learning, growing, and building on a solid framework is essential in constructivist teaching.

Constructivist teaching is a model of teaching that underpins the philosophy at University A. This approach encourages learners to construct knowledge from

experiences. For CM 432/LE 432 students, knowledge of classroom management needed to be built from experiences in PK-12 classrooms. Constructivist teaching has roots in the work of education icons such as Jean Piaget and John Dewey. Piaget's work promotes developmental learning; being active in the learning process makes a difference in how problems and new situations are approached by the learner (Noddings, 2016). Dewey's work also centers on an active learner; one who engages in the world and the potential experiences it has to offer in order to construct knowledge (Noddings, 2016). For both Piaget and Dewey, construction of knowledge lies in the hands of the learner. For preservice teachers, the learning that occurs beyond graduation from a teacher preparation program is open to a world of possibilities that each individual teacher must determine for themselves.

This idea of continuing to construct knowledge through experience and learn for oneself is apparent in one of my favorite quotes relating to education. While he valued schools, Louis L'Amour believed that learning carried on beyond formal education, mainly through life experience and pursuit of interest.

...no matter how much I admire our schools, I know that no university exists that can provide an education; what a university can provide is an outline, to give the learner a direction and guidance. The rest one has to do for oneself (L'Amour, 1989, p. 3).

A university can only supply future educators with guidance and direction, a framework or outline. When every new teacher stands in front of their first classroom on the first day of school, they must make the choice to do the rest for themselves.

Much needed opportunities for students to see how what they were learning about in the CM 432 course could be put into practice came with the addition of the field experience observation. In order to make the most of these opportunities, students were required to draw upon observational skills that were learned in previous courses, or taught and reviewed in CM 432. Instead of just going into the classroom and “watching”, students needed to rely on “how” to see what was happening and be guided on what to look for. Students were advised to map out the learning environment on their first visit, so that they could go back to their map later in order to potentially help them make sense of what they saw. Looking at the classroom as a “big picture”, making note of such things as class demographics, and then pinpointing in on smaller areas and groups of students in the classroom were encouraged practices. After taking in the learning environment, students could concentrate on looking for examples of factors that impact classroom management.

Each week students spent time in the field, they were assigned specific topics to focus on as they observed. Following each field week, class time was devoted to processing what was observed in relation to the assigned focus areas. Students also completed reflective writing assignments where they identified issues in the classroom, analyzed and interpreted what occurred, and thought of potential action plans to address the situations. The situations were described using the reflective cycle (Wink, 2011) and became the basis of many class discussions. Additional processing of observed situations took place through structured class discussions and activities. During the first week of observation time, students focused on interpersonal relationships (student-teacher, student-student, and teacher-teacher) and engagement. When they returned for class the

following week, they took time to share examples in small groups, with each small group ultimately reporting one or two of their examples to the entire class. Students wondered “what is the paraprofessional in the classroom supposed to do?” and “do classroom teachers and paras have time to plan together?” Others shared stories of conflicts between students, “two kids were ignoring another kid in their group”. Examples were discussed, questions were asked, and students had the opportunity to learn from each other.

In the second week of field time, student behaviors, interventions, and consequences were examined. To process this focus area, one class activity that students participated in was a “What would you do?” activity wherein they shared situations that they observed in the field, discussed what the classroom teacher actually did in a given situation, and worked together to formulate other potential ways to intervene or address the situation. Framing activities in this manner provided another outlet for students to discuss what they were seeing in classrooms, especially situations related to discipline, and engage in collaborative problem solving with consideration to multiple variables that affect classroom management and discipline. Examples of situations that were shared with the class during this focus week included a student who spent most of his class time in “time out”, and a teacher who chastised a student who had been absent for a long period of time in front of the class, addressing what to do when students do not complete homework or refuse to participate in class. Discussions on appropriate consequences were inevitably linked to these topics.

