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Beginning Teachers Induction Emphasizing Proactive Classroom Management Strategies

Dissertation Proposal

Vicki Douglas Gaddy

Lynn University

ABSTRACT

The purpose of this investigation is to investigate the effects of proactive classroom management techniques using an induction tool for new teachers. This study will also investigate new teacher retention by examining how this induction tool will increase beginning teachers' level of efficacy. The positive classroom environment affirms the critical role of effective teacher behavior and its influence on student engagement, academic achievement, and overall success. It is important new teachers possess a viable skill set that will facilitate an effective classroom climate to be prepared to support children's social development through the utilization of effective practices to prevent and respond to poor behavior. Research has indicated that new teachers enter the teaching field feeling ill-equipped in the area classroom management due to teacher preparation programs inability to sufficiently provide adequate knowledge and skills necessary to be successful in this area which impacts their teaching and the classroom environment. Furthermore, a good portion of this proficiency can only be acquired while on the job. Many new teachers experience a transitional shock, feeling isolated, frustrated, unsupported and overwhelmed, which results in their departure from the teaching profession. Although induction programs were formally created to address this deficiency, many states have yet to implement such programs and those which do exist, vary in their effectiveness of credible components. The outcome is a revolving door of new teachers, a constant influx or "greening" of the teaching forces, inconsistently staffed schools and a branding of the teaching field as "the profession that eats it's young"(Carlson, 2012; Anhorn, 2008). Research indicates the need for a bridge, or the reinforcement there of, between pre-service teacher learning and actual teacher practice and implementation of strategies, particularly in classroom management which is often given as the reason for the exodus. High-quality induction programs that effectively address academic and behavioral components can help to provide the specialized support that new teachers need and transform the culture of schools into strong professional communities where educators want to stay and work—and be more successful in working with students

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CHAPTER I: INTRODUCTION

Purpose of the Study

Classroom climate is integral to student learning. The classroom environment or climate is the context in which much of the academic and social learning takes place for students (Rowe, Kim, Baker, Kamphaus, & Horne, 2010). Numerous studies indicate that the classroom climate is instrumentally connected to student achievement (Dorman, 2003). Reinke, Lewis-Palmer, and Merrell (2008) stated, “Classroom management is directly tied to levels of student involvement and academic achievement” (p. 315). The classroom teacher bears the responsibility of constructing an environment that is conducive to active and productive student engagement (Steinberg & Garret, 2016). The purpose of this study is to investigate the effects of proactive classroom management techniques through the use of the induction tool for new teachers. This study will also investigate new teacher retention by examining how this induction tool will increase beginning teachers’ level of efficacy.

Research Questions

The following research questions will guide this study:

1. How do proactive classroom techniques play a vital role in teacher retention?
2. How does implementing a classroom management tool improve teacher efficacy?

Background

Teacher observation-based performance measures are utilized to analyze instructional practices and the procedures to structure and maintain high-functioning classroom environments (Rowe et al., 2010). According to Hanes (2014), this appears to be evident in the Alliance for Excellent Education’s report, *On the Path to Equity: Improving the Effectiveness of Beginning*

Teachers, which shared Harvard Professor Ronald Ferguson's (1991) statement that "Teaching quality is recognized as the most powerful school-based factor in student learning. It outweighs students' social and economic background in accounting for differences in student achievement" (p. 490).

MacSuga-Gage, Simonsen, and Briere (2013) of the University of Connecticut stated that "Successful teachers expertly weave together academic behavioral and social threads to achieve a unique classroom tapestry" (p. 1). MacSuga-Gage et al. reported that teachers who are effective will also have a foundation of practices they consistently draw from that promote academic achievement, appropriate behavior, and relationship building with students and families" (p. 1). Additionally, studies include indications that teacher-student relationships contextually play a significant role in the creation of the learning environment. This concept was conveyed through the research of Mainhard, Wubbels, and Breklemans (2014) who indicated that the teacher-student social processes in the classroom are closely related to student achievement and well-being.

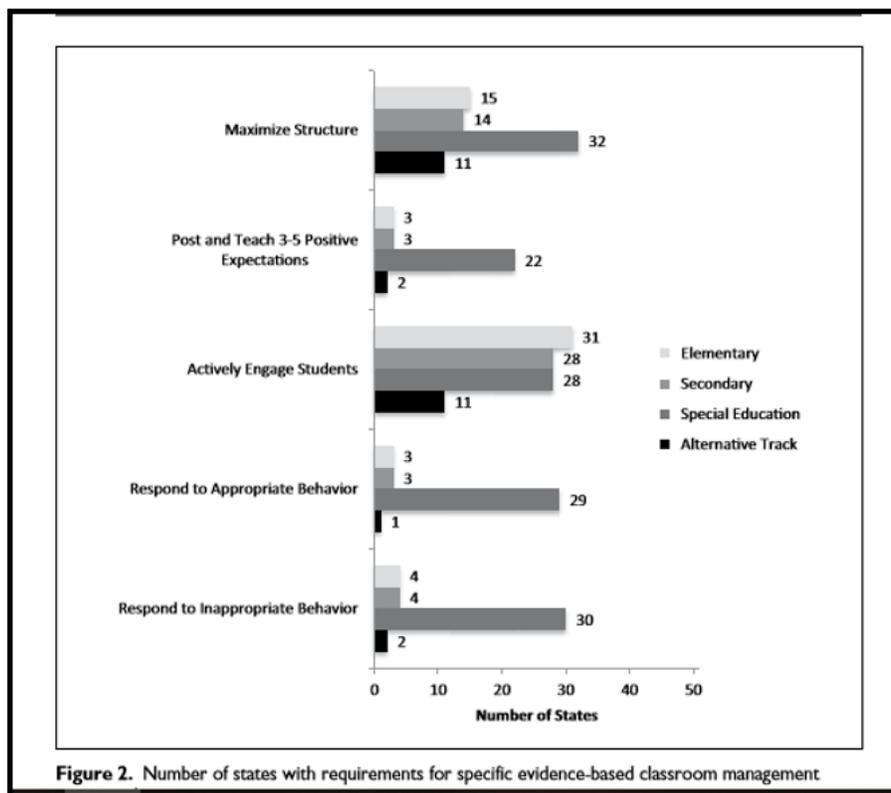
MacSuga-Gage et al. (2013) suggest that effective teaching practices intertwine academic behavioral and social aspects to foster a positive classroom environment. The creation of this type of atmosphere is one of the most powerful tools to encourage student learning and to prevent problem behaviors (Conroy, Sutherland, Snyder, Al-Hendawi, & Vo, 2009; Harbour, Evanovich, Sweigart, & Hughes, 2015). This positive classroom environment affirms the critical role of effective teacher behavior and its influence on student engagement, academic achievement, and overall success (Harbour et al., 2015). Conroy et al. (2009) and Harbour et al. (2015) validate the importance of new teachers possessing a viable skill set that will facilitate an effective classroom climate. Because young children can demonstrate behavior that teachers find

problematic to learning (e.g., boredom, disaffection, disrespect, aggression, and noncompliance), it is important that early childhood and elementary educators be prepared to support children's social development through the utilization of effective practices to prevent and respond to poor behavior.. According to Education Weeks' special report "Inside Classroom Management: Ideas and Solutions", "Teachers should manage student behavior with more than just immediate compliance in mind; they should work to develop their social interactions and emotional intelligence by teaching them how to become more responsible and empathetic people (Education Week Teacher, 2013). In their report for the Aspen Center, Harvard researchers Jones and Kahn, discuss the connection between social, emotional, cognitive, linguistic and academic. They state "social development has critical cognitive elements that govern the processing of information from the social world and drive the attributions that are made. Cognition and emotion work in tandem; a core skill like self-control includes a cognitive inhibition component that is easier or harder to deploy depending on the emotions of the individual and the situation" (Jones & Kahn, 2017). By providing teachers — especially new teachers — with concrete social emotional strategies- skills that enable them to foster student emotional awareness and self-management-enhances their capacity for positive interactions and effective communication with students. A positive learning climate is more likely to be cultivated when all adults within the school community proactively use the same strategies. The outcome is an affirming single school culture where children experience a predictability in the quality of interactions throughout the school day, which promotes their understanding and use of appropriate behavior. (Fredricks, Blumenfield, & Paris, 2004; Stormont, Beckner, Mitchell, & Richter, 2005; Jones, Bailey, & Jacob, 2014).

In the National Council on Teaching Quality's 2016 report *Landscape in Teaching*

Preparation, only 42% of 661 teacher preparation programs addressed areas of classroom management with their students. For the programs that did, there was more of an emphasis on student teachers’ ability to establish and reinforce standards of behavior and to maximize the amount of class time that students were engaged. Very few teacher preparation programs shared feedback on student teacher’s use of proactive strategies such as meaningful praise and encouragement of positive behavior (NCTQ, 2016) . The National Council on Teaching Quality (2016) researchers stated that teacher candidates should be trained in a coherent management approach. *Figure 1* below represents the number of states which train in specific classroom management practices.

Table 1: States which specifically train in classroom behavior management strategies



Education professor, Dr Gorge Bear, of the University of Delaware, suggests that behavior systems based on social-emotional learning are more concerned with emotional causes and

ramifications on student behavior. He indicates that educator's ultimate classroom management goal should be more than teaching students to meet behavioral expectations. Bear argues that teachers should be equipped with tools that help children to learn empathy, perspective-taking, social problem-solving skills, anger control and self-regulation (Bear, 2010).

New Teacher Challenges. New teachers are facing the realities of classroom management in their first efforts and feeling ill-equipped, isolated, and on their own. Graham and Prigmore (2009), in their article, *Order in the Classroom*, discussed the leading causes of frustration for new teachers, which are student discipline and classroom management. Schuck, Aubusson, Buchanan, and Russell (2012) stated that the recruitment and retention of new entrants to the teaching profession has long been an important aspect of education, as new teachers renew and refresh practices in schools. The challenge to this process is the retention of new teachers.

The Alliance for Excellent Education (2014) reports that some new teachers depart because of job dissatisfaction, linking their decision to leave based on student discipline problems. This report also shares the findings of University of Pennsylvania Education and Sociology professor Ingersoll who states that the estimated percentage of new teachers leaving teaching after 5 years ranges from 40% to 50%, with the greatest exodus taking place in high-poverty, high-minority, urban and rural public schools. This results is what Ingersoll (2001) describes as a type of "revolving door" (p. 501), which exacerbates new teachers being placed in the hardest-to-staff schools situated in high-poverty, urban communities where one third to one half of teachers leave within their first 5 years (Barnes, Crow, & Schaeffer, 2007; Borman & Dowling, 2008; Ingersoll, 2001). Haynes (2014) also indicates that the influx of new teachers has neither stabilized the teaching workforce nor improved teaching quality.

Significance of the Study

Research indicates that a contributing factor to new teachers exiting the profession after an average of about 5 years is poor student discipline. In *On the Path to Equity*, Ingersoll was cited that states spend between \$1 billion and \$2.2 billion a year on teacher attrition turnover (Haynes, 2014). This teacher departure is due in part to inadequate preparation in teacher education programs and lack of support in teacher induction programs in the area of classroom management. Many beginning and experienced teachers claim that their teacher preparation programs did not prepare them adequately for the realities of the classroom, particularly for classroom behavior management (Atici, 2007; O'Neill & Stephenson, 2013). As a result, beginning teachers are susceptible to experiencing a distressing first year in being inadequately prepared to effectively address problem behavior.

Eisenman, Edwards, and Cushman (2015) state new teachers face a reality shock in the classroom when their teacher education programs focus only on the theoretical side of classroom management. In *Beginning Teaching: Stories From the Classroom*, Schuck et al. (2012) states the 2002 research of Kelchterman and Ballet that identify this transitioning reality shock as “praxis shock, . . . [which is defined as the] teachers’ confrontation with the realities and responsibilities of being a classroom teacher that puts their beliefs and ideas about teaching to the test, challenges some of them and confirms others” (p. 105). In the context of this praxis shock, novice teachers tend to over-rely on reactive strategies involving high rates of reprimands and other punitive practices, such as time out and removal of the student from the classroom (Wehby, Lane, & Falk, 2003).

New Teacher Induction

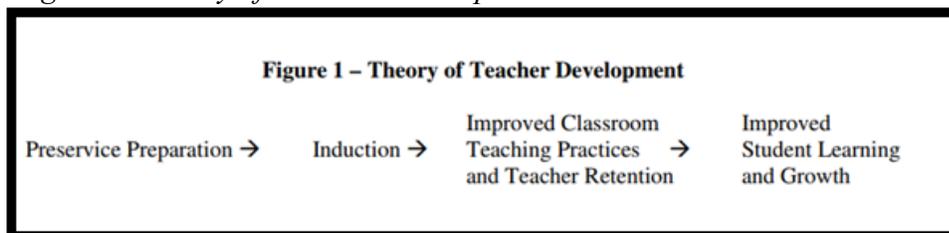
Initially teacher induction programs served as a response to the school reform movement

of the 1980s and were designed to mentor and assist teachers in their professional development (Strong, 2009). The formalizing of support, guidance and orientation served as a response to high numbers of new teacher attrition (Smith & Ingersoll, 2004). Over time, programs were developed by states in periods or “waves”, the initiation (ebb) and culmination (flow) of induction programs corresponded to budgetary, sociological and legislative shifts (Wood & Stanulis, 2009). The waves of induction development included:

- First-wave programs established prior to 1986;
- Second-wave programs implemented between 1986 and 1989;
- Third-wave programs administered between 1990 and 1996;
- Fourth-wave programs implemented between 1997 and 2006 (Wood & Stanulis, 2009).

Quality induction is described as providing a bridge between teacher preparation and practice that supports the distinct learning needs of new teachers during their initial years of teaching, enabling new teachers to successfully transition from students of teaching to teachers of students (Wood & Stanulis, 2009; Smith & Ingersoll, 2004). Below, *Figure 3* displays the Theory of Teacher Development.

Figure 3: Theory of Teacher Development



(Ingersoll & Strong, 2011)

- Ingersoll and Strong (2011) state the theory behind induction holds that teaching is complex work, pre-employment teacher preparation is rarely sufficient to provide all of the knowledge and skill necessary to successful teaching, and a significant portion can only be acquired while on the job. Harry Wong (2005) indicates that induction is a comprehensive, coherent and sustained professional development process that is meant to guide new teachers into a process of lifelong learning. In the New Teacher Center report *Support From the Start*, Goldrick (2016) states “effective teaching is not just built on a foundation of individual knowledge, skills and abilities—but also upon a culture of support, trust and instructional improvement. This study also indicates that in spite of the research conveying the benefits of induction, there are 21 states that do not have induction support for new teachers; and of the 29 states that do, their induction programs vary in their effectiveness of credible components that best support new teachers.

Goldrick states:

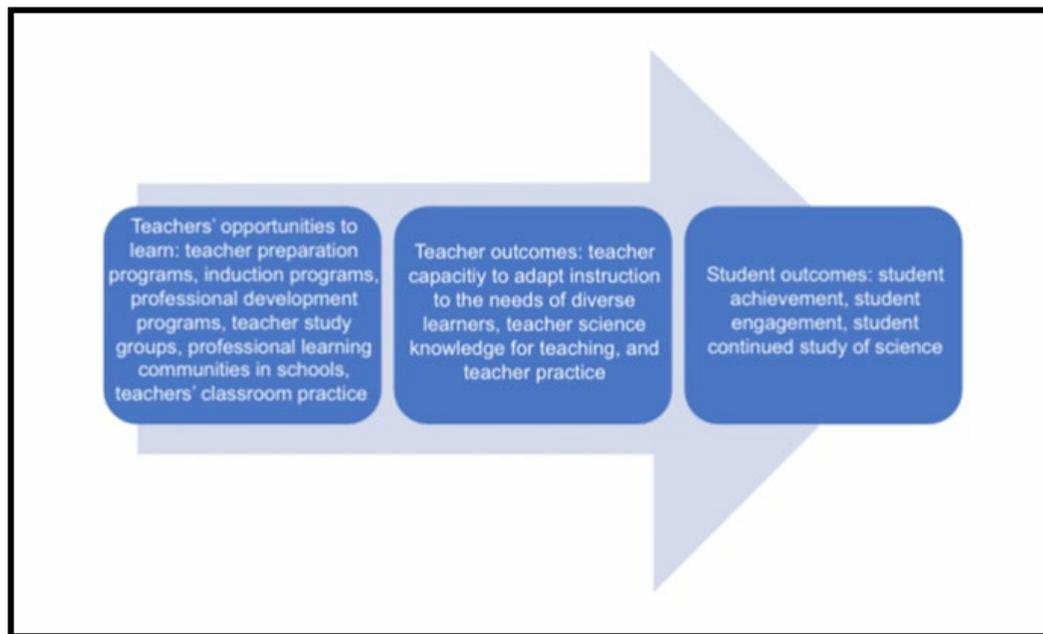
“Such programs fail to make the best use of human and financial resources and don’t achieve lasting impact or address the individual needs of new educators. These types of programs create a mirage of support rather than giving new educators the kinds of support they need. They further state, “Focused, comprehensive induction helps teachers get better faster, sometimes surpassing veteran colleagues in their effectiveness.” (page2)

In the article “Beginning Teacher Induction,” Ingersoll (2012) states that “the work of teachers is done largely in isolation from colleagues. Ingersoll indicated this factor can be challenging for new teachers, who upon accepting a position in a school are frequently left to succeed or fail within the confines of their classrooms encountering a type of trial by fire.” (p.

47). Anhorn (2008) infers that this aspect of illprepared teachers with limited support thrust into the most challenging classrooms is why the occupation is labeled as “the profession that eats its young” (p. 15). Ingersoll suggests that new “teacher induction is an education reform whose time has come” (p. 51). Ingersoll attributes this to the fact that education commentators and reformers have devoted much time and attention to the challenges of new teachers.

In their discussion of the “Effects of Teacher Induction on Beginning Teachers,” Wang, Odell, and Schwille (2008) indicate that the need for a focus on beginning teacher learning was the implication of a “link that exists among beginning teachers’ conceptions, teaching practice, and student learning. *Figure 4* below reflects this beginning teachers’ conceptions, effective teaching practice, effective behavior class management professional development, increase student learning outcomes.

Figure 4: Effective teachers’ learning development



(National Academies of Sciences, Engineering and Medicine, 2015)

Over the course of time, teaching populations have become less experienced. In the

report, *Seven Trends: The Transformation of the Teaching Force*, Ingersoll describes this as the proportion of beginning teachers increasing. The increase in beginning teachers is largely driven by a ballooning trend, that is, by the huge increase in new hires. Most of these new hires are young, recent college graduates; however, a significant number are older but inexperienced beginning teachers. Regardless of their age, these many new hires have resulted in a trend—a dramatic increase in the number of teachers who are beginners— Ingersoll has labeled this “newness” as the “*greening*” of the teaching force (2018).

Research indicates that new teachers are not equipped with credible proactive classroom management strategies, which results in a decrease in instructional time and low-performing students. Leaders of the Organization for Economic Cooperation and Development (OECD) reports new teachers provide less actual teaching and learning time in their classes with less than 75% of new teachers’ classroom time spent on actual teaching and learning. This is attributed to new teachers spending more time than experienced teachers keeping order in the classroom. In more than one third of Teaching and Learning International Survey (TALIS) 2008, new teachers spent about 20% of class time keeping order in their classroom (Jensen, Sandoval-Hernandez, Knoll, & Gonzalez, 2012).

