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Preparing New Teachers to Manage the Modern Classroom

Cody Kaminska
The College at Brockport

PREPARING NEW TEACHERS TO MANAGE THE MODERN CLASSROOM:

Bridging Theory and Practice

by

Cody J. Kaminska

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APPROVED BY:

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Advisor   Date

_____ _____

Reader   Date

_____ _____

Reader   Date

_____ _____

Chair, Thesis Committee   Date

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Abstract

Classroom management is broadly defined as the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, on task, and academically productive during class. A teacher's skills as a classroom manager are vital to being an efficient and effective teacher, no matter how knowledgeable a teacher may be on a subject. However, while most college curriculums focus on pedagogy and curriculum-building skills, most do not place explicit focus on classroom management strategies. This leaves many teacher candidates feeling ill-prepared to manage a classroom upon leaving academia. This paper explores the necessity of creating a college-level course dedicated to merging academic theory with research-based practices as they are performed in the field in an attempt to further prepare teacher candidates for the realities of modern classroom management.

Chapter 1: Introduction

Problem Statement: Secondary teachers are not adequately prepared or willing to implement effective classroom management strategies and fair disciplinary action, creating potentially disastrous learning outcomes for students.

The public education system in the United States is an ever-changing, ever-evolving institution. Sometimes slowly, sometimes too quickly, the American classroom has been influenced by factors of discrimination, economics, politics, war, and most recently, technology. It is no coincidence that the factors that influence life in the educational system are also the clearest influencers of culture at large. To that end, teachers both respond to and create the culture that dictates how a class will operate in terms of academic performance and appropriateness of behavior. Teachers are well trained in methods of responding to cultural and technological shifts. Teacher candidates that are still in universities spend semesters taking courses that are dedicated to socioeconomic sensitivity and crafting culturally relevant pedagogy, while teachers that have entered the workforce are given numerous opportunities to go to technology workshops to become more familiar with the latest hardware and software. However, teachers are rarely exposed to ideas on classroom management.

Classroom management can be defined as a teacher's ability to create and facilitate an environment conducive to student engagement and learning. Ultimately, a teacher's academic proficiency is only as useful as their ability to engage with students in a positive way that allows their knowledge to pass on to the next generation. Considering that classroom management is such a vital skill, it is surprising that young teachers feel increasingly unprepared in regards to their classroom management abilities. Perhaps this is from a lack of formal training, as many teacher candidate's feel as though they only learn classroom management tactics and strategies

from the teachers they worked under during their field study. Even when this apprenticed form of learning is considered, though, young teachers do not feel as though their techniques will be as effective outside of that specific classroom. This is because classroom management has stubbornly avoided the evolution and change the educational system has gone through, even as the classroom itself has changed immeasurably in the same amount of time.

Classroom management is often thought of as synonymous with disciplinary action. This assumption is incorrect, but it is also an understandable conclusion to reach. This is because the dated, stereotypical idea of a classroom is that of a teacher lecturing at the front of a room, and students dutifully taking notes. This version of a classroom is archaic at best, and wrongly imagined at worst. The difficulty then is that young teachers are learning classroom management strategies from an older generation of teachers that have wielded the authority given to them by an old classroom and cultural understanding in which the teacher teaches and the students listen because that is what is expected of them. This is a somewhat negative view of classroom management which opts for a reactive negative response as opposed to a preemptive positive engagement. Classroom management is not waiting for a student to fail or disengage and then reprimanding the student. High quality classroom management practices actively seek to proactively prevent students from disengaging with content in the first place. These forward-thinking practices will be discussed at length in chapter three. However, supervising teachers are using methods that are often built on their stature as a long-standing teacher in their community, and thus rely on old understandings of authority that only teachers from a previous era can expect to work.

Significance of the Problem:

The modern teacher is not sent out into the field with adequate strategies to manage the modern classroom. However, the teacher is rarely the victim of this oversight, especially after the teacher becomes tenured. Instead, it is the students under the teacher that suffer most. Students across the board perform worse in terms of academic performance when a teacher cannot effectively create a positive learning environment. When a teacher cannot contain and engage a student body inside their lessons and strategies, disciplinary action is often outsourced to their school's administration. Administrative punishment is more likely now than ever before to include removal from the classroom, whether through in-school suspension, out-of-school suspension, or expulsion in extreme situations. The mark of a teacher with high functioning management skills is his or her ability to keep students mentally on task and physically in class. Time spent in class shares a positive correlation with academic performance. This means that when an educator fails to motivate students to engage in a positive way with their learning environment, behavioral issues begin to cause classroom distress, which, if not handled properly in class, becomes a problem that administration has to respond to without the nuance that a teacher could potentially have used. This leads to more students missing more class, which leads to poor academic achievement.

Bleaker still, a teacher that cannot manage a class sets up the most vulnerable populations of students for failure both in and outside of the classroom. Minority groups, especially children of color and those in the LGBTQ+ community face suspensions at a considerably greater rate than other students. This is a form of discrimination that is well and truly institutional in nature, as these uneven punishments are reflected in another statistic: prison population percentages. The school-to-prison-pipeline is an idea that has recently come into vogue due to the astute research

performed and completed surveys of the juvenile detention system. A positive correlation exists between the number of times a student has experienced exclusionary discipline and the likelihood that a student will one day enter the justice system. According to a 2011 study performed in Texas, students that were suspended or expelled for a non-violent offense were almost three times as likely to come in contact with the juvenile justice system within the subsequent year (Fabelo et al 2011). It may be easy for someone looking in from the outside to think that these students who go on to disobey the law were always just "bad eggs" that refused to participate in school. A true educator does not have the luxury of this lazy conclusion. Every student must be seen for everything they can be, and effective classroom management strategies can keep these so-called "bad eggs" engaged and inspired in their learning.