The last week of the field experience centered on identifying classroom management plans. Students looked for established rules and routines and examined how

the physical design of classroom space impacted the learning environment. After their final observation week was completed, students returned to class and formed small groups based on common content areas and education programs (elementary, middle, secondary) in order to formulate their ideal classroom management plan, which stemmed from what they observed in practice. Many of their plans included ideas for seating arrangements that included tables for groups instead of individual desks. Thoughts on rules and routines came from examples they saw in their field experience classrooms; “keeping it simple” and “establishing rules with students” were often cited. The word “expectations” replaced “rules” on many occasions, as several students felt it was less negative.

All of these examples show the planning and instruction required to make the field experience as structured as possible, and to help students see all of the elements that go into creating a learning environment. The addition of the field experience was a necessary step in attempting to reduce the reality shock that teachers face when they transition from preservice to novice.

Preservice teachers need to see what learning environments look like in the PK-12 setting when they are learning about the elements that are involved in creating them. Structured field experiences allow preservice teachers to strengthen connections between what they are learning in their teacher education programs and what they are doing in their field placements (Zeichner, 2010). Talking about creating a learning environment while solely situated in a college classroom is not ideal. In order to envision how they might arrange and manage their own future classrooms, preservice teachers need “see” what learning environments entail and how they function in the truest sense. The physical

environment where learning takes place is critical; it affects student morale and learning (Phillips, 2014). If course goals include creating a community of learners, establishing relationships, and empowering students, the physical classroom should mirror that.

College classrooms are usually shared, and do not always allow for personalization based on course goals. Going beyond the college classroom walls by adding a field experience was necessary in order for preservice teachers to learn about classroom management at University A. The field experience allowed them an opportunity to begin putting theory into practice.

Preservice teachers must be required to do more than read textbooks and memorize and discuss information. Learning theory is very important, but they must also be able to put into practice what they read about and discuss in class. As learners, the ability to apply the knowledge that comes from reading and discussing to real-life classrooms and situations is imperative (Zeichner, 2012). Class discussions, assignments, and projects should focus on collaboration, reflection, and good teaching practices. Preservice teachers also should learn how to take action to improve teaching and learning through teacher inquiry (Cochran-Smith & Lytle, 2009). Incorporating assignments and discussions that allow for students to practice critical reflection is critical in itself. Classrooms should be structured in a collaborative fashion where students can address issues and concerns that they are seeing in the field.

Problem Based Learning (PBL) is one instructional method that can be used to encourage preservice teachers to work together, rely on each other for ideas and support, and problem solve. PBL fosters critical thinking and offers a way to apply content knowledge to real-life problems. It allows teacher education students to see what they

are learning, why they are learning it, and apply it to their future careers (Erdogan & Senemoglu, 2014). PBL is learner-centered and student directed; learning is active and creativity is encouraged throughout the PBL process. In CM 432/LE 432 courses, preservice teachers worked in groups to further examine problems and issues that they saw occurring in classrooms during their field experience. Within their groups, they worked together to write a statement of the problem to be addressed, described context, developed research questions, and searched for information from sources such as books, articles, and personal interviews. They also produced a presentation for their peers to share what they learned from the PBL process. Writing the problem statement associated with the PBL project proved to be the most difficult task. Students initially needed much support to focus in on a problem that could be addressed. After that, they struggled to get to the core of what the problem was. Contextualizing problems was difficult, most likely due to the limited viewpoints caused by the way students scheduled their field hours. One or two hours of observation at a time only allows for a glimpse of what is transpiring in the classroom. The PBL project took place at the end of the semester within a period of three to four weeks. The use of PBL projects encouraged students to collaborate and work towards gaining deeper understanding and knowledge on their own terms. Connecting to course objectives was a required part of the PBL project. All students followed the same protocol and worked together to embrace the grey area that comes with the complexity of solving problems that are based in school settings. Working together and researching real world classroom issues allowed students to see that there are multiple answers to all problems.