Goldrick indicates the importance of high-quality induction programs for schools that serve a disproportionate number of low-income and minority students. In such schools, teacher turnover is generally higher. High-quality induction programs can help to provide the specialized support that new teachers need and transform these schools into strong professional communities where educators want to stay and work—and be more successful in working with students (Goldrick, 2016)

Purpose of the Study

The purpose of this study is to examine if new teachers receiving induction support in the implementation of proactive classroom management strategies will decrease classroom disruptions. This study will also include an examination to determine if this induction support will increase beginning teachers' level of efficacy in the area of classroom management.

Limitations

Barriers to this study are teacher efficacy both collectively and individually. Goddard, Hoy, and Woolfolk-Hoy (2000) suggest that the level of teachers' efficacy in a school impacts their beliefs that they can reach their students and whether or not they can overcome negative external influences. Individually, a teacher's cognitive processing of information determines what is considered important or credible and what is remembered resulting in optimism or pessimism in expectations. As a result, teachers may see themselves or others as agents exerting control or they may tend to blame others for ineffectiveness (Tschannen-Moran, Woolfolk-Hoy, & Hoy, 1998). Preservice teachers with a higher sense of personal teaching efficacy were more likely to seek outside help in dealing with student discipline problems indicating those with a lower sense of teaching efficacy would not necessarily do so or if prompted to do so, would do so for the sake of compliance sake (Emmer & Hickman, 1991). According to Hamovitch (1996), other possible barriers to this study would be teachers viewing students with the meritocratic perception of the "conservative ideology of hope" (p. 292). This outlook occurs when staff members perceive students and their families as deficient, ignore institutional and social inequities, and display outward signs of courtesy and caring toward students, but hold them in low esteem. The delimitations of this study are that this study will only be addressing new teachers who have taught for 1 to 3 years at low-performing, Title I, elementary schools.

Definition of Terms

Classroom management. is the process of establishing and maintaining social order so that instruction and learning occur. This term will also include the treatment of misbehavior behaviors that the teacher regards as competing with disrupting or threatening to disrupt instruction and will include establishing routines, distributing materials, pacing classroom events, and duties directed at engaging groups of pupils in learning activities (Zuckerman, 2007).

Implementation process. will be defined as establishing or maintaining a clear fidelity, focusing, establishing innovation, monitoring, and providing feedback (Schoenwald et al., 2011). This will also include a specified set of activities designed to put into practice an activity or program of known dimensions (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005; Wandersman, 2009).

Induction. refers to the multi-faceted process of teacher development and novice teachers' continued learning-to-teach through an organized professional development program of educative mentor support and formative assessment (Wood and Stanulis;2009, p.3)

Praxis shock. refers to the teachers' confrontation with the realities and responsibilities of being a classroom teacher that puts their beliefs and ideas about teaching to the test, challenges some of them, and confirms others (Keltchtermans & Ballet, 2002).

Proactive. is defined as a preplanned strategy that stops or interferes with most problem behaviors before they even occur and is a help to enhance the overall quality of a classroom (Rhode, Jenson, & Reavis, 2010).

Quality of implementation. refers to the preparedness, enthusiasm, attitude, and skill level of the interventionist (teacher) when using the training methods, processes, and learning principles employed in the original practice model (Reinke, Herman, Stormont, Newcomer, &

David, 2013). The quality of implementation is crucial to achieving results (Durlak & DuPre, 2008; Wandersman, 2009).

Preservice Teachers. Preservice teaching is a period of guided, supervised teaching. The student teacher is gradually introduced into the teaching role by a cooperating teacher. The cooperating teacher works with and encourages the student teacher to assume greater responsibility in for instruction and classroom management as the experience progresses. The student teacher begins as an observer and finishes the pre-service teaching experience as a competent professional (Virginia Wesleyan University, 2018).

Summary

Research indicates new teachers are often ill-equipped with the needed skills to successfully teach and, as a result, are frustrated and often leave the profession.

This chapter introduces the connection between effective teaching and a positive classroom environment. A potential solution to reducing attrition is improving classroom management through enhanced teacher induction and support ((New Teacher Center, 2017)New Teacher Center, 2017; Sass, Seal & Martin, 2011). Ellen Moir, CEO and founder of the New Teacher Center, indicates many new teachers are unprepared and overwhelmed in facing challenges in the classroom and as a result, are frustrated and leave the profession (2018). Addressing these areas could aid in reducing new teachers' frustrations and raising their level of efficacy.

CHAPTER II: REVIEW OF LITERATURE

Classroom Management

Classroom management is a subject that is widely discussed but is not always clearly defined. Kaufman and Moss (2010) state that in studies regarding student learning and management, classroom management is one of the key terms that is missing a clear definition, and that it, along with the term *discipline*, remained “highly ambiguous concepts” (p. 119). For the sake of this study, classroom management is defined as the process of establishing and maintaining social order in the classroom so that instruction and learning occur. This term also includes the treatment of misbehaviors that the teacher regards as disrupting or threatening to disrupt instruction. Classroom management includes establishing routines, distributing materials, pacing classroom events, and directing duties at engaging groups of pupils in learning activities (Zuckerman, 2007). Proactive or preventive behavior management strategies can prevent the occurrence of problem behavior and are also included as part of classroom management (Lannie & McCurdy, 2007; Niesyn, 2009; Shook, 2012; Stormont & Reinke, 2009).

Implementation

The implementation process is defined as establishing or maintaining a clear fidelity or focus, and establishing innovation monitoring and feedback (Schoenwald et al., 2011). This also includes a specified set of activities designed to put into practice an activity or program of known dimensions (Fixsen et al., 2005; Wandersman, 2009). Reinke et al. (2013) stated that the quality of implementation refers to the preparedness, enthusiasm, attitude, and skill level of the interventionist (teacher) when using the training methods, processes, and learning principles employed in the original practice model. The quality of implementation is crucial to achieving

results (Durlak & DuPre, 2008; Wandersman, 2009).

Classroom Management Skills Gap

Research has shown that in developing prospective teachers, educational programs put more emphasis on curriculum and instruction and very little on classroom management practices. Putnam (2009) states that within the preparation of future teachers, a great deal of attention is focused on developing content, knowledge, and pedagogy. Eisenman et al. (2015) indicate that within the teaching profession itself, individual aspects have well-developed theories; a substantial body of research, common definitions, goals, evaluations; graduate programs focused on the topic, as well as professional organizations, journals, and conferences all dedicated to the improvement of the specific topic (i.e., reading). Classroom management, with comparatively little scholarship dedicated, is at the low end of priorities and pedagogical innovation.

Many beginning and experienced teachers claim that their teacher preparation programs did not prepare them adequately for the realities of the classroom and, in particular, for classroom behavior management (Atici, 2007; O'Neill & Stephenson, 2013). Classroom behavior management content appears to be most often embedded within other units, such as psychology, and philosophy, rather than exclusively addressing this particular topic (O'Neill & Stephenson, 2013). This emphasis appears to leave many teachers with a theoretical rather than practical understanding of classroom management. As a result, beginning teachers are susceptible to experiencing a distressing first year in being inadequately prepared to effectively prevent and address problem behavior. Eisenman et al. (2005) state they face a reality shock in the classroom when their teacher education programs focus on the theoretical side of classroom management. Even with hands-on experience during student teaching, with limited knowledge, understanding, and time, there is not ample opportunity for future educators to develop an

effective classroom management skill set.

A possible danger of too much of an emphasis on procedural knowledge in teacher education is that student teachers learn a lot of methods and strategies for many types of situations, but do not learn how to discover, in the specific situations occurring in everyday teaching, which methods and strategies to use (Korthagen & Kessels, 1999). Zuckerman (2007) state that first it is the cooperating teacher who initially establishes the critically important rules and procedures for sustaining order. Student teachers function within that established classroom climate. It takes more time that the student teacher does not have, to develop their own classroom culture based on mutual respect and trust. Another factor to be considered is when novice educators have been exposed to behavior curriculum and strategies, they naively adopt a false viewpoint that the strategies are a quick-fix, cure-all. This misperception coupled with deficient self-efficacious practices of making adjustments can facilitate frustration over the uncertainty of how to address behavior challenges. According to McCann (2004), this is indicative of research that states, “new teachers do not believe their difficulties will diminish to an acceptable level over time revealing that frustration results from the discrepancy between the teacher’s expectations of the teaching experience and the realization of the actual experience” (p. 140).

In *Perceived Teaching Problems, Self-Efficacy, and Commitment to Teaching Among Preservice Teachers*, Evans and Tribble (1986) state, “Perhaps preservice teachers who have a stronger sense of efficacy perceive different problems than do those who sense there is little they can do to change the problems they perceive” (p. 82). Researchers discuss a connection between how a behavior problem is viewed and the individual’s level of self-efficacy (Aldridge & Frasier, 2016; Meijer & Foster, 1988). Other studies include indications of a need for illumination of the

connections between purpose and practices to help traverse gaps in teacher education and classroom context (Meuwissen, 2005).

One reason given for the difficulties beginning teachers experience is that the curriculum in university-based teacher preparation programs does not prepare prospective educators for specific tasks they must accomplish. Liston, Whitcomb, and Borko (2006) state, “This criticism goes beyond the typical concerns with classroom management; the basic argument is that teacher preparation programs devote too much attention to theory and not enough to the practical skills of teaching” (p. 352). According to Monroe, Blackwell, and Pepper (2010), an example of this is the feedback that University of Mississippi student teachers gave for their classroom management course, EDCI 419:

- “Strategies learned in classes consisted primarily of theories that fail to work in the real classroom.”
- “I have had a disaster of a time with classroom management as there was no management in place in the classroom where I was a student teacher. I would use many of the techniques [learned in the classroom management class] in my own classroom in the future, but for now I am just at the mercy of my CI (Cooperative Instructor).”
- “I do not think that any of the strategies learned in EDCI 419 were effective. The strategies we talked about were more idealistic than realistic in my opinion.”¹
- “EDCI 419 needs to be improved to better benefit student teachers who are dealing with real-world situations and guidelines.” (p. 20)

Liston et al. (2006) infer that another possibility is that teacher educators are teaching the wrong theory implicating that future educators are leaving education programs, with a classroom

management deficiency. Additionally, upon entering the workplace, new teachers are often encountering a school culture that inadequately supports their continued learning (Liston et al., 2006). Liston et al. suggest the need for schools of education to critically examine their programs to determine how current and relevant they are: they also indicate the need for establishing a contextual link with schools to bridge the gap between preservice and induction contexts. Another layer of support is the need for differentiating professional development instruction for new teachers (Liston et al., 2006). This would entail a professional learning continuum where during the course of their first three years of teaching, novice teachers experience professional development opportunities that enable them to transfer theory to application enabling them to build upon their teacher preparation experiences. This tailored instruction would strategically equip new educators to learn their particular context in real world teaching, create an engaging, productive classroom learning community and develop a professional identity.

First-Year Teachers' Concerns

As teachers embark on their careers with the plethora of responsibilities, one of the areas they express a concern about is their ability and training to deal with diverse behavioral needs such as disruption, noncompliance, aggressive, antisocial and destructive behavior (O'Neill and Stephenson, 2013). They do not feel prepared to manage classroom behavior problems they feel they lack the expertise to manage the classroom and teach effectively when faced with students who have behavior problems (Shook, 2012; Wehby, Lane & Falk, 2003). Mitchell and Arnold (as cited in Shook, 2012) suggested that new teachers feel even more challenged by children who demonstrate more severe or persistent behavior problems. Moore (2003) shares research that conveys that classroom management, procedures, and routines are of greater concern for teachers

beginning their career than pedagogical practices. Along with classroom management and discipline, some related areas of concern that first-year teachers have attributed to being causes of being overwhelmed, unsupported, and scared were working with mainstreamed students, determining appropriate expectations for students, dealing with stress, handling angry parents, keeping up with paperwork, handling students conflicts (Anhorn, 2008). This emotionally demanding framework is known as “emotional drama.” Intrator (2006) describes this as a system where new teachers are experiencing a dramatic range of intense emotions evoked by some indicators, such as fear of not being respected by students or anxiety in correcting a student (p. 5). Listo et al. (2006) indicate that whether first-year teachers’ beginnings are easy or painful, survival remains a prominent theme for the initial months as new teachers resolve discipline and management problems.

Effects of First-Year Teacher Concerns

The challenges of first-year teachers are becoming prevalent enough so that the field has become notorious for its low “survival” rates among beginning teachers. This trend has resulted in writings labeling the teaching profession as “the profession that eats its young” (Carlson, 2012; Anhorn, 2008). With emotions in play and survival in mind, researchers infer several different effects from these indicators. One is teacher overreliance on punitive behavior strategies. Novice teachers predominantly employ corrective or reactive strategies based upon their personal schooling experiences, field observations, and student teaching (Allen, 2010; Woodcock & Reuper, 2013).

Clement (2010) infers that because of insufficient knowledge of classroom management strategies, new teachers may begin to manage as they were managed, which may entail implementing some myths that are ineffective and could be harmful to the classroom atmosphere

and students. Four of Clement's myths follow:

1. There is no way to study classroom management and discipline: You just have to experience the classroom and then learn how to deal with students and their behaviors.
2. Start out mean.
3. Do not smile before Christmas.
4. Figure out the ringleaders and pick on them. Make them an example and the others will be scared and fall into place.

These strategies may gain some type of superficial compliance, where the minimum amount of energy and effort is expended to meet requirements (Schlechty, 2011). This low level of engagement can lead to retreatism.

1. The student is disengaged from current classroom activities and goals
2. The student is thinking about other things or is emotionally withdrawn from the action
3. The student rejects both the official goals and the official means of achieving the goals
4. The student feels unable to do what is being asked or is uncertain about what is being asked.
5. The student sees little that is relevant to life in the academic work.

(Schlechty, 2011).

Sometimes ineffective classroom management practices interfere with students' motivation and contribute to escalating risk for developing rebellious behavior problems. (Jones & Jones, 2004; Webster-Stratton, Reid, & Hammond, 2004; Webster-Stratton, Reinke, Herman,

& Newcomer, 2011; Schlechty, 2011).

1. The student is disengaged from current classroom activities and goals.
2. The student is actively engaged in another agenda.
3. The student creates her own means and her own goals.
4. The student's rebellion is usually seen in acting out—and often in encouraging others to rebel. (Schlechty, 2011).

Shook (2012) reports that the lack of positive reinforcement combined with high rates of negative consequences and fewer institutional demands can result in decreased opportunities for students with behavior problems to practice appropriate social, academic, or behavior skills. Shook stated that students and teachers are negatively affected. Shook quoted one participant in the study as saying, “they get me frustrated, and then I don’t teach well ‘cause I’m annoyed” (p. 133).

Putman (2009) discusses the significance of the link between classroom management and instruction, stating the “two factors are inextricably linked” indicating a teachers’ ability to maintain optimal learning is connected to successfully managing behavior (p. 234). Lannie and McCurdy (2007) report that novice teachers overly rely on reactive and aversive strategies in the absence of planned preventive and educational approaches to address classroom discipline problems. Lannie and McCurdy indicate that because of the ineffectiveness of such approaches resulting in the situation becoming intolerable, the teachers leave (i.e., walk out or formally resign).

The National Commission on Teaching and America’s Future (NCTAF) report *Who will Teach?: Experience Matters* (2010) dissects how this impacts the teaching force, schools and education as a whole, stating

“the current structure assumes a continual influx of new teachers with little attention given to who is placed where and what is needed for teaching to succeed in a particular environment. This results in young, inexperienced teachers often facing assignments in the most challenging schools because that is where the openings are—but with little support, they burn out in a few years, feeding the churn of attrition and teacher turnover in these schools (p. 10).”

Smart and Iggo (2010) share similar research stating that novice teachers’ struggle with behavior management may have critical implications for rising teacher attrition rates.

Ingersoll and Smith (2003) suggest that 30% of teachers leaving the profession cite behavior management issues as their primary reason for leaving the classroom. In the 2016 report *What Matters Now: A New Compact for Teaching and Learning*, the NCTAF indicates that this can be remedied by suggesting that when prospective teachers receive good training, they are far more likely to stay. In a recent study, it was found that first-year teachers who had entered the profession with strong pedagogical training were twice as likely to stay beyond their first year than their peers who received less intensive training (NCTAF, 2016).

The OECD discussed how pedagogical practices include classroom management by stating the pedagogical ‘knowledge base’ of teachers includes all the required cognitive knowledge for creating effective teaching and learning environments, which includes maximizing the quantity of instructional time, handling classroom events, teaching at a steady pace, and maintaining clear direction in lessons (p.16). The Organization for Economic Cooperation and Development (OECD) also suggested development in this area results in better problem-solving strategies, better adaptation for diverse learners, better decision making, better perception of classroom events, greater sensitivity to context, and greater respect for students

(OCED, 2014).

Proactive Strategies

Proactive strategies can be helpful tools when used by new teachers in addressing the challenging aspects of classroom management. Educators manage behavior and the classroom in a preventative manner as opposed to a reactive one. Managing the instructional environment through the implementation of proactive behavioral measures can lend itself to increased academic and behavioral outcomes (Babkie & Lock, 2006). Some commonly used proactive strategies follow: classroom management plan, rules, procedures and routines, structure and organization, observe and supervise, and praise.

Classroom Management and Plan. A classroom management plan (CMP) is a written document that summarizes the important information, policies, and procedures used to motivate students and address misbehavior. It is a proactive tool that allows educators to clarify and preplan their vision, organization and responses to behavior both appropriate and inappropriate. An effective management plan is a framework that supports a variety of ritual, routines, rules consequences and motivational techniques used to ensure that students are academically engaged and emotionally thriving (Sprick, 2009). Researchers Sayeski and Brown discuss a plan that applies a concept of a three tiered model of support at the classroom level for individual teachers or teams of teachers. This particular plan incorporates guiding questions in selecting practices that will best meet their context (i.e., grade level) and student population (i.e., students with and without disabilities, students at risk for school failure, students whose first language is not English) (2014). Once this essential information is compiled, it should be shared with parents, administrators, students and substitute teachers. The classroom management plan is a living document that can be adjusted accordingly as the school year progresses

Rules. Good classroom rules are the cornerstone of any proactive strategy to reduce problem behaviors and should serve as the core of the behavior teachers expect from students in the classroom (Rhode et al., 2010). The developing of rules can be done by the teacher alone or with student input. Both correlate to teacher effectiveness (Banks, 2014). An advantage of student-developed rules is the process gives students a greater sense of ownership in the classroom (Alter, 2017). Proper utilization of this tool, involves developing rules and explicitly teaching them (Sprick & Baldwin, 2009).

Procedures and routines. Establishing procedures and routines enables students to know what to do at all times and allows them to have increased comfort levels (Babkie & Lock, 2006). Sprick and Baldwin (2009) stated having well-organized routines and procedures for the classroom models and prompts organized behavior from students. Research includes indications that procedures and routines have an impact on student motivation and behavior (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008).

Structure and organization. The way a classroom is structured greatly influences student behavior, level of motivation, and the students' attitude toward school. Structure addresses the way a classroom is organized, which entails the physical layout, setting, and quality of instruction (Sprick & Baldwin, 2009). Classrooms with high levels of structure have been shown to promote more appropriate and academic behavior (Simonsen et al., 2008).

Observe and supervise. Circulating and observing have been described as an effective and easy proactive strategy for teachers to use (Rhode et al., 2010). It has also been indicated that educators who utilize these strategies are able to anticipate problems and manage them before they get out of hand, thus reinforcing task behavior on students (Rhode et al., 2010).

Praise. Jenkins, Floress and Reinke (2015) defined praise as favorable verbal or

nonverbal attention directed toward a behavior or characteristic of the target children. According to Partin, Robertson, Maggin, Oliver, and Wehby (2010), praise that is delivered contingent on a desired behavior leads to increases in the desired behavior. Partin et al. suggests that teacher praise can be used to reinforce some students' appropriate behavior. Marchant and Anderson (2012) indicates that contingent praise is among the research-based methods that are highly recommended for classroom teachers and is essential in developing positive teacher-student interactions. Teacher praise in combination with effective teaching practices and social structures that promote prosocial behavior can contribute greatly to creating a positive learning environment (Sutherland, Wehby, & Copeland, 2000). The benefits of this strategy are academic engagement, improved social behavior, and decreased problem behavior (Brodin, Bruce, Mitchell, Carter, & Hall, 1970; Sprick & Baldwin, 2009; Sutherland et al., 2000). In spite of the research indicating the value of this particular practice, it not a practice many new teachers are effectively exposed to. Briere, Simonsen, Sugai, and Myers (2015) stated, "Unfortunately, new teachers often lack the training or support to implement empirically supported classroom management practices (e.g., specific praise) with fidelity" (p. 51). Perle (2016) suggested that the underutilization of this evidence-based practice indicates the need for all educators to be made aware of effective implementation of labeled specific praise.

Benefit of Proactive Strategies

According to Rhode et al. (2010), proactive is defined as a preplanned strategy that stops or interferes with most problem behaviors before they even occur. Proactive behavior management strategies can prevent the occurrence of problem behaviors (Lannie & McCurdy, 2007; Niesyn, 2009; Shook, 2012; Stormont & Reinke, 2009). Rhode et al. affirm that in using "proactive strategies work for Tough Kids, as well as average students to help enhance the

overall quality of a classroom” (p. 29). Proactive classroom management strategies can benefit all students, not just those identified behavior or learning problems and can be of use in guiding class-wide assessment and intervention planning (Reinke et al., 2008). Shook (2012) stated that many children with behavior disorders are now receiving the majority of their education in the general education classroom. In conjunction with this, Niesyn (2009) discussed the importance of general education teachers utilizing effective behavior management strategies to adequately address the behavioral and academic needs of students with behavioral disorders. Other research indicates that prevention of misbehaviors is the most effective form of behavior management by using a proactive or preventative approach that entails preventing the occurrence or escalation of the problem behavior through strategies, such as teaching the appropriate behavior (Barbetta, Norona, & Bicard, 2005). Sprick and Garrison (2008) stated that by using positive and respectful intervention procedures, problem behavior can be shaped and modified to become productive behavior.

Need for New Teacher Induction

There is a growing amount of research that suggests addressing the challenges of behavior management for beginning teachers is important and should be done through teacher education programs. O’Neill and Stephenson (2013) stated that if schools of education believe as a number of experts in the field do, such as Brophy (2006) and Van den Bergh, Ros, and Beijaard (2013), then all teacher education programs should schedule mandatory behavior management course work that has a focus exclusively on content providing foundational knowledge. Other studies include indications that these programs are not in and of themselves sufficient in preparing teachers beginning their career.

McCann, Johannessen, and Ricca (2005) documents that there are many factors that affect the development of new teachers, such as their choice of college or university, the particular methods of classes they take, and the philosophical bent and theoretical framework of the instructors. These variables cause them to come to the profession through varied and haphazard paths inferring that teacher programs can vary in how classroom management skills are taught with no guarantee novice teachers are adequately prepared (McCann, 2005). Furthermore, it is indicated in the research that training cannot be confined to picking up strategies from their mentor teacher during the course of their student teaching experience. Additionally, Smart and Igo (2010) note that while first-year teachers benefit from mentoring relationships with veteran teachers, this was generally in relation to managing mild student behaviors. None of these experiences alone or collectively seem to be supportive for managing more severe discipline problems, indicating the need for further support.

According to Wong, Britton, and Ganser (2005), a basic definition of induction is “a highly organized and comprehensive form of staff development involving many people and components that typically continues as a sustained process for the first 2 to 5 years of a teacher’s career” (p. 379). In conjunction with this definition, Clement (2000) states that an effective teacher induction program should also improve teaching performance, increase new teacher retention, promote the personal confidence and well-being of new teachers and satisfy state mandates for induction and certification. Ontario’s Teacher College’s (2003) white paper, *New Teacher Induction: Growing in the Profession*, also includes a discussion of how evidence shows a planned and sustained support system that allows fledgling teachers to transition from student to acclimated professional is vital to keeping them in the profession.

According to Wong (2004), although induction programs may vary catering to the

individual cultural and specific needs of its unique school or district, there are several common components that underlie the most successful induction programs:

- Begin with an initial 4 or 5 days of induction before school starts.
- Offer a continuum of professional development through systematic training over a period of 2 or 3 years.
- Provide study groups in which new teachers can network and build support, commitment, and leadership in a learning community.
- Incorporate a mentoring component into the induction process.
- Present a structure for modeling effective teaching during in-service trainings and mentoring.
- Provide opportunities for inductees to visit demonstration classrooms. (p. 48)

The value of this system is its contribution to improving teacher quality, which is one of the best predictors of student success (Davis & Higdon, 2008). According to Carver and Feiman-Nemser (2009), the challenges to this process and how effectively it is conducted are lack of funding and an under conceptualized, narrow view of how to support and develop beginning teachers. Furthermore, Carver and Feiman-Nemser state that character quality, effects, and policies of induction programs are limited. Smart and Igo (2010) state the need for further studies in addressing issues relating to first-year teachers' experiences with behavior management and the training and supports they need to be successful. Smart and Igo further indicate this being necessary to inform preservice training and in-service professional development with the goal of educating, supporting, and retaining highly qualified teachers. In a new teacher study conducted by the OECD, Jensen, et al. (2012) state,

“In general, new teachers stated greater developmental needs compared to more

experienced teachers, particularly in the areas of student discipline and behavior problems, and classroom management. On average, nearly one-third of new teachers reported that they had a high level of need for professional development aimed at student discipline and behavior problems. In addition, on average, 22% of new teachers reported that they had a high level of need for professional development to improve their classroom management skills compared to 13% of teachers with more experience. (p. 54)”

Summary

This chapter includes a discussion of a gap between teacher preparation programs and the first years of teaching in regard to effective classroom management. This is indicated by beginning teachers entering the profession with a deficiency in effective classroom management strategies. This is due to the fact that many teacher preparation programs tend to focus more on academic content. When programs do address classroom management, it is done with more of a generalized theoretical approach. This chapter includes a discussion of proactive classroom management strategies that could be implemented in pre-service or teacher induction. This classroom management deficiency is often a cause for new teachers leaving the profession, which indicates a need for effective new teacher induction. The next chapter will address product (an induction tool) that will address this issue.

CHAPTER III: METHODOLOGY

Purpose

It is crucial that induction programs implement practices that are helpful to beginning teachers giving them the help that equips them to meet the demands of the profession (Ingersoll, 2011). Ingersoll and Strong (2004) found that collective multiple induction components had strong and statistically significant effects on teacher turnover. Because induction programs vary in implementing effective practices, many beginning teachers do not receive adequate support (Lopez, 2015). Despite the proliferation of induction programs, the nature of those programs and the support they provide is not always clear (Kearney, 2015). Harry Wong (2004,2002), states “No two induction programs are exactly alike; each caters to the individual culture and specific needs of its unique school or district. “Successful induction programs help new teachers establish effective classroom management procedures, routines, and instructional practices. They help develop teachers' sensitivity to and understanding of the community, as well as their passion for lifelong learning and professional growth.”

The lack of understanding around induction at the school level results in haphazard programs that do not have the desired effect of well-established organizational socialization practices adapted for the purpose of professional learning in the early stage of new teacher’s career. (Kearney, 2013). Effective teacher induction programs contain components that address the school environment and make a difference in new teacher’s socialization resulting in more competent and committed educators (Nasser-Abu Alhija, Fresko,2010).

Research Questions

The following research questions will guide this study:

1. How do proactive classroom techniques play a vital role in teacher retention?

2. How does implementing a classroom management tool improve teacher efficacy?

Introduction

To address the previously addressed research questions, this study will use a case study methods design. The case study, like other research strategies, is a way of investigating an empirical topic by following a set of prespecified procedures (Yin, 2003). Case studies can establish cause and effect, with one of their strengths being that they observe effects in real contexts. (Cohen, Manion & Morrison, 2003).

Participants of this study will be new teachers (educators who have taught from 0 to 3 years) from a large urban school district that has over 60 percent of Title I schools. Seventy percent of the teacher workforce is White with 83 percent of the population is female. Seventy percent of students are identified as black, Hispanic or something other than white.

Procedures. First, pre-service teachers will voluntarily take part in a proactive classroom management workshop. Pre-service teachers will receive a flyer (Appendix A) inviting them to attend a virtual proactive classroom management training. Pre-service teachers will volunteer/self-select to attend this workshop. Before the workshop, quantitative data will be collected from pre-service teachers being invited to complete Bandura's (1972) teacher efficacy survey to determine their pre-presentation level of confidence in implementing proactive classroom strategies (Appendix B). After the workshop, pre-service teachers will volunteer/self-select to view the induction tool as a means of follow-up. Upon completion of viewing the tool, quantitative data will be collected from pre-service teachers being invited to complete Bandura's (1972) teacher efficacy survey to determine their post-presentation level of efficacy in implementing proactive classroom strategies (Appendix C). Pre-service teachers will then

volunteer/self-select to complete a survey to give feedback on the effectiveness of the tool (Appendix D). The researcher will then compile data from the surveys to measure and compare pre-service teacher's level of efficacy and determine the usefulness of the tool.

Purpose of the Study

The purpose of this study is to examine if new teachers receiving induction support in the implementation of proactive classroom management strategies will decrease classroom disruptions. This study will also include an examination to determine if this induction support will increase beginning teachers' level of efficacy in the area of classroom management.

Intended Purpose of the Product

The purpose of the product is eightfold:

- Serves as a component in a continuum of support for beginning teachers.
- Supplies new teachers with effective strategies in implementing proactive classroom management strategies.
- Assists new teachers in moving beyond theory into actual practice by seeing examples of implementation.
- Presents a means of new teacher follow-up support for the educator support program.
- Provides a framework that gives new teachers a visual guide in the implementation of best practices.
- Offers an opportunity to virtually observe other classrooms.
- Allows new teachers to dialogue and collaborate on classroom management strategies, goals, and concerns.
- Increases new teacher's low self-efficacy in regard to feeling ineffective in

implementing proactive classroom management strategies.

Product Description

The projected research-based product will be a teacher induction tool that assists beginning teachers in implementation of proactive classroom management strategies. The design of this product will be an online video presentation designed in the following manner:

- It will be presented in a recorded presentation format
- The recorded presentation will providing the following:
 - Overview of key components of an effective classroom management plan (CMP)
 - Implementation strategies for developing structure and embedding positive proactive procedures into daily instructional activities and routines
- CMP components will include:
 - Level of structure
 - Attention signal
 - Rules
 - Guidelines for Success
 - Teaching Expectations
 - Monitoring Procedures
 - Encouragement Procedures
 - Correction Procedures

- Following overview, are video clip samples recorded by researcher that will provide the following;
 - Real life classroom experiences
 - Various stages of best practices implementation as well as
 - Opportunity to review and reflect on implementation strategies

Video/Clip Content Format

For each video clip, the researcher has included the following:

- Before the clip
 - The scene/setting
 - Strategies presented and utilized (look-fors)
- Following the clip
 - Highlights and key points
 - Considerations and application

The video section will be comprised of 3 segments and will provide important classroom management plan implementation strategies such as: sharing, teaching and reinforcing behavioral expectations procedures and routines

- The first scene involves an educator with 18 five-year-old students explaining procedures for math centers. The teacher explains the expectations for how conversation should be conducted, what students are to do to obtain help, what activity they are to be engaged in and what engagement should look like.
 - Scene One -Look Fors
 - Models voice level
 - Reviews movement signals

- Quick Review of SLANT (Sit up, Lean forward, Activate Thinking, Note what is being taught, Track the talker)
 - Checks for understanding
 - Provides opportunity to practice
- The second scene involves a teacher with 25 eight-year old students. In this scene, the teacher models giving explicit directions for transitioning procedures from small group activity to a teacher directed activity. The teacher then provides positive reinforcement for on-task behavior by giving specific descriptive feedback that also reinforces the school's universal guidelines.
 - Scene Two-Look Fors
 - Attention signal
 - Activity transition
 - Proximity management
 - Specific descriptive positive feedback
 - SLANT
 - Review of procedures/expectations
 - Intermittent celebration
 - Reference to visuals
 - The third scene involves one teacher and 25 eight-year-old students. In this scene the teacher demonstrates combining behavior and academic goals by using a learning activity expectations chart and an academic configuration board to explain the procedures for a teacher directed math review activity

- Scene Three Look- Fors
 - Attention signal
 - Activity transition
 - Proximity management
 - Specific descriptive positive feedback
 - SLANT
 - Review of procedures/expectations
 - Intermittent celebration
 - Reference to visuals

The presentation will be an opportunity for viewers to see theory put into practice by seeing actual implementation of strategies shared during face-to-face trainings with the goal of participants identifying potential strengths and weaknesses observed in the video examples. Additionally, it will be an opportunity for viewers to reflect on the implementation process and determine the next steps for their own fulfillment of these practices.

Data Collection

Data collection will consist of rating scale that will indicate participants perceived value and benefits of utilizing the induction tool.

- A virtual room will be created by workshop moderator
- A Google Form will be created for Pre-Presentation Efficacy
- A Google Form will be created for Post-Presentation Efficacy
- A Google form will be created for Induction Tool Feedback
- Participants for this study will be acquired by voluntarily acquiring and accessing link for virtual workshop.

- This workshop will be available for interested pre-service teachers that attend the Proactive Classroom Management virtual workshop.
- Workshop participants will be given the link for the Google Form surveys and induction tool.
- To restrict and protect access to study, only participants with a link will have access to the induction tool and Google Form surveys
- Potential participant will complete an informed consent form at the beginning of the pre and the post survey to convey willingness to take part in study
- After using the Proactive Classroom Management tool, participants will complete an online Google Survey to indicate their perceived shortcomings, values and benefits of utilizing the induction tool.
- The Google Classroom Induction Tool product feedback data will be kept for 5 years and then destroyed (deleted).

Data Analysis

The researcher will perform descriptive (mean, mode, median, average) and simple inferential statistics such as paired-comparisons *t-Tests*.

Ethical Considerations

Risks

There is minimal risk participating in this study, however, if any participant feels uncomfortable, he/she may stop participating at any time.

Benefits

There are no benefits to participating in the study, however teachers may enjoy knowing

they are assisting to create an improved Proactive Classroom Behavior Management Program.

Anonymity

Teachers will be given an identifier code to complete both pre and post survey. Names of participants will not be known to the researcher.

Data will be kept on a password protected personal computer that only the researcher knows the password. The data will be permanently destroyed in five years.

Summary

Research indicates that new teachers are not equipped with credible proactive classroom management strategies, which results in a decrease in instructional time and low-performing students. New teacher departure is due in part to inadequate preparation in teacher education programs, lack of support in teacher induction programs in the area of classroom management and a low level of efficacy. This study seeks to address solving some or all of these issues. This study takes a pre/post comparison approach that utilizes a proactive classroom behavior management workshop tool.

Chapter IV
Data Summary of Results

Respondents

The administration of these surveys was conducted at the onslaught of the Covid Pandemic therefore which most likely limited responses to post survey.

There were 65 participants in the classroom management workshop. Workshop participants were comprised of pre-service teachers, administrators, and instructors. Out of those 65 participants, there were a total of 44 respondents for the pre-efficacy survey, six respondents for the post survey and ten respondents for the induction tool feedback survey

Table 1a: Pre-Efficacy Survey

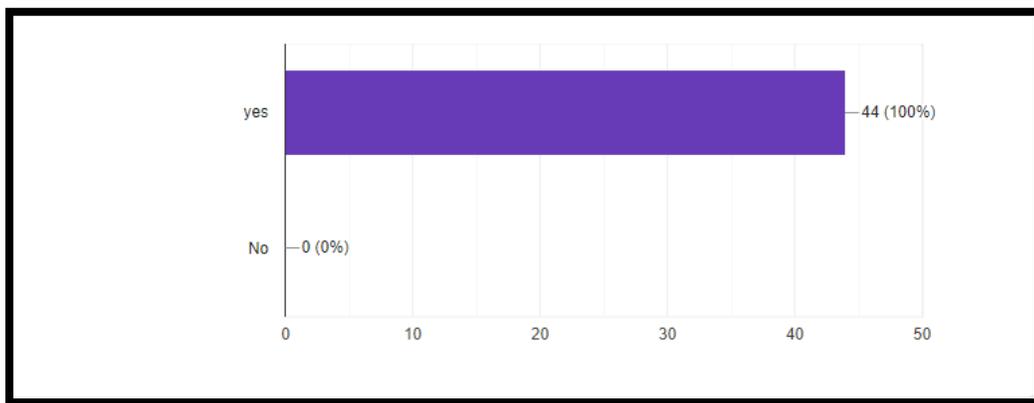


Table 2: Post-Efficacy Survey

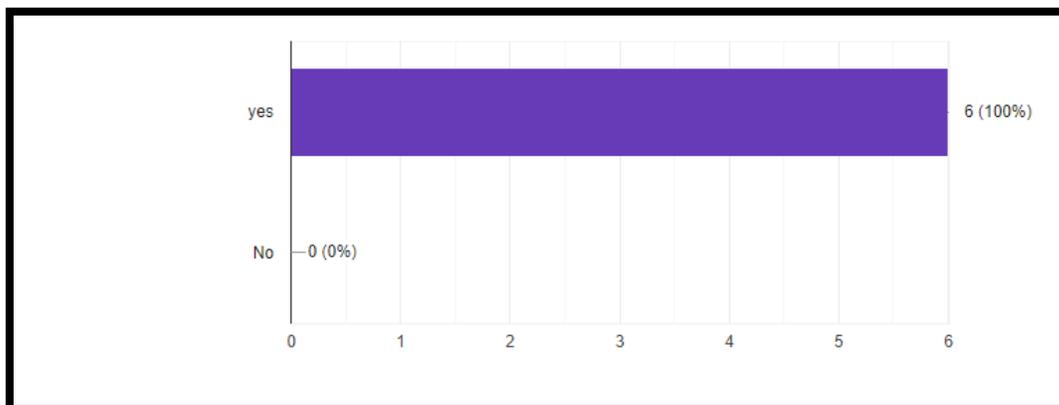
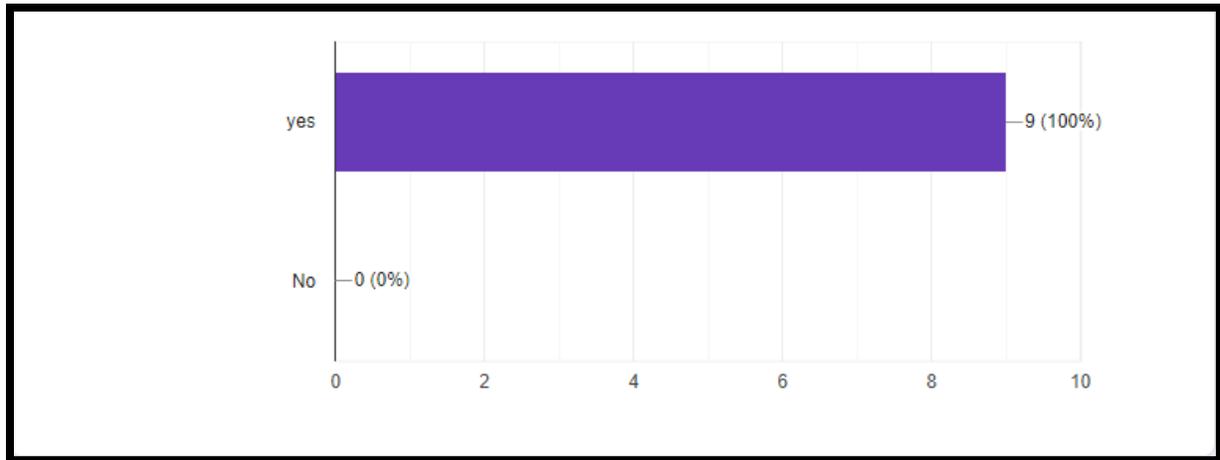