Regarding preservice teacher preparation, there is much that needs to be covered in courses that focus on the learning environment. Therefore, it is important that the course instructor have the proper experience and philosophical beliefs that will foster student growth.

Classroom management preparation- instructors. First and foremost, a course instructor needs to have extensive practical and theoretical knowledge of teaching in public schools in order to best prepare their students. Working in schools as a classroom teacher, a paraprofessional, a volunteer, or a community expert are all ways to gain experience. Preservice teachers expect their instructors to have experience working in schools in some capacity, and generally enjoy hearing real-life stories of what teachers experience. On many of my own course evaluations, students made comments that support this. One student stated “I love hearing your stories...it helps to know what real teachers do in real life situations”. In addition to experience working in schools, it is crucial that course instructors stay connected to the PK-12 setting on a firsthand basis.

It takes years to accumulate the vast amount of knowledge needed to truly begin to understand the complexity of teaching. Even veteran teachers continue to learn. Staying connected to classrooms in the PK-12 setting on a regular basis is important in order to stay current. Some ways that teacher educators can keep current include advising student teachers, mentoring novice teachers, keeping an educator’s professional license, or conducting research in PK-12 schools through university-school partnerships. An example of an excellent partnership between a school and a university can be found in the work that is done at the PK Yonge Developmental Research School and the University of Florida in Gainesville, Florida.

The education department at the University of Florida has partnered with the PK Yonge School and works with current classroom teachers to assist and support them in the process of conducting teacher inquiries. Nancy Fichtman Dana is a professor in the Department of Education at the University of Florida who has done extensive work in the area of practitioner research (University of Florida, n.d.). Dana's work focuses on practitioner research as a professional development strategy. Through her work, Dana supports new practitioners as they engage in the inquiry process. She also contributes to the field of teacher education by promoting practitioner inquiry as a way for teacher educators to make continuous improvement and foster innovation in teacher education programs (Jacobs, Yendol-Hoppey, & Dana, 2015). In doing this, educators at all levels are encouraged to continue professional growth in the environments where they are teaching, or learning to teach. Teachers are constantly wondering about things. There is so much that transpires in a classroom from day to day. Teachers tend to think about what went well and how they might improve on things that seem to fall short within the teaching and learning process. Practitioner research involves taking wonderings a step further and fully researching them to improve teaching practices and student learning. While engaging in teacher inquiry, teachers use their own questions to guide their thinking, determine what kind of data they need and how to gather it, and look at possibilities for change (Dana & Yendol-Hoppey, 2014). Inquiry is more than just reflecting on practice and paying attention to the challenges that come each day in the classroom. It is also more than asking colleagues for feedback. Inquiry is practitioner research; it is a powerful tool in helping teachers learn about their own teaching and how it affects student progress.

In the spring of 2015, I had the opportunity to meet Dr. Dana and attend an inquiry showcase where teachers from PK Yonge presented their work. PK Yonge partners with the University of Florida as part of its outreach. It serves a diverse community of students from grades K-12 and is considered a “center of innovative program development” as well as a “21st century model learning community” (PK Yonge Developmental School, n.d.). PK Yonge’s outreach mission is to partner with education researchers, educational institutions, and educators to test and develop education programs that will positively impact students. Educators at PK Yonge and the University of Florida are collaborating, engaging in the inquiry process, and most importantly, sharing the results of their inquiries with each other and fellow educators. All of this is done in the interest of learning, improving schools, and empowering teachers.

At the inquiry showcase that I attended, I experienced the important work that teachers and teacher educators are immersed in at PK Yonge and the University of Florida. One example of an inquiry came from a teacher educator who wondered “How have side-by-side observations impacted teachers’ understandings and perceptions of the Marzano iObservation instrument?” (Geiger, 2015). This inquiry explored how observations can be used to improve instructional practice. Another example came from a group of science teachers who wondered “How can the writing of evidence based scientific explanations be supported?” (Breil, Cordero, & Shankman, 2015). Through the inquiry process, these teachers found that they could frame written responses in the scientific explanation model and develop spiraling strategies to aide students in transitioning to and from middle school science classes.

Preparing preservice teachers involves much more than instructors sharing what they have learned. That can be part of the process, but preservice teacher preparation needs to extend beyond that. Preservice teachers need to be empowered and supported in their efforts to discover how they can practice what they are learning in the most realistic sense. With regard to classroom management coursework, this includes putting into practice the three dimensions of classroom management, the elements associated with them, and the classroom management approaches that the dimensions and elements lead into.

Practice

After the work that was involved in restructuring the previous CM 432 course into the LE 432 course that it became, I hoped that students would demonstrate a raised level of consciousness regarding the complexity of creating a learning environment. It was important to know which elements of classroom management that students saw as being important in the process of creating a learning environment, and which aspects of the course itself promoted their learning. A better idea of how students were envisioning classroom management possibilities for themselves was needed. The inquiry process provided a method to discover what students were thinking through their reflective writing assignments, course comments, and survey responses. In conducting this inquiry, a primary goal was to use what was learned in order to find ways to improve teacher education practice.

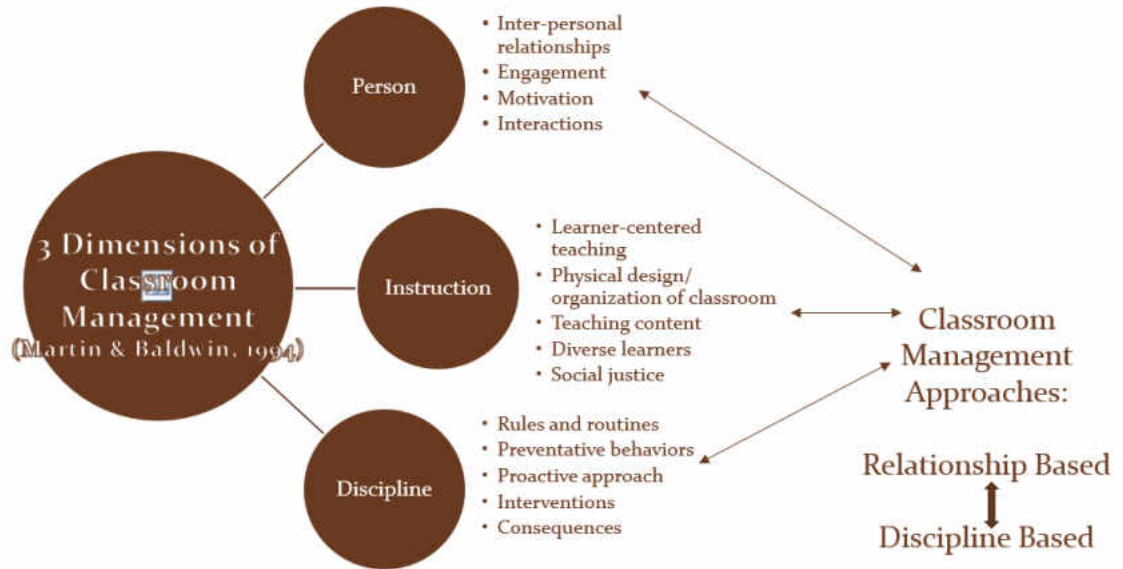


Figure 19. Classroom Management: Dimensions, Elements, and Approaches

The conceptual framework for this study was derived from Martin and Baldwin’s (1994) three dimensions of classroom management: person, instruction, and discipline. Within the three dimensions, many elements of classroom management exist, ultimately flowing into the two main approaches to classroom management (see Figure 19). Preservice teachers must be able to practice elements related to each of these dimensions in order to fully understand what managing a classroom and creating a learning environment entails (Garrett, 2014; Dicke, Elling, Schmeck, & Leutner, 2009; LePage et. al., 2005).