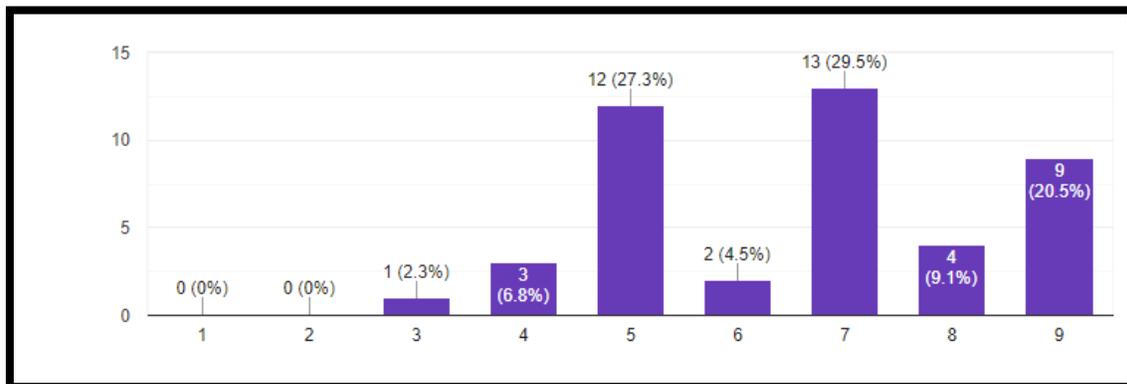
Table 3: Induction Feedback Survey



Controlling Disruptive Behavior

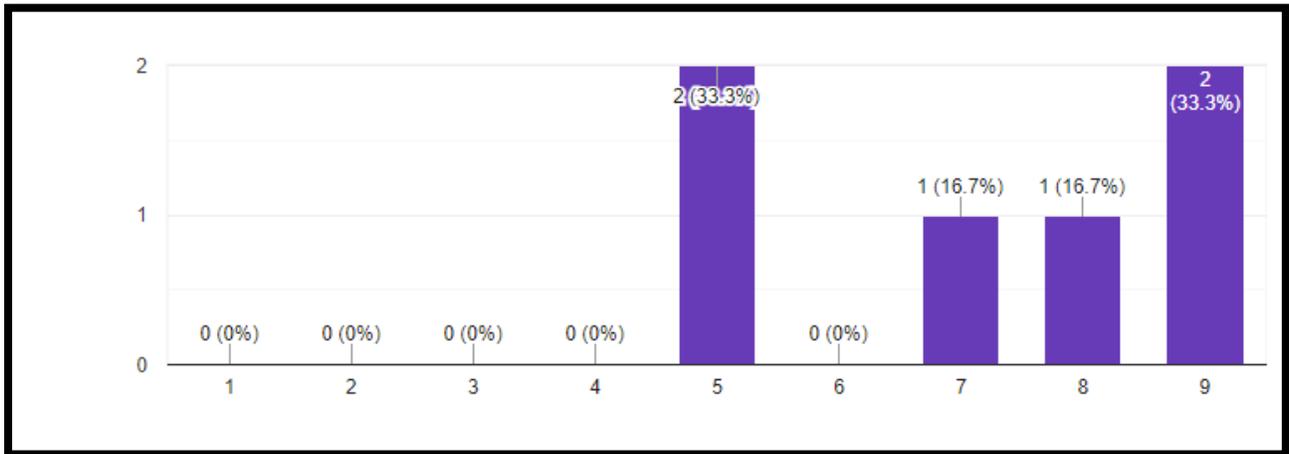
In the Efficacy Survey, respondents were asked to indicate how much they believed they could do to control disruptive behavior in the classroom on a nine point Likert scale with 1 being “not at all” and nine being “a great deal”. In the Pre-Presentation Survey, there was a range of beliefs in regard to this item 29.5% believed they could do quite a bit, 27.3% strongly agreed they could control disruptive behavior, 20.5% believed they could do a great deal, 9.1% believed they could do a good amount, 4.5% believed very strongly they could address disruptive behavior, and 9.1% believed they could do very little or moderately in addressing disruptive behavior.

Table 4: Pre-Presentation and Tool Efficacy Survey



In the post-presentation Efficacy survey, two respondents believed they could control disruptive behavior a great deal, 2 believed to a strong degree, one believed quite a bit and one believed a good deal.

Table 5: Post Presentation and Tool Efficacy Survey

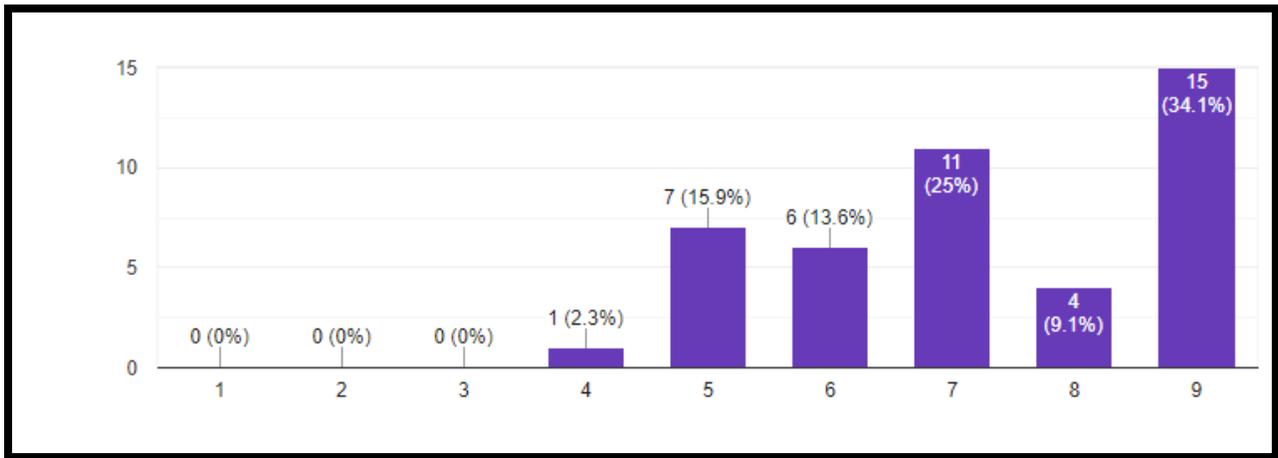


In comparing this data, it appears that the majority of participants had a strong belief in their ability to control disruptive behavior. The Pre-Efficacy survey did indicate a small number of participants who did not believe they would be successful (indicating very little to moderate) these belief choices were not indicated in the post survey.

Motivating Students

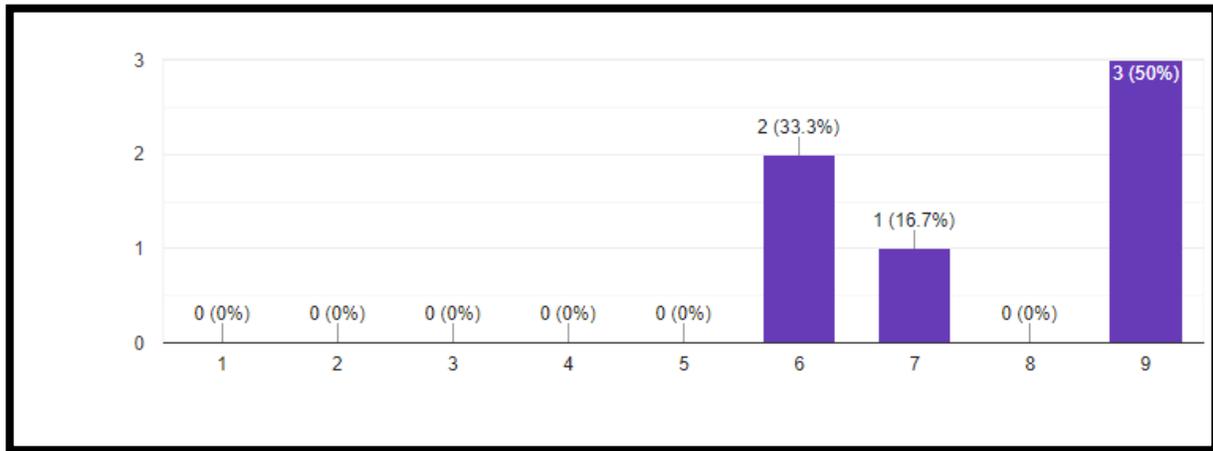
The respondents were asked how much they could do to motivate students who show low interest in schoolwork. In the pre-presentation/tool Efficacy survey, 15 indicated they believed they could motivate students a great deal, 11 believed quite a bit, four believed a good deal, seven believed to a strong degree, six believed a very strong degree and four believed to some degree. This question is significant because the presentation and the induction tool referred to the classroom management plan which summarizes important information, policies and procedures used to motivate students.

Table 6: Pre presentation and tool Efficacy Survey



In the post presentation/tool efficacy survey, three respondents believed they could do a great deal to motivate students, two believed they could motivate students a very strong degree, and one believed quite a bit.

Table:7 Post Presentation/Tool Efficacy Survey



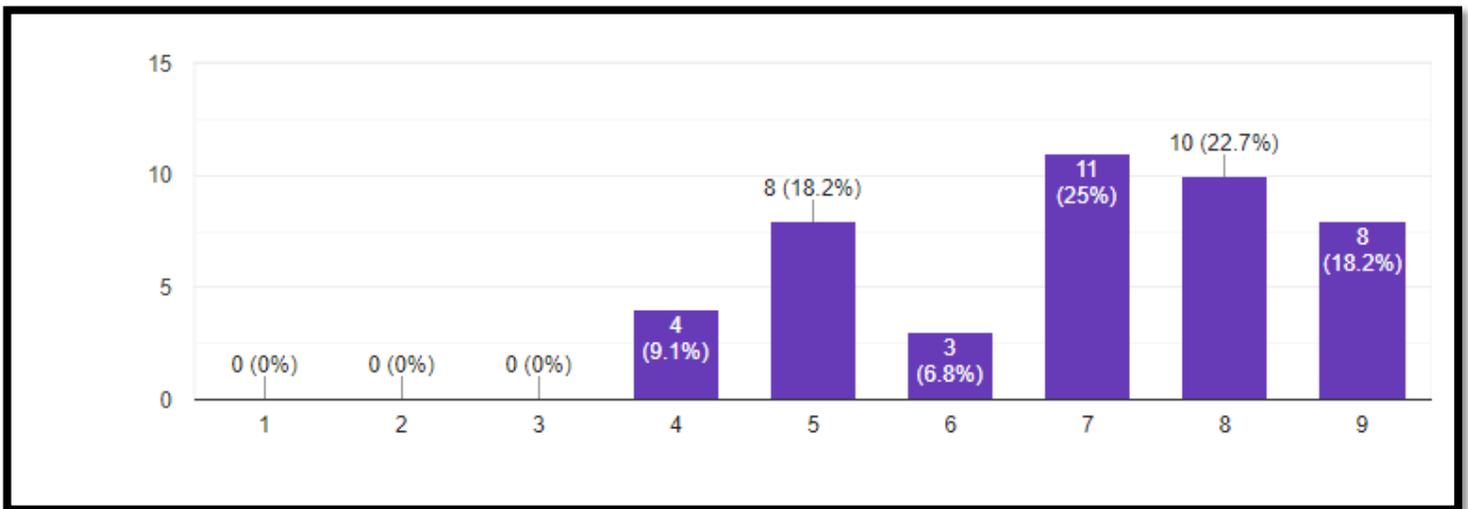
The data conveyed from the pre and post surveys indicate a slightly higher level of efficacy in the post presentation; with participants responding from the ranges of a very strong degree of

belief to a great deal of belief in motivating students. The pre-survey showed a response of a moderate degree of belief.

Calming Disruptive or Noisy Student

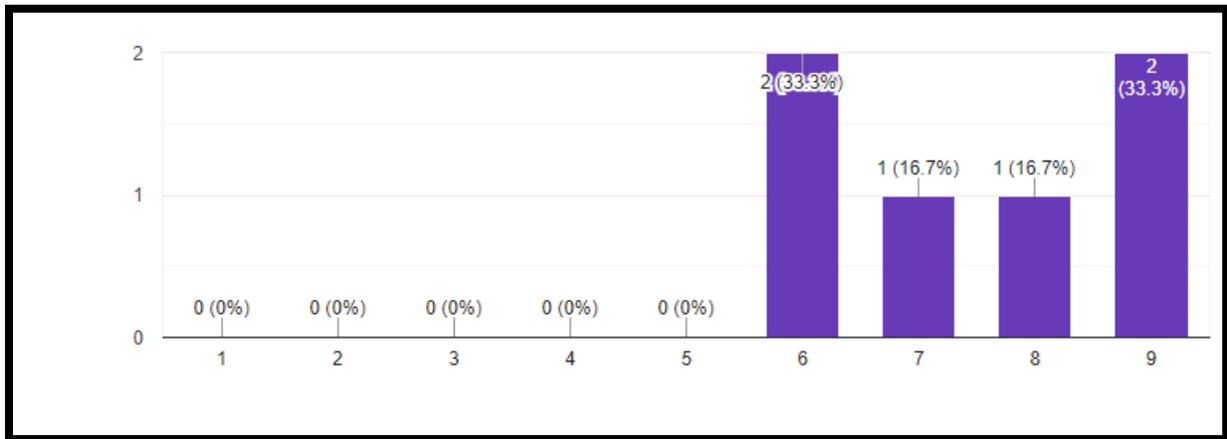
In the pre-presentation/tool efficacy survey, respondents were asked if they believed they could calm a disruptive or noisy student, 11 believed quite a bit they could, 10 believed a good deal they could, 8 believed a great deal and eight believed very strongly they could, four believed they could to a moderate degree and six believed to a very strong degree they could calm a disruptive and noisy student

Table 8: Pre- Efficacy Survey



In the post survey, two respondents believed a they could calm a noisy and disruptive student a great deal, two believed they could to a very strong degree, 1 believed they could quite a bit, and one believed they could calm disruptive and noisy students a great deal.

Table 9: Post Efficacy Survey

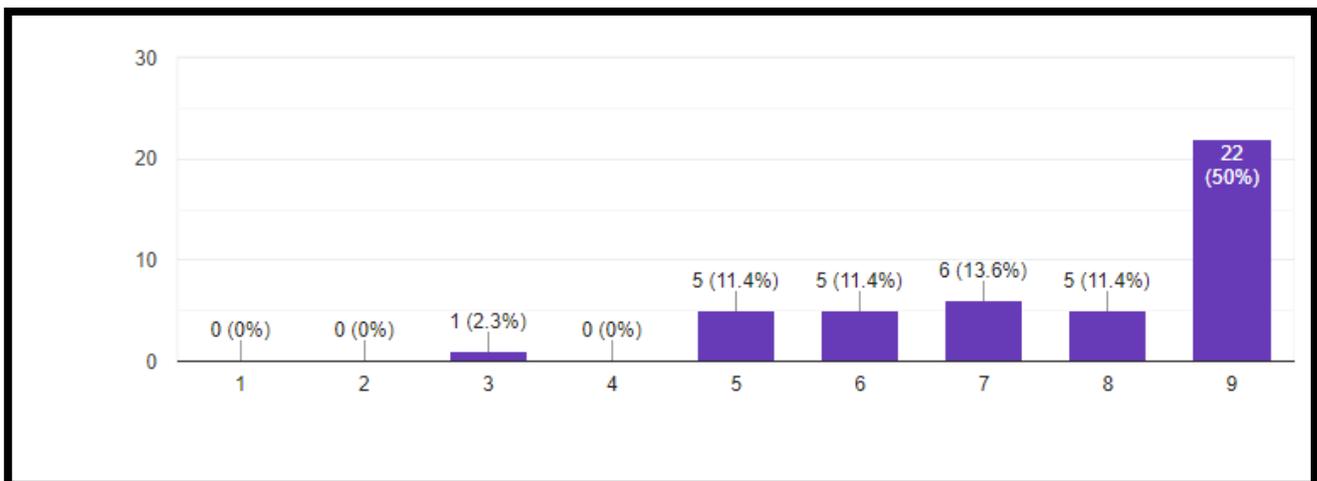


Participants in the post survey again responded more towards the upper range of the scale (very strong degree to a great deal) of belief in motivating students, where in the pre-survey there were responses of moderate belief in motivating students.

Helping Students Value Learning

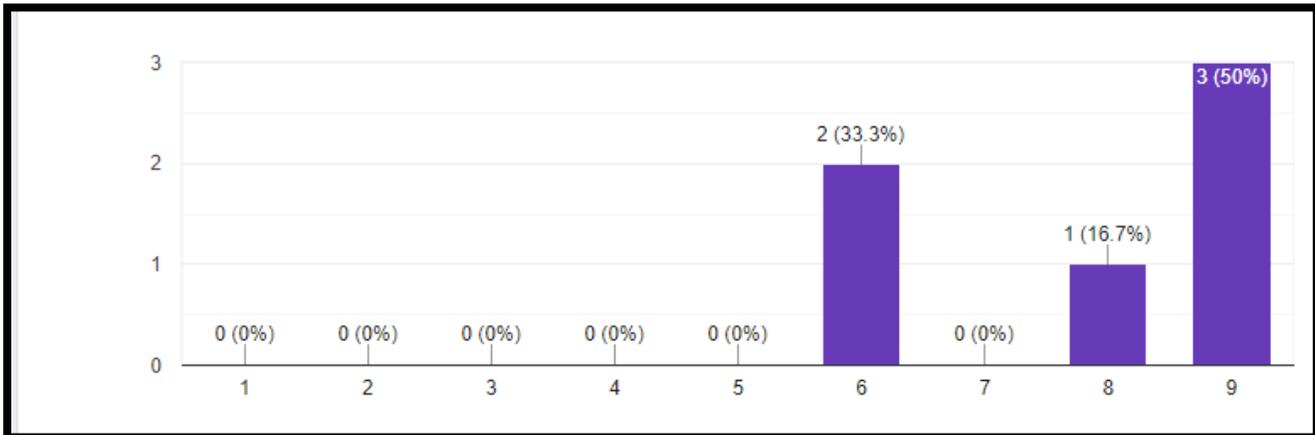
Respondents were asked if they believed they could help students value learning, in the pre efficacy survey, 22 believed a great deal they could help students, six believed quite a bit, five believed they could a strong degree, a very strong degree and a good deal they could help students value learning

Table 10: Pre -Efficacy Survey



In the post survey, 3 students believed they could help students value learning a great deal, two believed to a very strong degree and one believed they could help students value learning a good deal.