Person. Relationships and engagement are important elements of the dimension of person (Martin & Baldwin, 1994). How students, teachers, and support staff interact with each other has a significant impact on the learning environment. Every person in a classroom brings different experiences, prior knowledge, and abilities into the learning environment. Preservice teachers must learn to appreciate who their students are as

people, care about them, and encourage them to develop in ways that are tailored to individual needs. Through my inquiry, I realized that preservice teachers are placing increased emphasis on relationships. Reflective writing response results show that preservice teachers see communication, establishing positive student-teacher relationships, and providing a learning environment where students feel cared for and valued as being very important; the learning environment must become a family of sorts. Comments relating to the need to “get to know” their students reflect an awareness of the importance of a more humanistic approach in the learning environment. Students wanted their future students “to know they care about them” and stated that they planned to “learn about what they are interested in” and “let students have a voice in the classroom” in order to establish relationships.

Survey data echoed the significance of these areas, with all being identified as “very important” elements of classroom management. In CM 432/LE432 course evaluations, class discussions and activities were continually cited as being beneficial to their learning. Students specifically mentioned the “What would you do?” activity, creating a classroom management plan, the PBL project, and online discussion boards that were created to provide a forum to discuss class readings. Discussions and activities centered on working together to share knowledge and experiences in order to actively engage in learning from all individuals in the classroom and what they have to offer; this is essential to the dimension of person.

Instruction. Instruction is more than teaching content information. The dimension of instruction also includes the utilization of a learner-centered approach while creating a physical classroom space that facilitates learning. Equitable teaching coincides

with solid instructional practices. Preservice teachers need opportunities to experience learning environments that are well-organized, well-planned, and focus on meeting the varying needs of all students. Planning and preparation is vital to the dimension of instruction, as well as teaching diverse learners (Martin & Baldwin, 1994). Planning and preparing lessons and organizing the classroom space were frequently noted in student reflections. In addition, planning and organizational elements related to teaching content were identified as very important in survey data. Working with diverse learners (English Language Learners, students receiving special education services, gifted and talented students) was also cited as a very important aspect of classroom management. Providing appropriate support for English Language Learners, gifted students, and students receiving special education services was a focus area during field experience observations, and many class discussions were derived from student reflections on these topics. Students specifically identified these three areas in response to a written reflection question asking them “What worries you about working with diverse students?” Based on reflection and survey data from this inquiry, students see value in focusing on the learners within the dimension of instruction.

Discipline. Structure in the form of established rules, routines, and expectations is a leading force in the dimension of discipline (Martin & Baldwin, 1994). A proactive approach to discipline will aid in preventing student misbehaviors, but appropriate interventions and consequences for behaviors are also needed at times. Preservice teachers will benefit from opportunities to practice elements of discipline firsthand. Although discipline was historically a primary focus for students entering the CM 432 course, results from reflection data show that discipline and monitoring behavior are not

the only important factors in classroom management. Discipline and behavior were still noted as being important, but ultimately, students identified classroom management as involving a balance of elements from all three dimensions. Furthermore, survey data shows that students ranked discipline and behavior interventions as being important, rather than very important. Of the twenty-five elements of classroom management on the survey, ten elements were classified as being very important, fourteen were important (discipline and behavior interventions included), and one was slightly important.

The three dimensions of classroom management and the elements associated with them provide a framework for preservice teachers. This framework will support them as they work to determine a classroom management approach that will be most beneficial in the learning environment that they create with their students. There is flexibility in emphasizing each element of classroom management as needed. This creates a balance that is unique to each teacher and their students. The possibilities are abundant for preservice teachers as they endeavor to create positive learning environments.

Possibilities

Consciousness is defined as the quality or state of being aware, especially of something within oneself. It can be further described as an awareness, or concern for a cause. Sensations, emotions, and thought are all involved in consciousness. The purpose of my inquiry was to determine if the process of restructuring a classroom management course could raise consciousness in preservice teachers and encourage them to envision classroom management possibilities in a more realistic fashion.

To understand how students were feeling about what was possible for them when it came time for them to set out to create their own learning environments, I asked them

to reflect on some final things at the end of the semester. Students were asked to consider what they felt was possible for them as a new teacher, in light of the course content that we addressed. I asked them how prepared they felt to create a learning environment and if they could foresee a need for any additional support. In general, students expressed that they felt prepared to begin the process of creating a learning environment, but they also realized they would need continued support in their efforts. One student shared the following thoughts:

I feel prepared to set up my environment...I need to create a community of learners, prevent and manage behavior, and make my instruction meaningful and relevant to my students' lives. I hope I will have a good professional learning community supporting me in my district...

A different student had a similar response with regard to preparedness and continued support:

I feel like taking this course has given me a much better idea of how I want to manage my classroom and many ideas of what things I would like to try in my classroom. Between the course readings, discussions, and field experience I feel much more comfortable with the idea of having to manage my own classroom one day...when it comes to my first year I will still be looking for help from other teachers, friends, family, and additional sources.

Overall, the majority of students expressed a better understanding of what is involved in creating a learning environment, improvement in level of preparedness, a need to continue the learning process with additional support, and value in unexpected events that

were observed in field experience classrooms. Other statements exhibited awareness regarding the importance of interactions within the classroom, a need for structure and routine, and engaging, equitable instruction within the learning environment. Most importantly, the understanding that learning would be an ongoing process surfaced in student responses.

The results of my inquiry lead me to my own possibilities and implications for future learning and practice. As a graduate student instructing the CM 432 course in the fall of 2013, I joined the ranks of many graduate students who are tasked with teaching undergraduate courses. As Zeichner (2012) points out, graduate teaching assistants often have limited or no experience teaching or working in schools and they are typically not assigned to teach courses long-term. What is unique in my situation is that I was able to teach CM 432/LE 432 for a total of six semesters and be an integral part in the course restructuring process that began in the fall of 2013. In addition, with ample teaching experience and having struggled with classroom management myself, my role as course instructor was approached in a serious nature. My own philosophical beliefs about classroom management guided my instruction and the way in which CM 432/LE 432 courses were managed. I took my job seriously with dedication to the cause of helping preservice teachers envision classroom management in a realistic light. Furthermore, having six semesters in which I could monitor and adjust my teaching allowed me to continually work towards improving the course. Most importantly, I was able to be a practitioner researcher and conduct two cycles of inquiry during my time as course instructor. From my experience and research, four ways in which future course

instructors (myself included) can continue to work towards improving classroom management content for preservice teachers come to light: consistency, school visits, cooperating teacher training, and inquiry.

Consistency. Consistency in the form of a core group of dedicated instructors is needed to provide continued structure to the course and alignment with course goals and objectives. Constant turnover of course instructors can lead to weakened curriculum, course goals, and objectives. Experienced teachers know that it takes time to develop a strong curriculum. The ability to teach a course multiple times offers opportunities for reflection and improvement of practice. If course instruction is constantly assigned to different instructors, course improvement will lose focus. It is important for faculty to recognize consistency and experience as critical elements when scheduling course instructors to teach classes.

School visits. Course instructors can assume roles beyond the walls of the college classroom. Field placements for students should be carefully selected, not randomly assigned based on availability of cooperating teachers. One way to work towards this goal is to spend time in the same classrooms that preservice teachers are placed in. This has the benefit of allowing the course instructor to see what students are experiencing and bringing back to class discussions firsthand. It also provides for a way to connect with cooperating teachers on a personal level. Course instructors should aspire to implement an outreach model such as the one in place between PK Yonge Developmental School and the University of Florida. Course instructors that continue to visit and work in schools are more aware of current issues that are occurring in classrooms. Volunteering

in classrooms and offering to mentor novice teachers are other ways to connect to schools besides observing in classrooms that preservice teachers are assigned to. Frequent school visits garner more experience; preservice teachers expect their instructors to have experience teaching or working in schools.