Table 11: Post Efficacy Survey



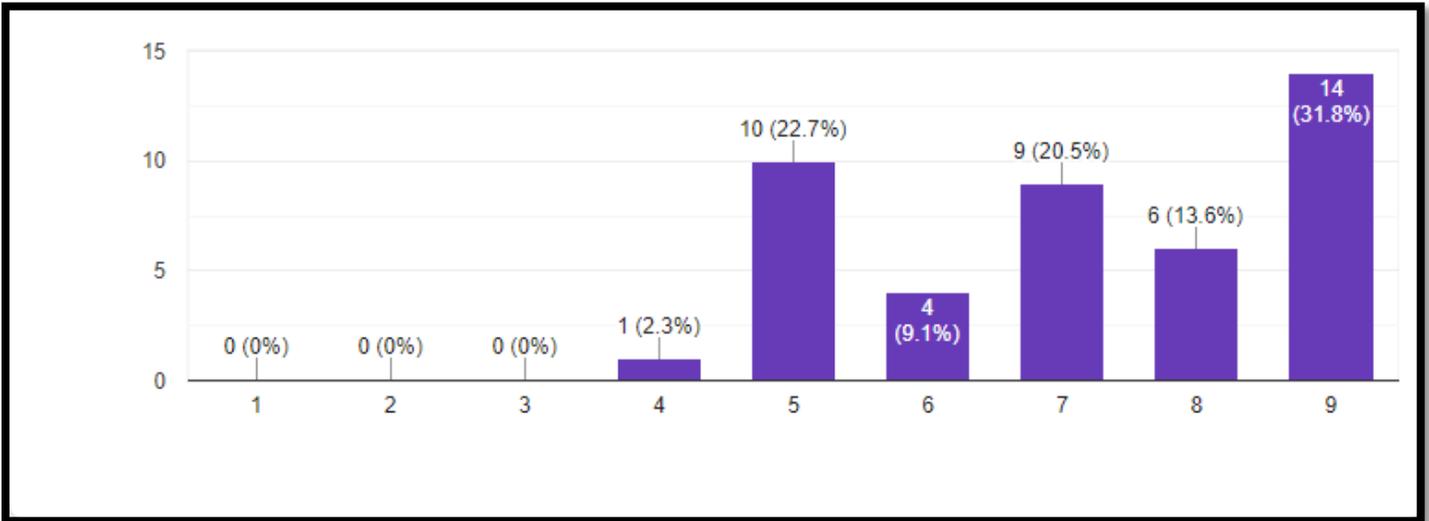
Data from this item also indicates that post survey participants responses were from a very strong degree to a great deal of belief in helping students value learning. The pre-survey does show a slightly lower range with an indicator of very little belief as well as a strong degree of belief.

Crafting Good Questions to Students

Respondents were asked to what extent they believed they could craft good questions to students. Crafting good questions is relevant in that it conveys the educator's ability to intuitively and successfully engage students. Good questioning can motivate student learning, fuel curiosity foster intellectual development and stimulate critical thinking, assess student understanding guide discussion and shape a positive learning environment. In the pre-efficacy survey, 14 believed a great deal, 10 believed they could to a strong degree, nine believed quite a bit, six

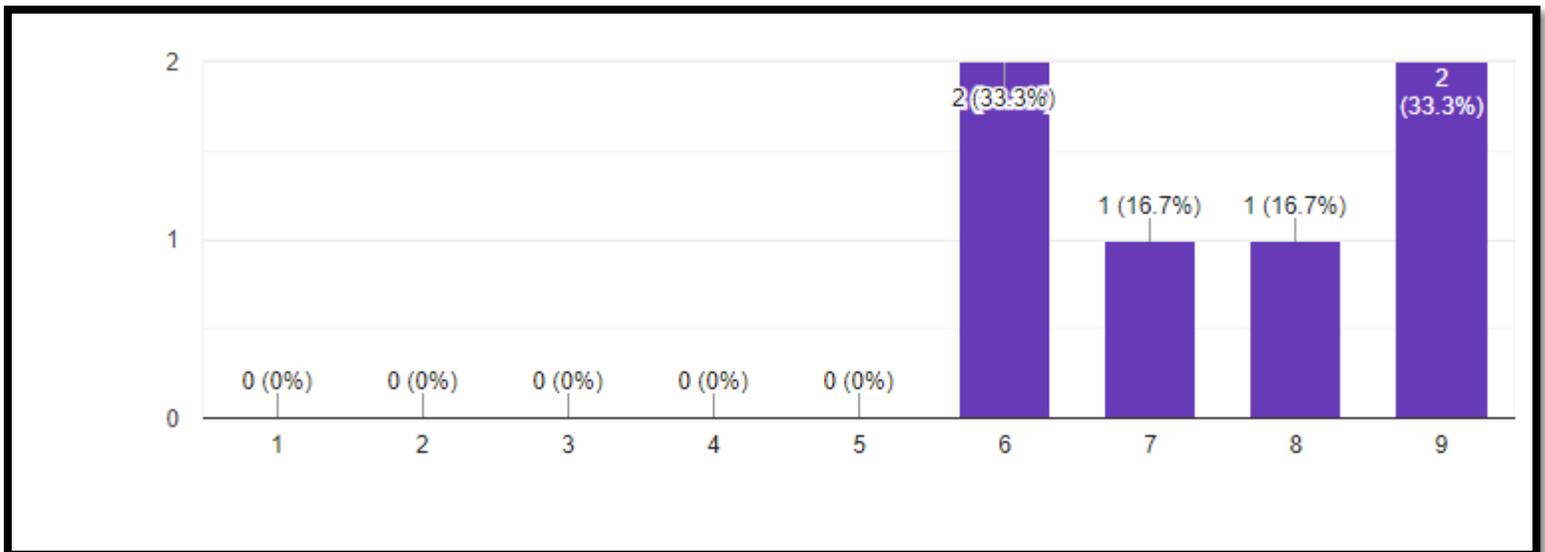
believed a good deal, four believed they could to a very strong degree, and one believed they could to a moderate degree.

Table 12: Pre-Efficacy Survey



In the post efficacy survey, two believed a great deal, two believed to a very strong degree, one believed quite a bit, and one believed a good deal.

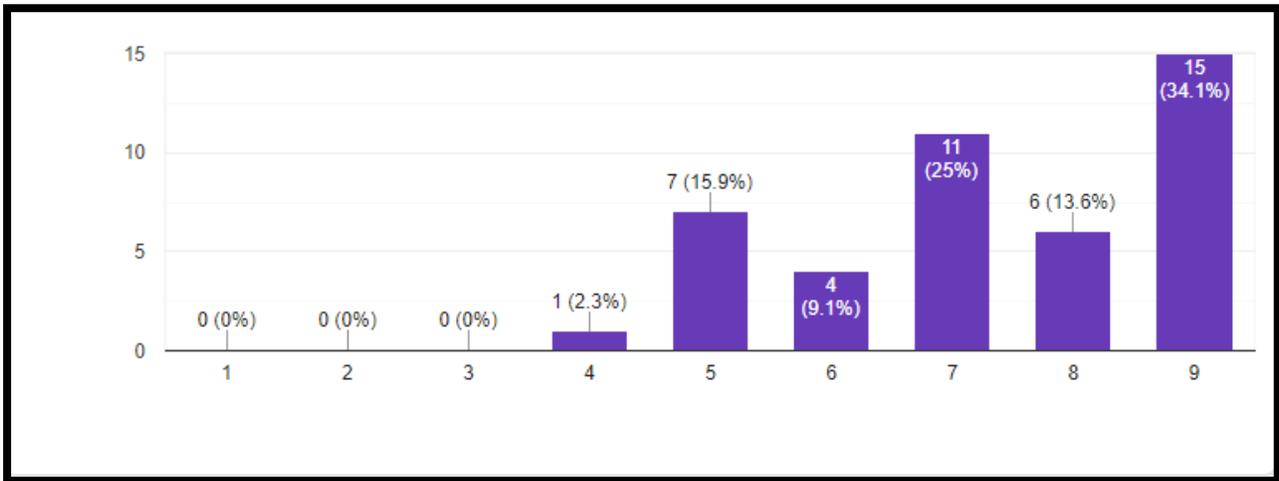
Table 13: Post Efficacy Survey



Following Classroom Rules

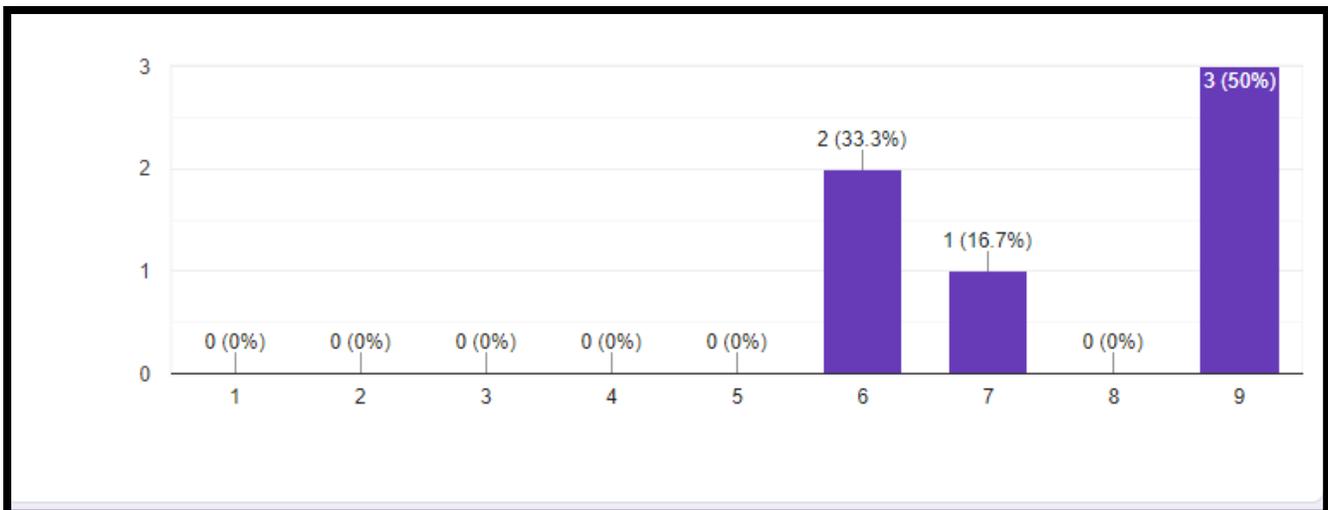
Respondents were asked how much they believed they could get children to follow rules, in the pre efficacy survey, 15 believed a great deal, 11 believed quite a bit, seven believed to a strong degree, six believed a good deal, four believed a very strong degree, and one believed to a moderate degree.

Table 14: Pre -Efficacy Survey



In the post efficacy survey, three believed they could get students to follow rules a great deal, two believed a very strong degree, and one believed quite bit.

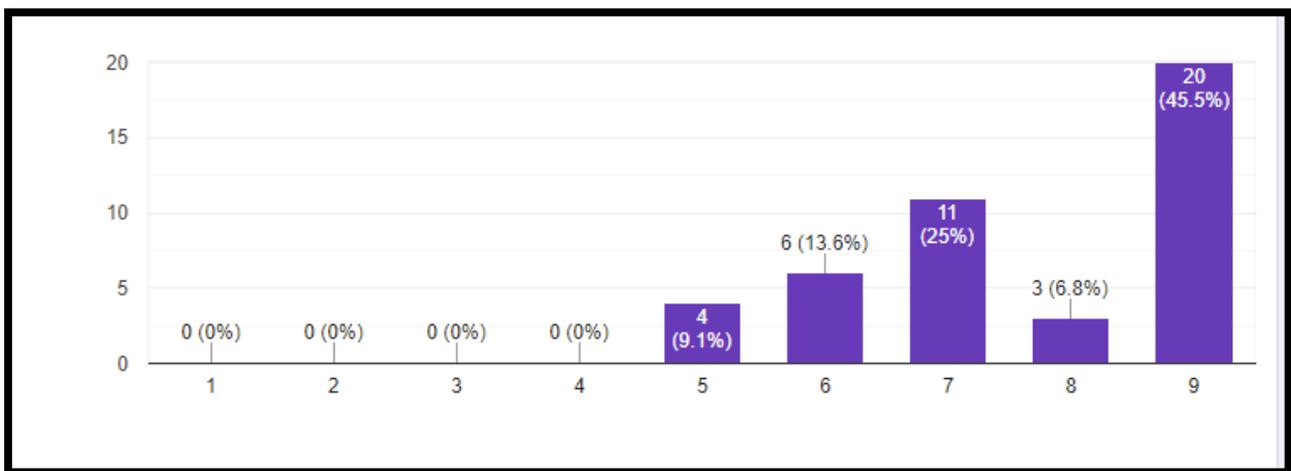
Table 15: Post Efficacy Survey



Get Students to Do Well In School

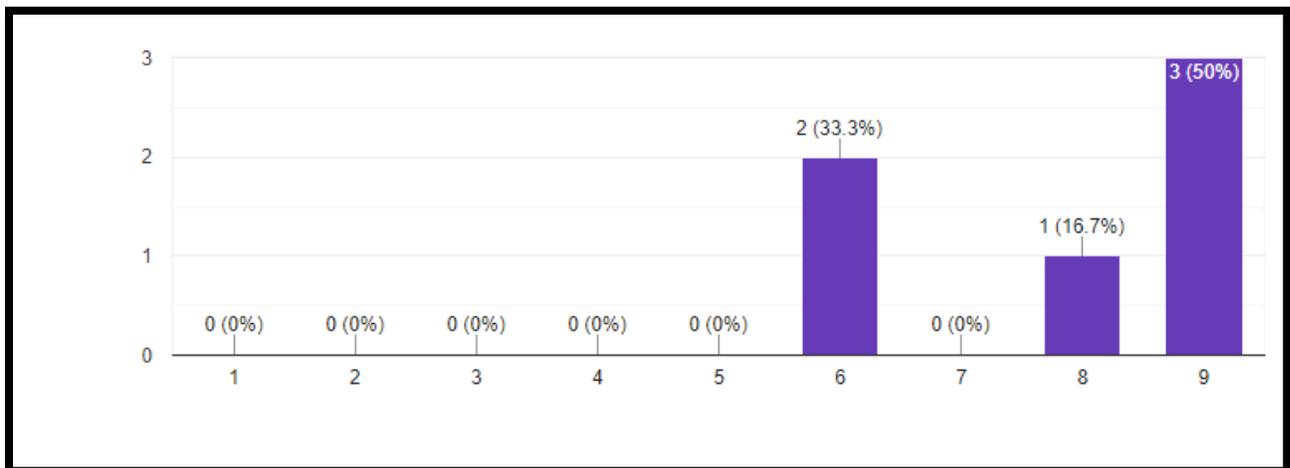
Participants were asked how much they could do to get students to believe they could do well in school, in the pre-efficacy survey 20 believed a great deal, 11 believed quite a bit , six believed a very strong degree, four believed a strong degree and three believed a good deal.

Table 16: Pre -Efficacy Survey



In the post efficacy survey, three believed a great deal, two believed they could to a very strong degree and one believed a good deal

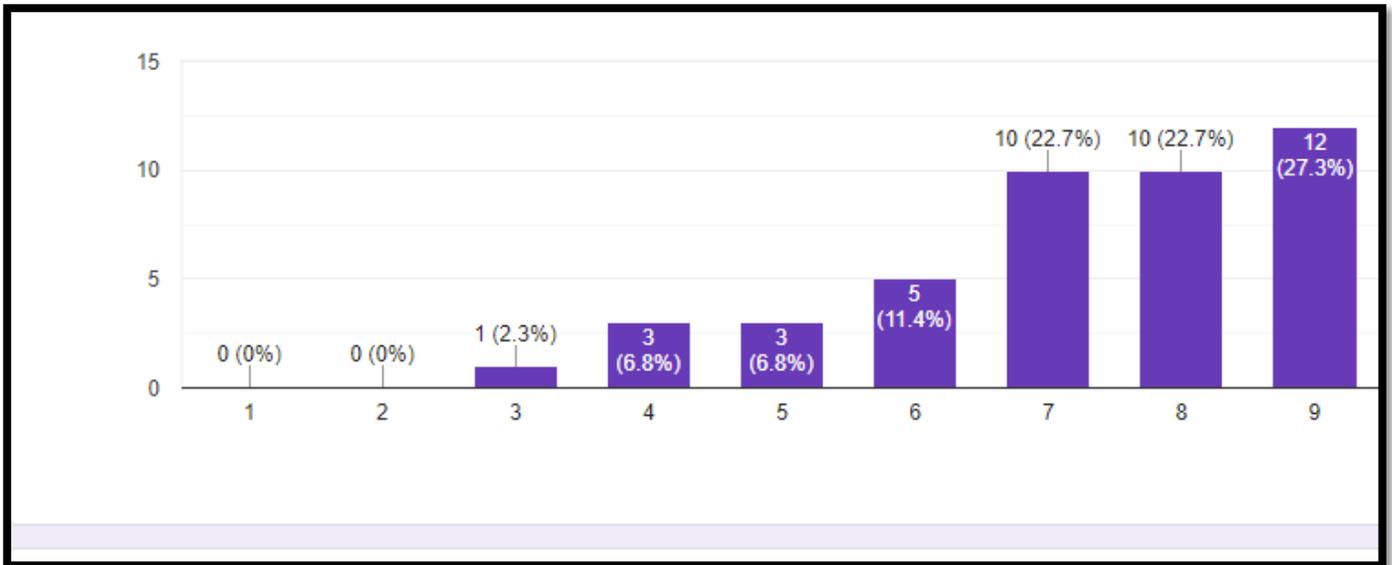
Table: 17: Post Efficacy Survey



Establishing a Classroom Management System

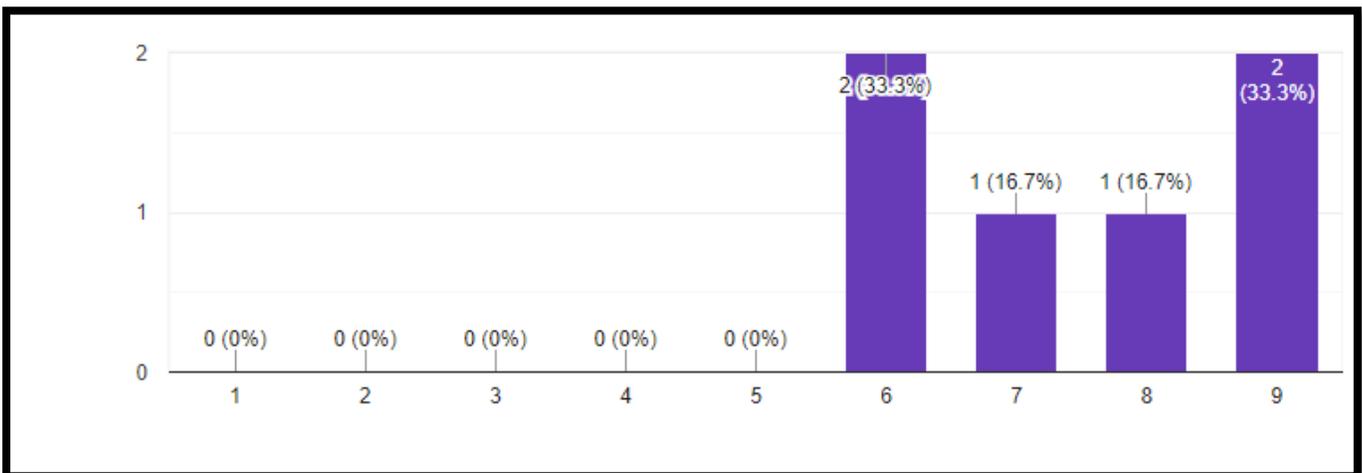
Participants were asked how well they could establish a classroom management system with students, in the pre efficacy survey, 12 believed a great deal, 10 believed a good deal, 10 believed quite a bit, five believed to a very strong degree, three believed to a strong degree, three believed to a moderate degree and one believed very little.

Table 18: Pre-Efficacy Survey



In the post efficacy survey, two believed a great deal, two believed to a very strong degree, one believed, quite a bit and one believed a good deal.

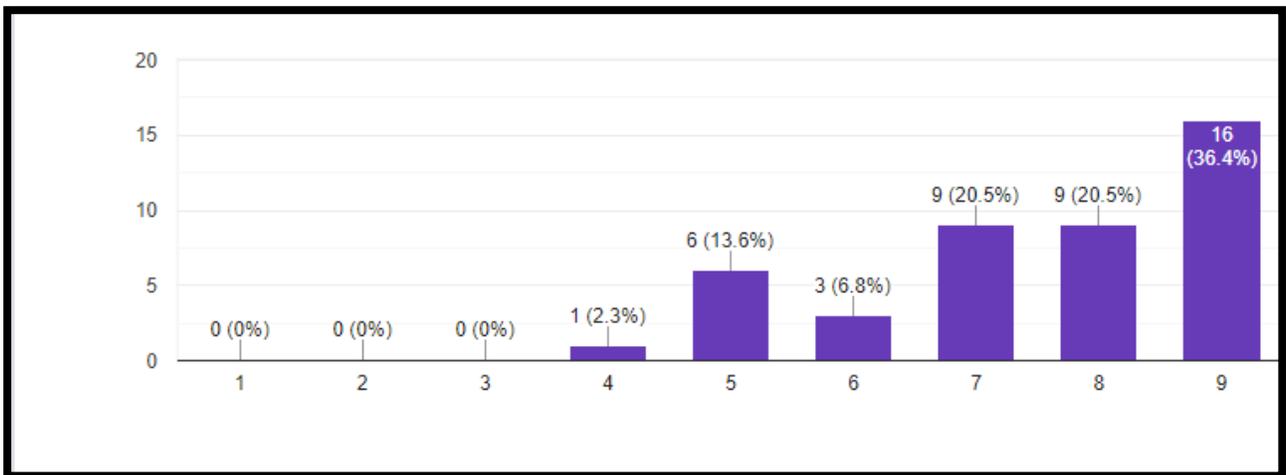
Table 19: Post Efficacy Survey



Variety of Assessment Strategies

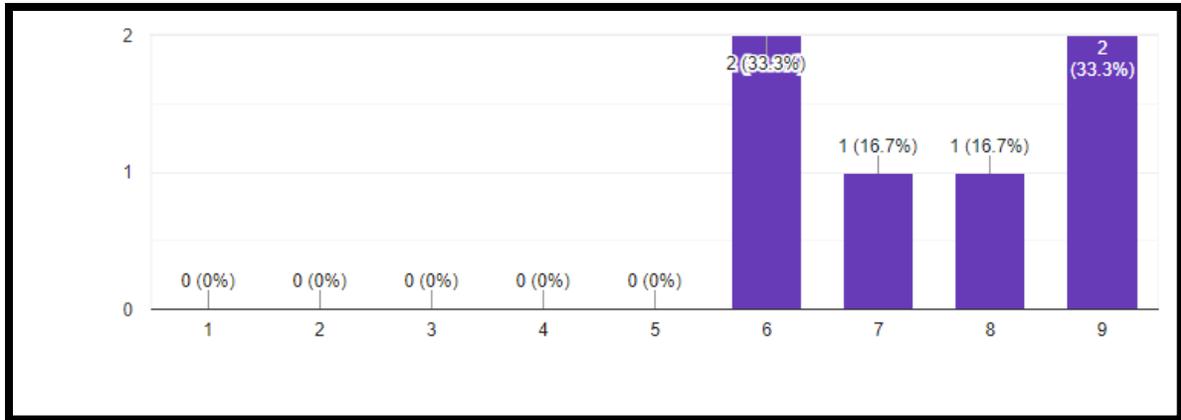
Respondents were asked to what extent they believed they could use a variety of assessment strategies. This question is significant because it indicates the educators “withitness” in recognizing the variety of ways students learn. It shows an understanding of student’s diverse abilities, backgrounds, interests, and learning styles. Assessment variety gives students a level playing field in terms of demonstrating what they know and can do. The pre-efficacy survey, 16 believed they could a great deal, nine believed a good deal, nine believed quite a bit, six believed a strong degree, three believed a very strong degree, and one believed to a moderate degree.

Table 20: Pre-Efficacy Survey



In the post efficacy survey, two respondents believed a great deal, two believed a very strong degree, one believed quite a bit and one believed a good deal.

Table 21: Post Efficacy Survey

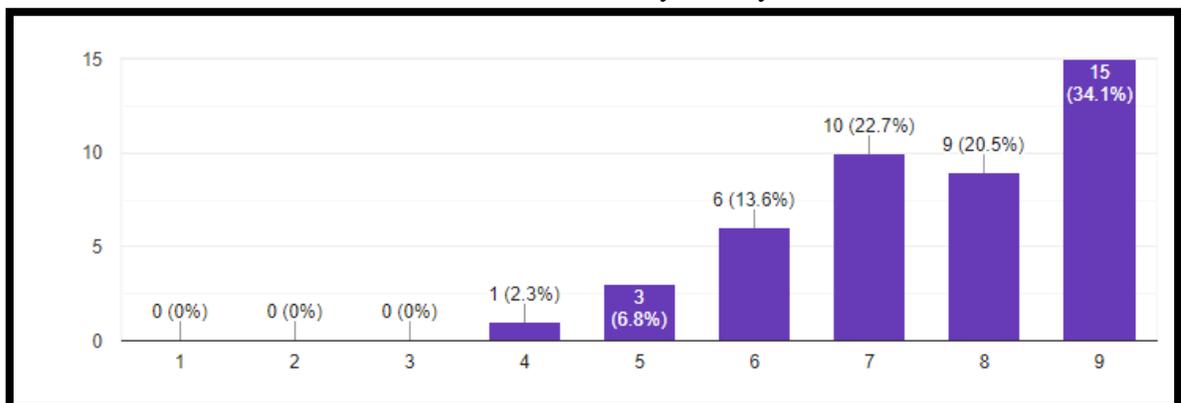


The preceding four questions along with this item all follow a similar trend as noted previously; the pre-presentation survey has some lower range responses from very little to strong degree, where the post-presentation survey consistently shows responses indicating very strong belief to a great deal of belief.

Alternative Explanation/Example

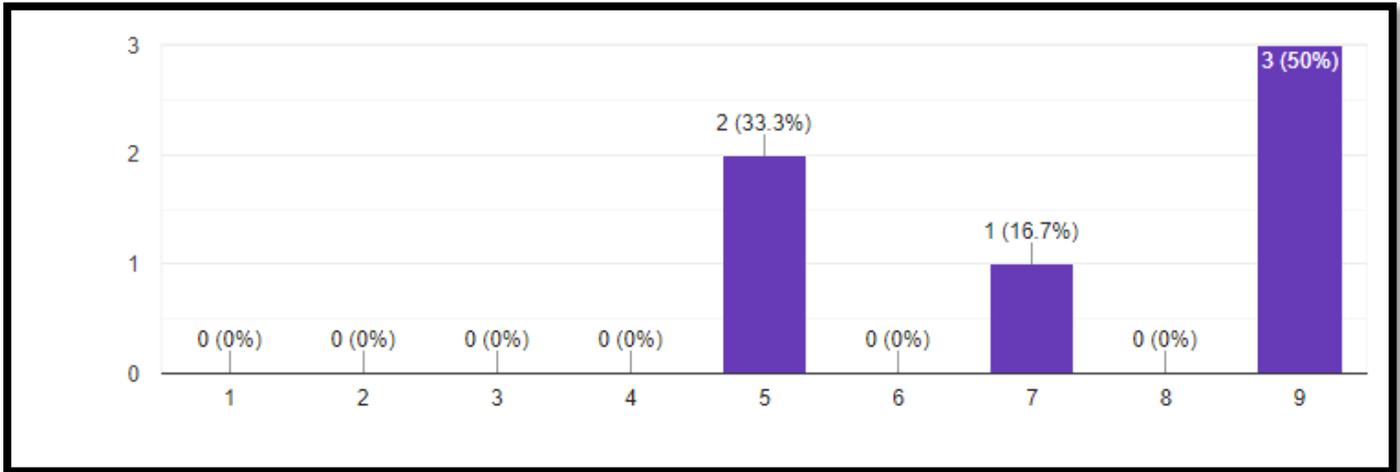
Respondents were asked to what extent they believed they could provide an alternative explanation or example when students are confused, In the pre-efficacy survey, 15 believed they could a great deal, 10 believed quite a bit, 9 believed a good deal, 6 believed a very strong degree, 3 believed a strong degree and 1 believed to a moderate degree.

Table 22: Pre- Efficacy Survey



In the post efficacy survey, 3 respondents believed a great deal, 2 believed a strong degree and 1 believed quite a bit.

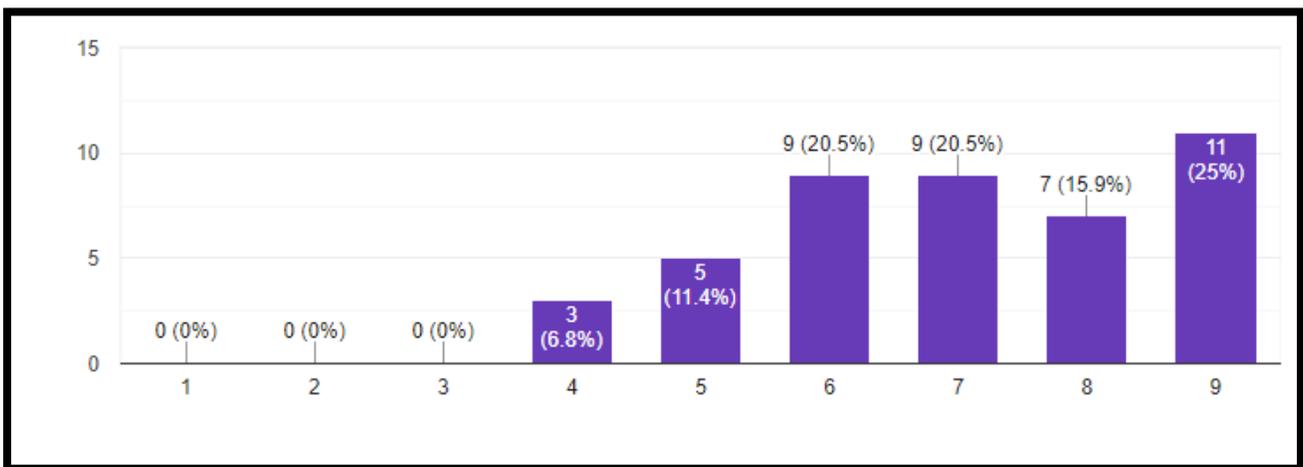
Table 23: Post Efficacy Survey



Assisting Families to Help Their Children

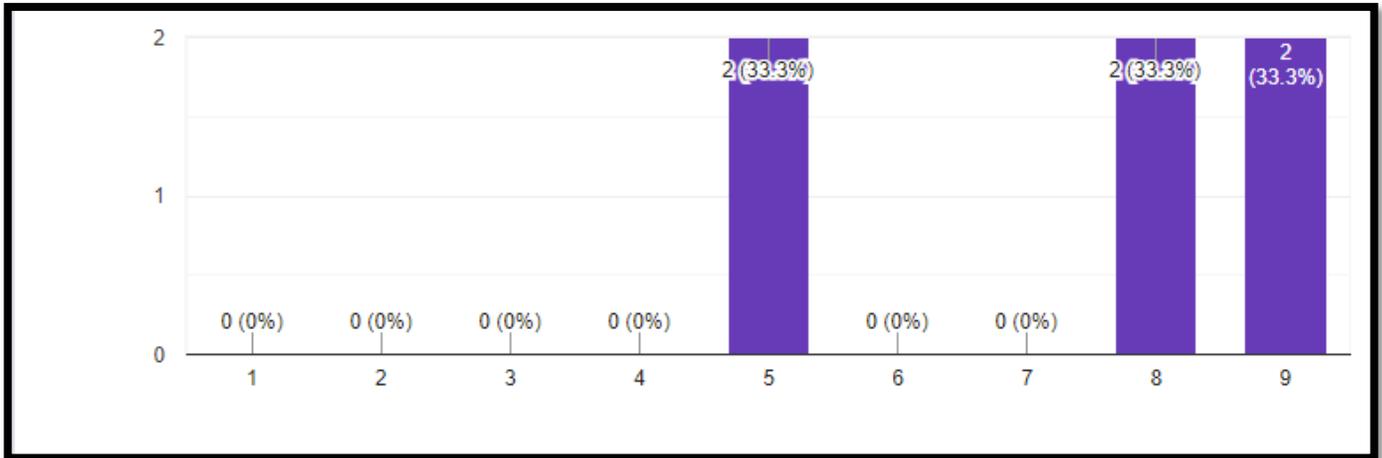
Respondents were asked how much they could assist families in helping their children do well in school, in the pre efficacy survey, 11 believed a great deal, nine believed, a very strong degree and nine believed quite a bit, seven believed, five believed a strong degree and three believed a to a moderate degree.

Table 24: Pre-Efficacy Survey



In the post efficacy survey, 2 respondents believed a great deal, two believed a good deal and two believed to a strong degree.

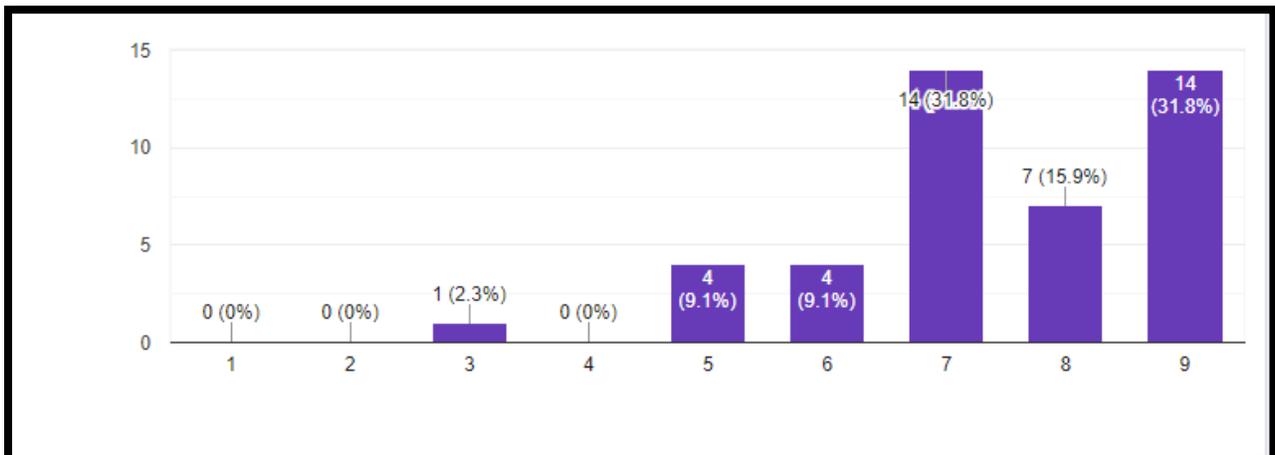
Table 25: Post Efficacy Survey



Implement Alternative Teaching Strategies

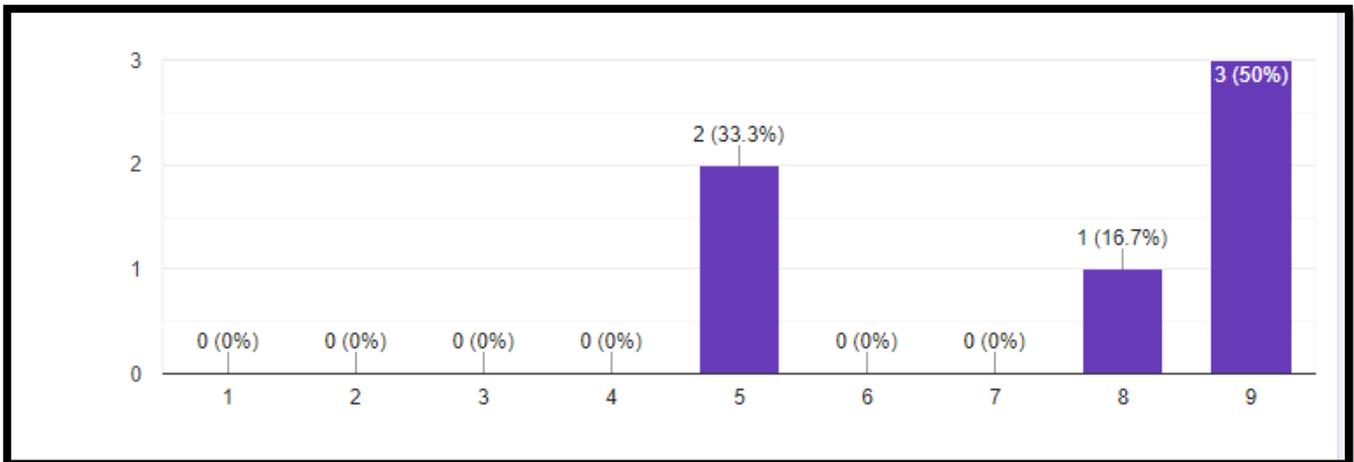
Respondents were asked how well they could implement alternative teaching strategies in their classroom, in the pre efficacy survey 14 believed a great deal, 14 believed quite a bit, seven believed a good deal, four believed to a very strong degree, four believed to a strong degree and one believed a small bit.

Table 26: Pre- Efficacy Survey



In the post efficacy survey, 3 believed a great deal, 2 believed to a strong degree and 1 believed a good deal.

Table 27: Post Efficacy Survey



The data from the remaining two questions still indicated a slightly higher belief of ability to demonstrate the practices but that range now began with a strong degree to a great deal in the post presentation survey. The pre-presentation survey continued to have 1-2 responses conveying very little belief or moderate belief in demonstrating the practices.

Induction Tool Feedback

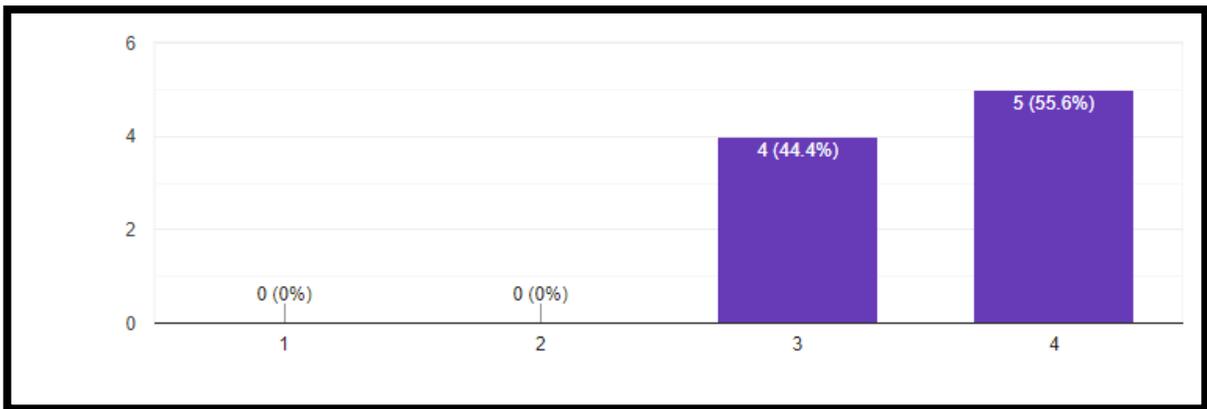
Background Knowledge

There were nine respondents to the Induction Tool Survey. The first six items addressed respondent's exposure to foundational practices in classroom management.