Cooperating teacher training. Typically, classroom teachers receive little or no training regarding specific course goals and expectations for practicum students.

University course instructors can provide training to cooperating teachers themselves, a task that would be made easier if a core group of cooperating teachers could be established. This core group should be comprised of veteran teachers who are also committed to guiding preservice teachers through the complex maze of classroom management. In order to do this, instructors must reach out to schools in the community to establish partnerships and relationships with classroom teachers.

Visiting schools and becoming a presence within school buildings will create connections. Relationships are central to the classroom management process; it makes sense that classroom management course instructors and cooperating teachers in the PK-12 setting should model the relationships that course content emphasizes. This will serve in providing quality, structured field placements for students as they explore all that is involved in creating a learning environment.

Inquiry. During my visit to the University of Florida's campus, I learned that students in the teacher education program engage in the inquiry process several times throughout the course of their program of study. There are specific classes in which students are required to conduct an inquiry. For example, during the beginning phase of

their program, all students are required to take a course on technology for teachers. Within this course, students learn about the inquiry process and actually conduct their first inquiry with the mentorship of an upper classman in the education program, as well of the mentorship of their course instructor (both are trained in the inquiry process). Students go on to complete inquiry projects in other required courses, and their program culminates with their final inquiry project during their student teaching experience. Students will have engaged in the inquiry process, with mentorship and guidance, at least three times before they complete their final inquiry during student teaching. Findings from student inquiries are shared and presented at an Inquiry Showcase at the end of each semester. Teaching the new generation of educators the valuable skill of how to conduct an inquiry and become practitioner researchers will support new teachers during throughout their novice and veteran years. Incorporating inquiry and the peer mentoring that accompanies it can become common practice at University A as well. Commitment to inquiry as a stance is needed by all education faculty in order for this to happen. Through teacher inquiry, preservice teachers can have a more active role in the teacher preparation process.

Summary

No university course can fully prepare preservice teachers for every challenge and situation that they will encounter in the classroom setting. Yet, if there is a solid framework in place, they will be able to learn and grow from each challenge and situation they are presented with. A solid framework should include instruction in the areas of building relationships, organizational skills related to arranging classroom space,

establishing procedures and routines, designing engaging instruction, and managing classroom behavior (Garrett, 2014; Dicke, Elling, Schmeck, & Leutner, 2009; LePage et. al., 2005). Teacher preparation programs are obligated to include content focusing on elements related to the three dimensions of classroom management in coursework if they seek to provide the best level of preparation possible. Opportunities to engage in structured field experiences, critical reflection, and teacher inquiry will assist in developing further understanding of all aspects of classroom management. From their own words, I see that my students are recognizing that there are possibilities to learn more and continue to improve their practice as they progress throughout their careers. They are moving towards raising their own level of consciousness. They are envisioning, or picturing themselves, as practitioners who have the potential to do more than discipline their students. They are open to the possibilities available to them as they seek to create positive learning environments.

APPENDICES

APPENDIX A

ONLINE CLASSROOM MANAGEMENT SURVEY

Please rate the importance of each of the following elements that pertain to classroom management and/or establishing a learning environment.

A rating of 5 is Very Important, 4 is Fairly Important, 3 is Important, 2 is Slightly Important, and 1 is Not Important.