Prior Knowledge of Practices

In terms of having a knowledge of classroom management, 55.6% respondents believed they had a high knowledge of classroom management and 44.4% believed they had a medium knowledge level.

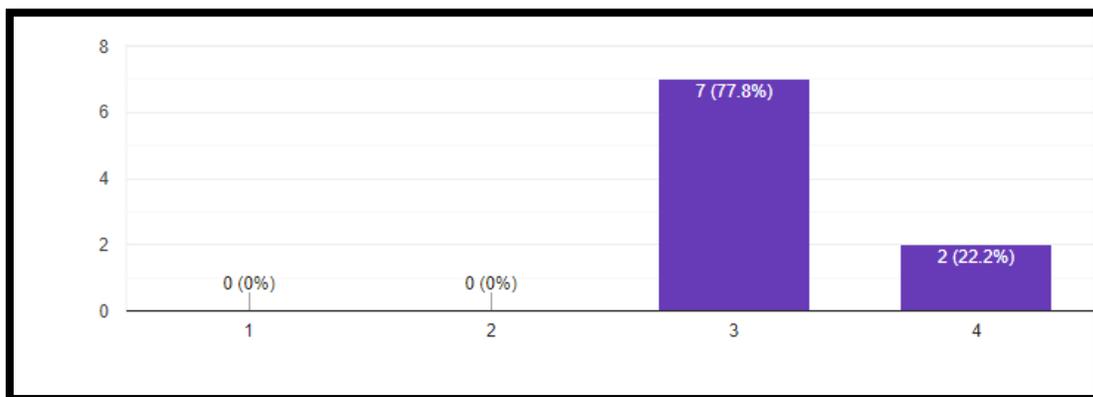
Table 28: *Knowledge of Classroom Management*



Implementation Confidence

Although the majority of participants believed they had a high level of classroom management, the majority of participants, 77.8%, had a medium degree of confidence in implementing classroom management strategies and 22,2% believed they had a high level of confidence of implementing strategies.

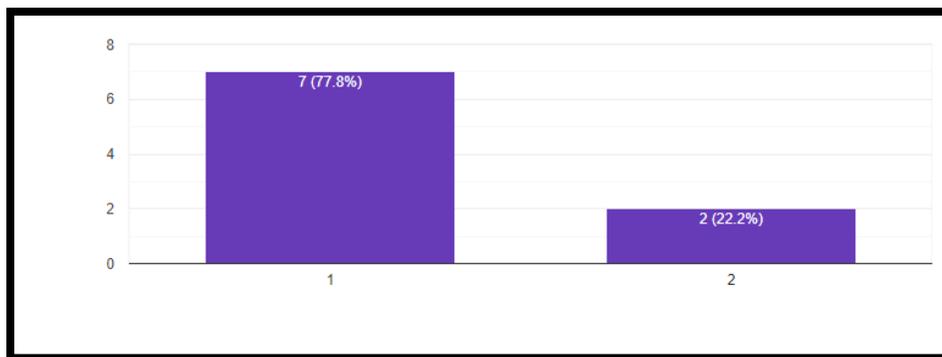
Table 29: *Confidence in Implementation*



Previous Experience Creating CMP

Although the majority of respondents had previously indicated they had a high level of confidence in implementing a classroom management plan, the majority of respondents, 77.8% indicated they have not created a classroom management plan. This is despite indicating they have a high knowledge of this tool. Only 22.2% of the respondents indicate they have created this type of classroom management tool.

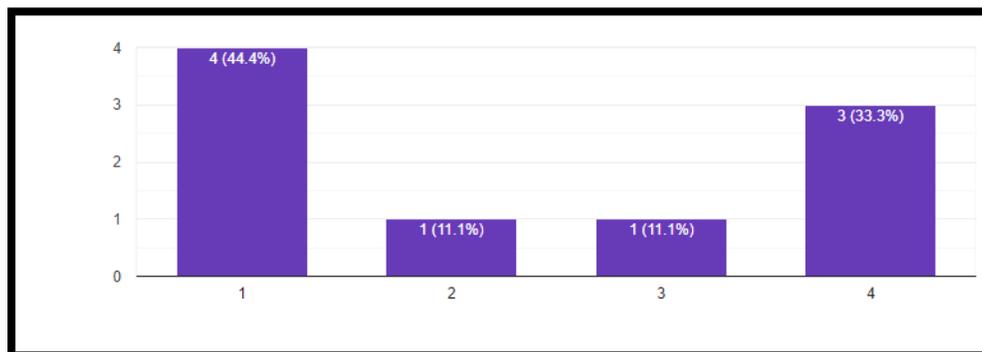
Table 30: *Created Classroom Management Plan*



Opportunity of Using CMP

Although 77.8% respondents previously indicated they had not actually created a classroom management plan, only 44.4% respondents indicated they had not had the opportunity to use a classroom management plan, 11.1% indicated they had started but stopped, 11.1% indicated at certain times they had the opportunity to use one and 33.3% indicated they had consistently used a classroom management plan.

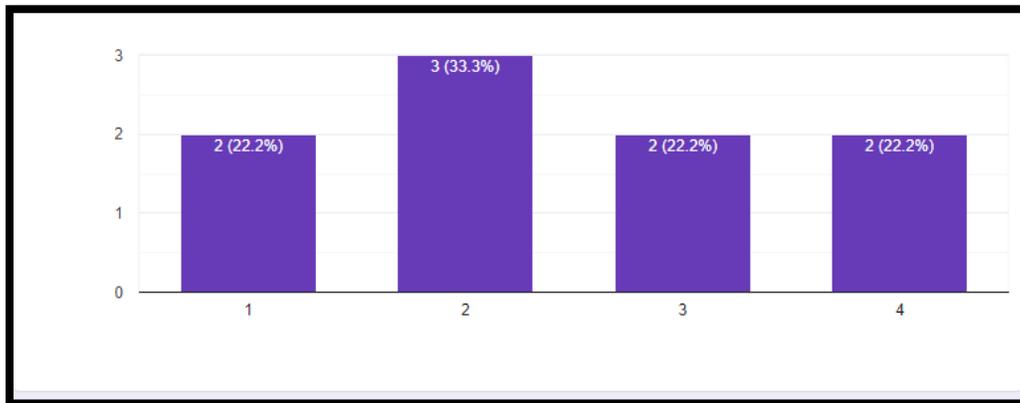
Table 31: *Opportunity to Use a Classroom Management Plan*



Expectations Taught

Respondents were asked if they had taught expectations for activities in class, 33.3% indicated they had attempted to teach expectations for 1-2 activities, 22.2% indicated they had for 3 activities, 22.2% indicated they had explicitly taught expectations for classroom activities and 22.2% indicated they had not taught expectations for activities in class at all.

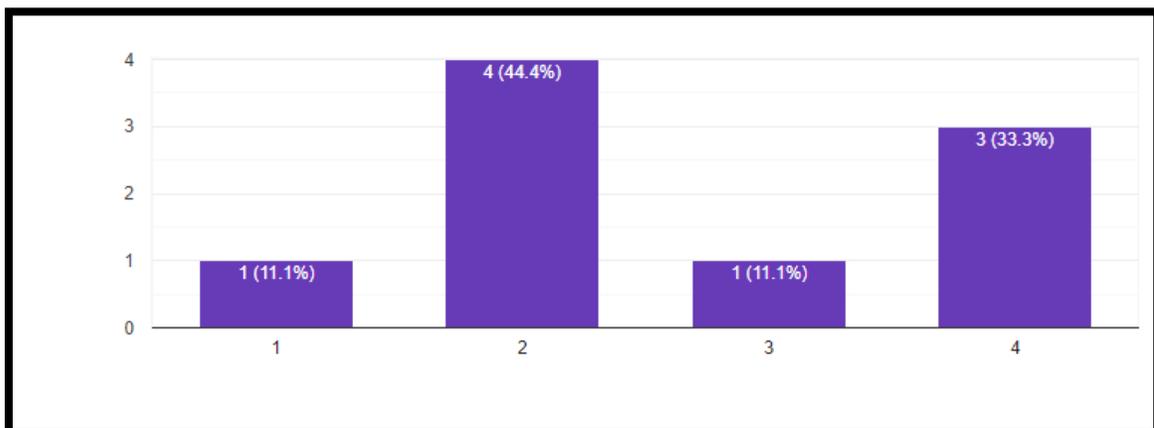
Table 32: *Taught Expectations*



Expectations Embedded

Respondents were asked if they had embedded expectations in a classroom environment, this involved teaching expectations reviewing, and reinforcing them until they become established routines within the classroom, 44.4% indicated occasionally, 11.1% indicated not at all, 11.1% indicated most of the time and 33.3% all of the time.

Table 33: *Embedding Expectations*



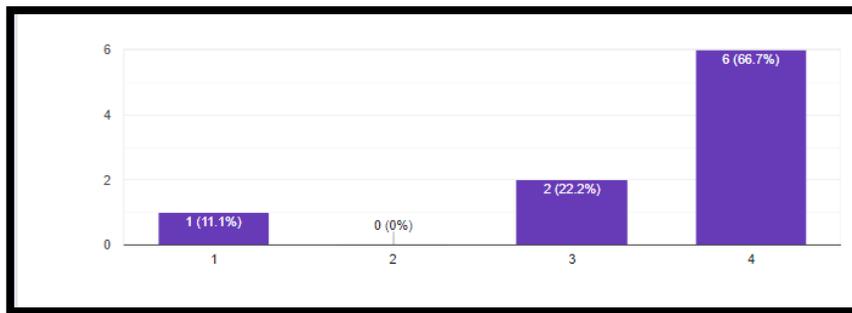
Practices Data

The following five items address respondents’ feedback on classroom management practices that were featured and modeled in the context of the tool presentation.

Helpfulness in Teaching Expectations

Respondents were asked if the tool was helpful in assisting them in teaching expectations and procedures, 66.7% indicated all of it was helpful, 22.2% indicated most of it was helpful and 11.1% indicated not at all.

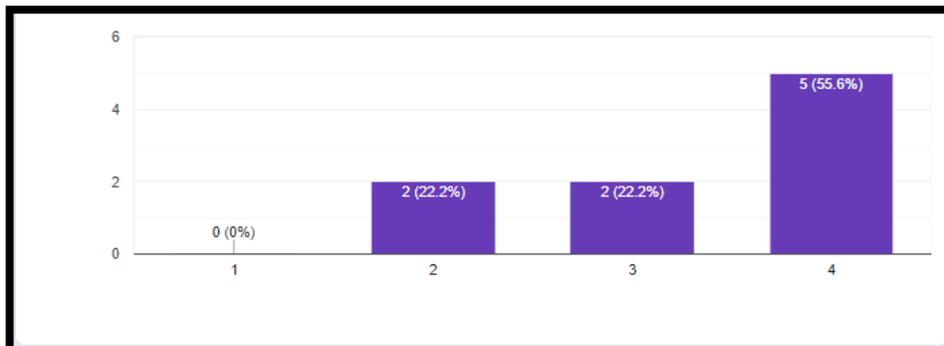
Table 34: *Helpfulness of Tool*



Currently Used Practices

Respondents were asked if the induction tool highlighted any practices they currently used, 55.6% stated all the tools highlighted were practices they currently used, 22.2% indicated it highlighted 2-3 practices they currently used, and 22.2% indicated the tool highlighted one practice they currently used.

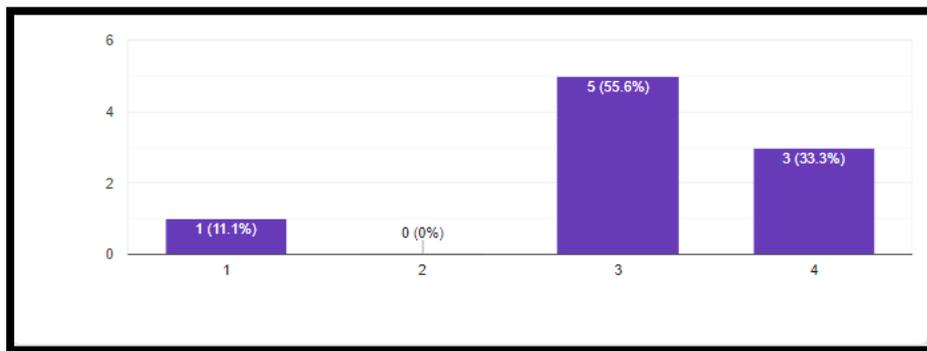
Table 35: *Practices Used*



Opportunity to Use Practices

Respondents were asked if this tool highlighted any practices they had opportunity to use, 55.6% indicated they had opportunity to use 3-4 of them, 33.3% indicated they'd had opportunity to use all of them and 11.1% stated they had not had the opportunity to use any of them.

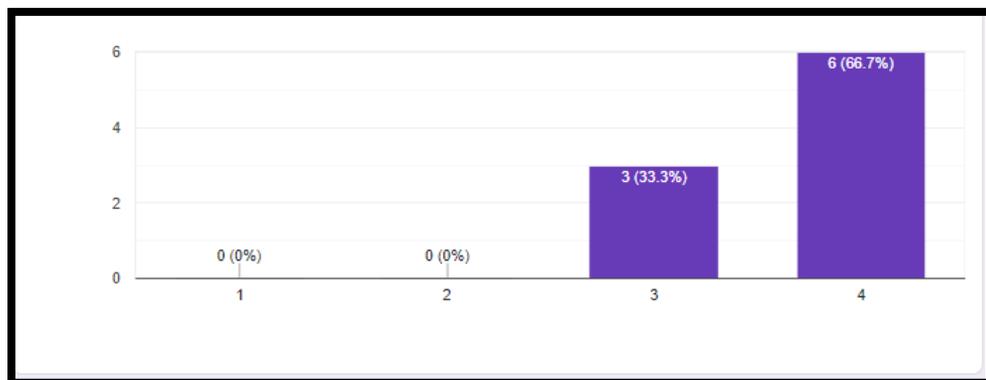
Table 36: *Opportunity to Use Practices*



Plan to Use Practices

Respondents were asked if the tool highlighted practices they planned on using, 66.7% indicated that they planned on using all of them, 33.3% indicated they planned on using 3 to 4 of the practices highlighted.

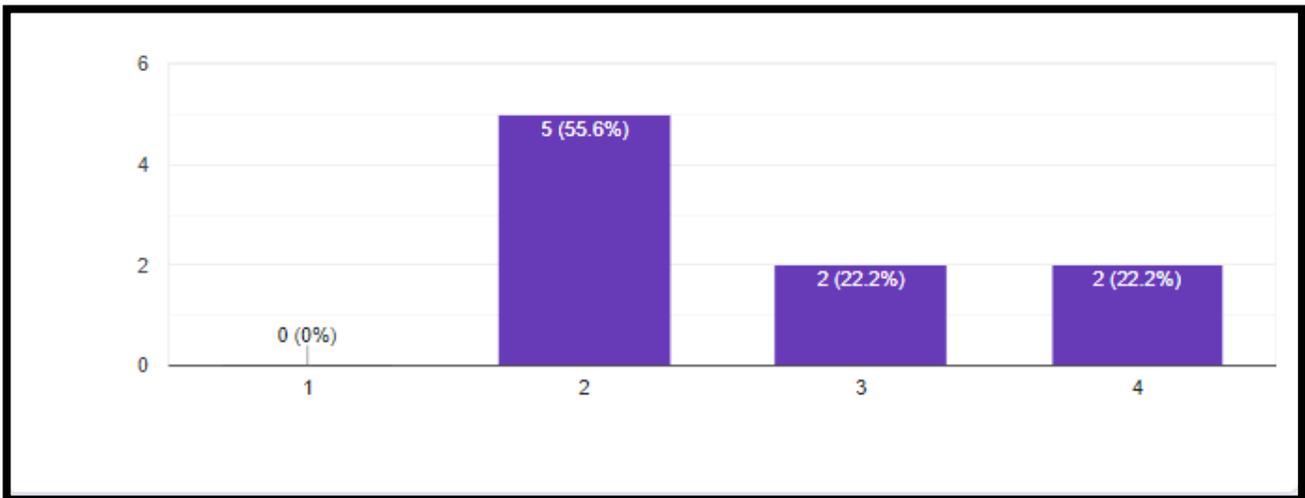
Table 37: *Highlighted Practices Plan to Use*



Level of Instruction in Classroom Management

Respondents were asked the level of classroom management instruction received prior to using the tool, 55.6% indicated instruction was received from student teaching, 22.2% indicated through the course of graduate course and 22.2% indicated they were self-taught.

Table 38: *Level of Classroom Management Instruction*

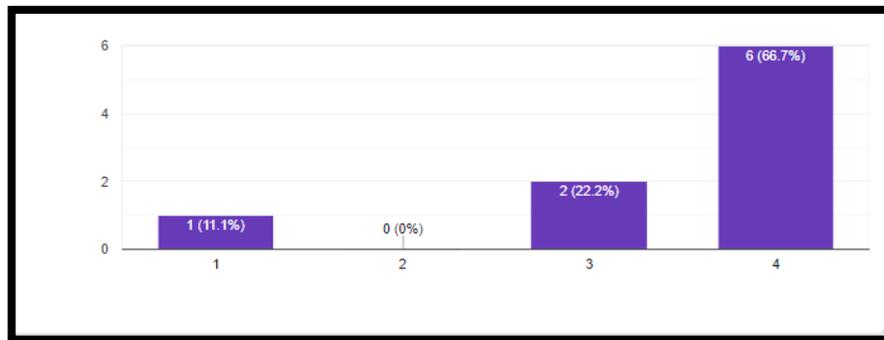
*Tool Benefit*

The following four items addressed the overall helpfulness of the tool regarding the tool's framework, featured information, and future tool creation.

Benefit of Practices Shared

Respondents were asked how much they benefited from the information shared on adding or enhancing practices, 66.7% indicated they in benefitted them to the point that they plan to make adjustments, 22.2% indicated the information was very relevant, and 11.1% indicated the information did not benefit them at all.

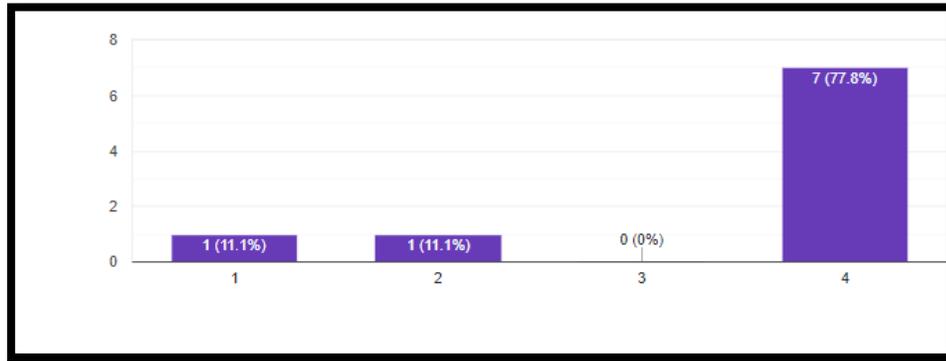
Table 39: *Benefit from Tool Information*



More Induction Tools

Respondents were asked if they would like to see more tools like the one presented, 77.8% indicated they would like to see as many as possible, 11.1% indicated they'd like to see 1-2, and 11.1% indicated they would not.