	5- Very Important	4- Fairly Important	3- Important	2- Slightly Important	1- Not Important
1. Arranging the classroom-seating, use of physical space, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Communicating with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Working with diverse students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Dealing with inclusion-working with special needs students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Establishing classroom rules, procedures, and routines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Establishing positive teacher-parent relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Establishing positive teacher-student relationships and connecting with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Incorporating specialists in the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Incorporating paraprofessionals in the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Integrating technology in the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Keeping parents informed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Maintaining records (grades, documentation of parent contacts, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Maintaining students' attention and focus- keeping students on task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Managing student behavior-discipline interventions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Managing student work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Managing time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Managing transitions-subject to subject or class to class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Monitoring and documenting student progress/learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Motivating students to learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Organizing teacher materials and supplies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Planning and preparation of	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

lessons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Identifying classroom issues, reflecting critically, and creating action plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Recognizing individual student's needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Differentiating instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Setting clear goals and expectations for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

APPENDIX B

ONLINE CLASSROOM MANAGEMENT SURVEY CONSENT FORM

UNIVERSITY OF NORTH DAKOTA
Institutional Review Board
Informed Consent Statement

Title of Project: Moving away from a "Discipline 101" mindset: Restructuring classroom management

Principal Investigator: Courtney LaLonde, (701) 777-3149, courtney.lalonde@und.edu

Co-Investigator(s): N/A

Advisor: Dr. Jodi Bergland Holen, (701) 777-6705, jodi.holen@und.edu

Purpose of the Study:

The purpose of this action research study is to determine how a course restructuring shifts the mindset of preservice teachers from a discipline based classroom approach to one that is relationship-based.

Procedures to be followed:

Participants will be asked to answer approximately 25 questions on an online survey.

Risks:

There are no risks in participating in this research beyond those experienced in everyday life.

Benefits:

- You might learn more about yourself by participating in this study.
- This research might provide a better understanding of the elements of classroom management that preservice teachers value most. This information could help inform course curriculum.

Duration:

It will take about 15 minutes to complete the survey questions.

Statement of Confidentiality:

The survey does not ask for any information that would identify who the responses belong to. Therefore, your responses are recorded anonymously. If this research is published, no information that would identify you will be included since your name is in no way linked to your responses.

All survey responses that we receive will be treated confidentially and stored on a secure server. However, given that the surveys can be completed from any computer (e.g., personal, work, school), we are unable to guarantee the security of the computer on which you choose to enter your responses. As a participant in our study, we want you to be aware that certain "key logging" software programs exist that can be used to track or capture data that you enter and/or websites that you visit.

Right to Ask Questions:

The researcher conducting this study is Courtney LaLonde. You may ask any questions you have now. If you later have questions, concerns, or complaints about the research please contact Courtney LaLonde at (701) 777-3149, courtney.lalonde@und.edu, or her doctoral advisor, during the day. The doctoral advisor for Courtney LaLonde is Dr. Jodi Bergland Holen, (701) 777-6705, jodi.holen@und.edu.

If you have questions regarding your rights as a research subject, you may contact The University of North Dakota Institutional Review Board at (701) 777-4279. You may also call this number with problems, complaints, or concerns about the research. Please call this number if you cannot reach research staff, or you wish to talk with someone who is an informed individual who is independent of the research team.

General information about being a research subject can be found on the Institutional Review Board website "Information for Research Participants" <http://und.edu/research/resources/human-subjects/research-participants.cfm>

Compensation:

You will not receive compensation for your participation.

Voluntary Participation:

You do not have to participate in this research. You can stop your participation at any time. You may refuse to participate or choose to discontinue participation at any time without losing any benefits to which you are otherwise entitled.

You do not have to answer any questions you do not want to answer.

You must be 18 years of age older to consent to participate in this research study.

Completion and return of the survey implies that you have read the information in this form and consent to participate in the research.

Please keep this form for your records or future reference.

APPENDIX C

PERMISSION



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Apr 18, 2017

PE Ref # 200296

Courtney LaLonde
UNIVERSITY OF NORTH DAKOTA
231 Centennial Drive
Stop 7189 Grand
Forks, ND 58202

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page 9 Figure 1.2 Reflective Cycle

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