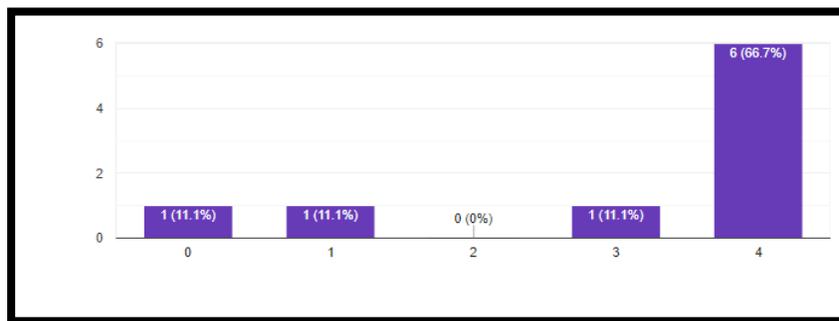
Table 40: *See More Tools Like This*



Additional Tool Topics

Respondents were asked what additional topics they would like to see in this tool, 66.7% indicated all of them (correcting misbehavior, increasing on task behavior and engagement, and embedding practices into daily routine), 11.1% indicated embedding practices into daily routines, 11.1% correcting misbehavior, and 11.1% indicated they wouldn't like to see any additional practices.

Table 41: *Additional Topics*

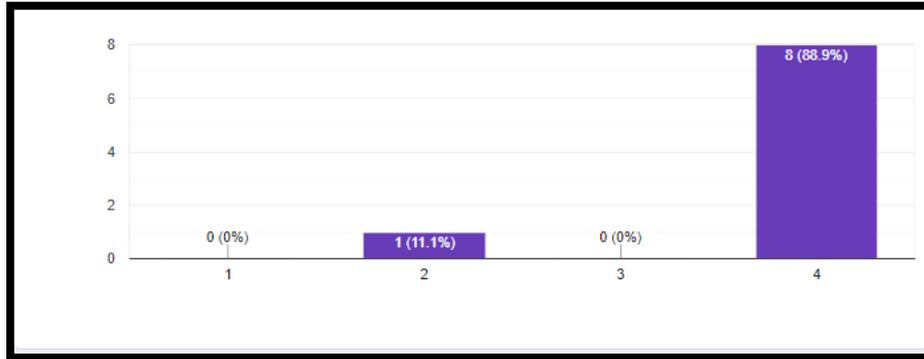


Benefit of Modeled Practices

Respondents were asked what the greatest benefit of the tool was, 88.9% indicated all of the practices (real life scenarios, modeling practices and identifying best practices) were equally of great benefit and 11.1% indicated modeling practices. This is a point of interest as previously

some respondents had indicated they did not feel they had benefited from the tool, yet all respondents conveyed there were components of the tool that were of benefit.

Table 42: *Greatest Benefit of Tool*



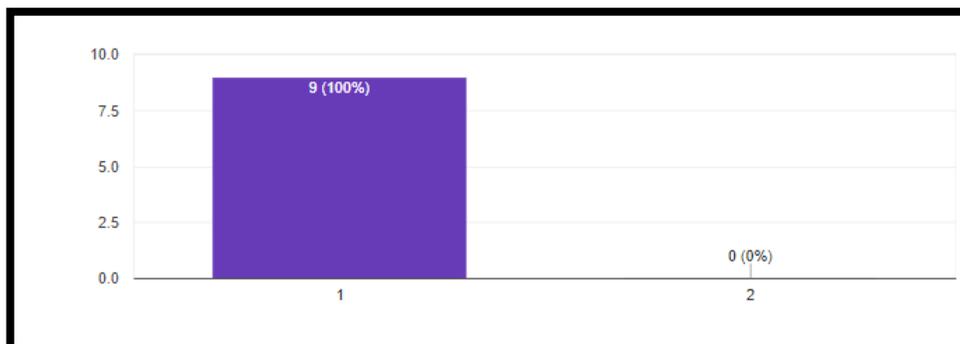
Future Use

The following three items address respondents degree of utilization of the tool and featured practices.

Recommend Tool

Respondents were asked if they would recommend the tool to others, 100% indicated they would. Again, in spite of some respondents indicating the tool had not benefitted from the tool, would not like to see additional topics or more tools, this is noteworthy that all respondents would recommend the tool.

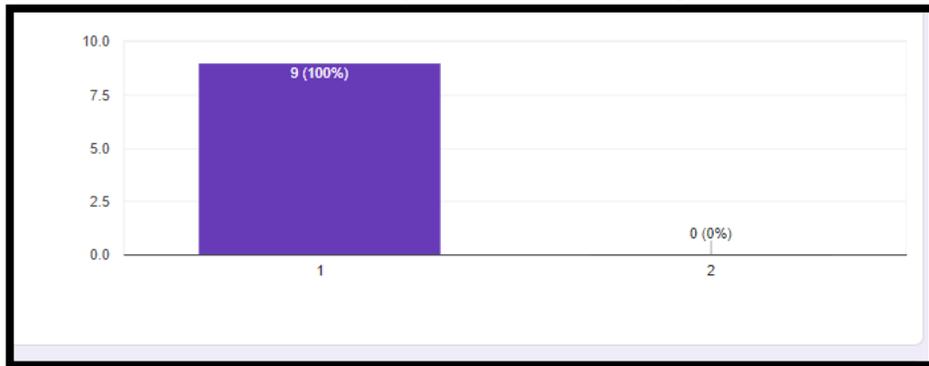
Table 43: *Tool Recommendation*



Plan to Develop CMP

Respondents were asked if they planned on developing a classroom management plan (as shown in the workshop and tool), 100% indicated they planned on developing a classroom management plan.

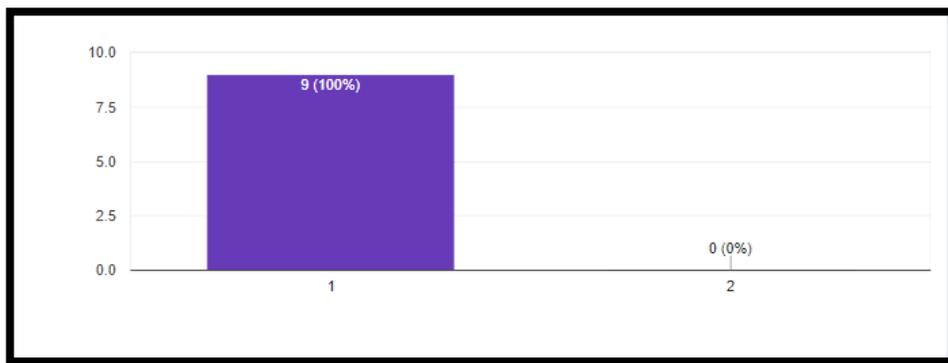
Table 44: *Plan to Develop a Classroom Management Plan*



Plans to Implement CMP

Respondents were asked if they planned on implementing the practices shared in the tool, 100% indicated they planned on implementing the practices.

Table 45: *Plan to Implement Practices*



Prospect of Implementation

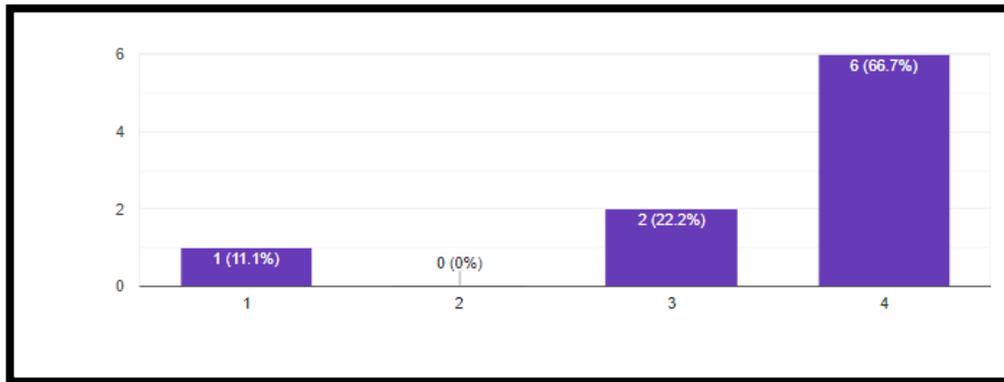
The following two items address respondents' feedback of the tool as a whole and indicated the degree which they are motivated to implement the highlighted practices.

Overall Degree of Helpfulness

Respondents were asked to what level they found the induction tool helpful, 66.7% indicated it was very helpful, 22.2% indicated it was helpful and 11.1% indicated it was not helpful.

Regardless of a response that the tool was not helpful, 100% of participants did convey they would develop a classroom management plan and planned to implement the practices that were shared in the tool.

Table 46: *Level of Helpfulness*

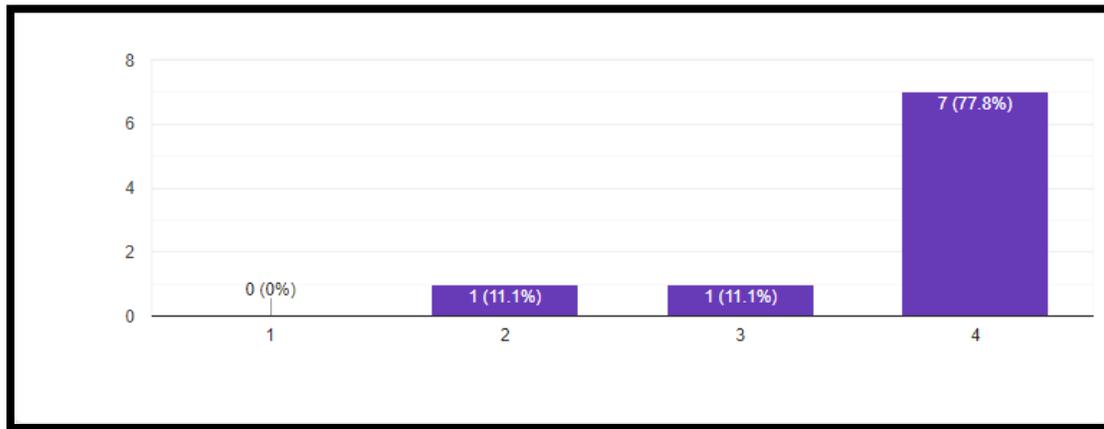


Degree of Practice Implementation

Participants were asked the level to which they planned on implementing the information shared in the induction tool, 77.8% indicated they planned on implementing these practices to a high degree, 11.1% indicated a medium level and 11.1% indicated a low level of implementation.

Again, although some respondents indicated they did not find the tool beneficial or helpful, all respondents showed a degree to which they planned on implementing the information shared.

Table 47: *Level to Which Plan on Implementing*



Conclusions

In terms of the level of efficacy, a slightly lower trend of efficacy is indicated by the participants in the pre-presentation survey. Responses for each of the questions consistently had continuum of responses that contained choices of very little, or moderate belief in demonstrating the practices whereas in the post presentation and tool viewing survey consistently showed a trend of a continuum of choices that ranged from very strong degree of belief to a great deal of belief in demonstrating the practices presented.

Data for the induction tool feedback survey indicated that participants believed they had a medium to high knowledge of classroom management practices with a medium to high level of their ability to implement them. The majority of respondents had been exposed to the practice of

creating a classroom management plan but had not had opportunity to use, implement it. The majority of respondents did have some experience of teaching expectations for activities and embedding these practices in a classroom environment.

Chapter V

Recommendations

Limitations:

The circumstances of the presentation of the classroom management and data collection was severely hampered by the beginning of the COVID pandemic. This classroom management training and data collection for the training and surveying beginning and pre-service teachers is a valuable model which can be replicated

Limitations to this study were

Sample Size- There was an inconsistency in the number of participants, 44 respondents to the pre-efficacy survey, 6 respondents to the post efficacy survey and 9 respondents to the Induction Tool survey. This is attributed to the fact that the pre-efficacy survey was given at the beginning of the virtual workshop where as the post efficacy survey and the Induction Tool Survey were sent as a follow up as the participants were closing out their semester and preparing for final exams.

Participant Selection-Participants were part of a virtual workshop that were more easily accessible during the course of the workshop. During the course of the workshop, technical difficulties were experienced, and participants indicated difficulty in receiving the survey. Also, this workshop was initially to be a face to face presentation but due to distance learning requirements put in place, time limitation affected participants ability to stay in the workshop to view the tool, receive and complete the post survey and induction feedback survey.

Participants were also preservice teachers with many conveying they'd had student teaching experience. While student teachers are given opportunity to have full run of managing the classroom environment, this environment is initially constructed by the cooperating teacher

Recommendations and Improvements

The majority of respondents indicated they had experience with classroom management, teaching expectations and embedding them in the classroom environment. An improvement in gathering this information would be identifying specifics on what that experience entailed as individual's perception of experience can vary. Additionally, respondents would be questioned on specifically what expectations were taught and how teaching of expectations what conducted

With regard to future research for this tool would be to do follow up with respondents once they become classroom teachers to observe level of implementation, maintenance and efficacy once preservice supports are no longer in place. As virtual instruction is moving forward, it would also be of interest to have examples of implementation of procedures, routines and establishing structure in online classrooms as well. Rufai, Alebiosu and Adeakin, (2015) state "In a physical classroom there is physical contact between the students and the instructor. This makes it easy for the instructor to enforce rules that are intended for effective classroom management. This

physical contact is elusive in a virtual classroom and yet effective classroom management is desired.” They further state the need for virtual pedagogy to develop higher order learning and critical thought among students. They further indicate these attributes are achievable through reflective and collaborative work, assessments and

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Appendix A

<p>Ross College of Education Speaker Series Day 5 10 a.m. – 12:30 p.m. ET April 24, 2020</p>	<p>You have been invited to a Vonage meeting.</p> <p>1. Click to join the meeting: https://chime.aws/2931184885</p> <p>Meeting ID: 2931 18 4885</p> <p>2. You can use your computer's microphone and speakers; however, a headset is recommended. Or, call in using your phone:</p> <p>United States: +1-267-866-0999 Meeting PIN: 2931 18 4885</p> <p>One-click Mobile Dial-in (United States): +1-267-866-0999 2931184885#</p>
 <p>Mrs. Vicki Gaddy Palm Beach County School District – Student Advocacy Specialist</p>	

Biographies

Vicki Gaddy, M.S.

Vicki Douglas Gaddy was born in Beaver Falls, Pennsylvania to the parents of Elizabeth Asche and William R. Douglas. She graduated from Rochester Area High School where her father served as principal. She then attended Geneva College in Beaver Falls Pennsylvania where her mother was an artist and humanities professor. Her parents' example as educators and love of and dedication of working with children, inspired Vicki to seek a degree in the field of education. She graduated from Geneva with a bachelor's degree in Elementary Education. Upon graduation, Vicki was recruited as teacher for the School District of Palm Beach County where she launched her

career as an educator at East Lake Middle School in Pahokee Florida. After several years of teaching, Vicki pursued her master's degree in elementary education from Palm Beach Atlantic University. Over the course of several summers, Vicki had the privilege to work as a staff member of the Inner City Youth (ICY) summer program working with students K-12 on developing and strengthening academic, cultural and social-emotional knowledge and skills. Vicki has worked for the school district for 34 years where she has been a classroom teacher for various grade levels, a math coach and a Single School Culture Behavior Coach. Currently, Vicki works as a Student Advocacy Specialist for the Department of Support Services. Vicki is in the process of completing her doctoral degree in Educational Leadership at Lynn University. Vicki has been married to Terry Gaddy for 34 years and has two children Aschely and Denton and one grandson Adrian. Vicki's favorite quote and motivational reminder is from Dr. Rita Pierson which states, "Every child deserves a champion, an adult who will never give up on them, who understands the power of connection, and insists that they become the best that they can possibly be."

**SESSION WILL BE HELD VIRTUALLY USING
AMAZON CHIME**

Appendix D

Induction Tool Survey

Form description

1. Before I begin this survey I agree that I have viewed the New Teacher Induction Tool. I give my consent and agree to participate in the following survey. I understand this survey is anonymous, strictly voluntary and does not affect my grades or future employment with the school district

yes

No

3. My knowledge level of classroom management is (1=None, 2=Low, 3=Medium, 4=High)

	1	2	3	4	
None	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	High

4. My confidence level at implementing classroom management strategies is (1=None, 2=Low, 3=Medium, 4=High)

	1	2	3	4	
None	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	High

5. I have created a classroom management plan (a summary of my classroom rules, policies, procedures, and routines) prior to this training

	1	2	
Yes	<input type="radio"/>	<input type="radio"/>	No

6. I have had an opportunity to use a classroom management plan (1=Not at all, 2=Started but stopped, 3=At certain times, 4=Consistently)

	1	2	3	4	
Not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Consistently

7. I have taught expectations for activities in class (1=Not at all, 2=Attempted for 1-2 activities, 3= Attempted for 3 activities 4=Explicitly)

	1	2	3	4	
Not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Explicitly

8. I've had an opportunity to embed my expectations in a classroom environment (1=Not at all, 2=Occasionally, 3=Most of the Time 4=All the time)

	1	2	3	4	
Not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	All the time

9. This induction tool was helpful in helping me to see how to teach expectations and procedures (1=Not at all, 2=Somewhat, 3=Most of it was, 4=All of it was)

	1	2	3	4	
Not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Consistently

10. This tool highlighted practices I currently use (1=None, 2=1-, 3=2-3, 4=All)

	1	2	3	4	
None	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	All

11. This tool highlighted practices I've had opportunity to use (1=None, 2=1-2,3=3-4-4, 4=All)

	1	2	3	4	
None	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	All

12. This tool highlighted practices I plan to use (1=None, 2=1-2,3=3-4, 4=All)

	1	2	3	4	
None	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	All

13. Prior to using this tool, my level of classroom management instruction consisted of (1=None, 2= Student Teaching, 3=Graduate, 4=Self Taught)

	1	2	3	4	
None	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Self Taught

14. I benefited from the information shared on adding and enhancing practices (1=Not at all, 2= A few useful tips, 3=Very relevant, 4=Plan to make adjustments)

	1	2	3	4	
Not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Plan to make adjustments

15. I would like to see more tools of this type (1=No, 2= 1-2, 3=3-5, 4= As many as possible)

	1	2	3	4	
No	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	As many as possible

16. Additional topics I would like to see are (1=Correcting Misbehavior, 2= Increasing on task behavior and engagement, 3= Embedding practices into daily routines, 4=All of these topics)

	0	1	2	3	4	
None	<input type="radio"/>	All of these topics				

17. The greatest benefit of this tool is (1=Real life scenarios, 2= Modeling practices, 3= Identifying best practices, 4=All of these topics)

	1	2	3	4	
Real life scenarios	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	All of these topics

18. Would you recommend this tool to others?

	1	2	
Yes	<input type="radio"/>	<input type="radio"/>	No

19. After viewing this tool, I plan on developing a classroom management plan

	1	2	
Yes	<input type="radio"/>	<input type="radio"/>	No

20. After viewing this tool, I plan on implementing the practices in my classroom management plan

Yes 1 2 No

21. The level to which this tool was helpful was (1-Not helpful, 2=Slightly helpful, 3=Helpful, 4=Very helpful)

Not helpful 1 2 3 4 Very helpful

22. The level to which I plan on implementing information gained from this tool is (1=None 2= Low, 3=Medium , 4=High)

None 1 2 3 4 High