Indeed, just as poor classroom management leads to poor results, a positive environment can have an equally positive impact on a students' academic careers. Teachers who engage in research-based classroom management practices see less interruptions than those who do not use such practices (Gage et al, 2018). Less disruptions means more learning time for students, less disciplinary action, and by extension, less disciplinary action at the administrative level. Even more importantly, positive classroom management experiences also reach an important, previously marginalized minority of students with emotional or behavioral disorders. These are students that are most likely to be removed from the classroom, which also means that they are the students that stand to gain the most from teachers who can keep them engaged inside the classroom. The reward of classroom management proficiency is just as great as the opportunity for loss caused by ineffective practices.

Purpose:

Classroom management is a complex, terrifying prospect for young teachers. Unfortunately, it is also one of the most difficult skills to master and can be frustrating to teach. It is also a skill that is largely considered natural in good teachers. This misconception often prevents evolution in strategies, as teachers don't bother teaching a skill that "you either have or you don't." This leads to a certain stigma surrounding the use of new strategies and researched based practices, as it is an affront to a teacher's ability to be engaging to recognize that some students are not immediately drawn to their teaching method. Teachers have confused and muddled the ideas of being "liked" with ideas of being respected and interesting. It is true that an experience can be more positive for a teacher if a class likes him or her, but a connection with an educator is not the same as a connection to the education material. This stigmatization of strategy over natural charismatic authority can be a major obstacle to teacher candidates' proper preparation for positive engagement with course content.

Fighting this stigmatization begins when educators are in the midst of their own formal education. In academia, focus has been placed on curriculum construction, lesson planning, and practices to improve school wide literacy. In contrast, classroom management training is rarely a focus, and most student teachers report that their only experience with classroom management comes from working in the field (Chistofferson and Sullivan 2015). While experience and time do often prove to be the most effective learning device, the challenge for new teachers is in implementing strategies they have learned in the classroom while they are in the field. The practice of taking a research-based classroom management strategy and applying it during the student teaching process is often unpoliced, unmonitored, and altogether neglected. The application of effective classroom management strategies is the key to understanding how

different methods impact different students and their learning outcomes. It also allows the teacher candidate to explore what research-based strategies feel most natural in their classroom.

Exposing and allowing for a teacher to attempt multiple management strategies over the course of their fieldwork also introduces the teacher candidate to one final, crucial concept of classroom management. Management rarely exists in a vacuum outside of a lesson plan or a curriculum. In fact, it is a synergistic experience when both the material and the learning environment are equally as engaging to a student. Effective management can also make working with content that would otherwise be non-engaging or uninteresting to a student a remarkably positive experience. By making space in the student teaching process for a young teacher to understand that one management style does not fit all styles of lesson plans, a student teacher can learn very early on in their careers how and why certain methods are more effective in certain situations.

Effective teacher educators use theory and research to inform their classroom management practices. In this essay, I will provide a framework in which student teachers may choose, reflect on, and receive effective and targeted feedback from both their college professors and the teacher they complete their fieldwork under. I will also look at what exactly the leading research-based methods of classroom management are, and how to marry classroom management to well-thought-out lesson plans. By seeking better solutions to these common issues, student teachers can expect to be better prepared to take proper control of their classroom environment in order to produce significantly improved academic outcomes for all students.

Rationale

Cultural, technological, and socioeconomic factors have changed the way that students engage with their learning and their teachers. Each successive generation has changed the classroom in some way, and educators have responded with changes in curriculum and pedagogy. However, classroom management strategies have not been so quick to change within the same amount of time. The days of a teacher standing in front of a room and lecturing to students who respect the teacher's authority on the basis that a teacher is inherently respected are long passed. Responding to this cultural shift in which teachers must work harder and more creatively to earn their students' positive engagement with their learning environment is crucial to maintaining and improving learning outcomes in a rapidly changing world. To help both students and teachers, universities should implement and enforce programs and assignments wherein teacher candidates have an opportunity to implement specific, research-based classroom management strategies during their fieldwork.

Definition of terms

- Classroom Management – the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, on task, and academically productive during class

- Pedagogy – the method and practice of teaching

- Culturally Relevant Pedagogy – Adapting pedagogy to meet the needs of a diverse classroom to improve engagement

- School-to-Prison-Pipeline (StPP) – a construct used to describe policies and practices, especially with respect to school discipline, in the public schools and juvenile justice

system that decrease the probability of school success for children and youth, and increase the probability of negative life outcomes, particularly through involvement in the juvenile justice system

- Research-based strategies – Referring to any concept or strategy that has been well documented and analyzed for proof of efficacy with objective data.

- Curriculum – the content that comprises a course at the high school level

- Exclusionary Discipline – any type of punishment that removes students from an educational setting (in-school suspension, out-of-school suspension, expulsion)

- Juvenile Detention – where young people under the age of 18 years are detained while under the supervision of the justice system

- Emotional and Behavioral Disorders (EBD) – any disability characterized by an inability to maintain interpersonal relationships with peers and teachers and/or consistent inappropriate behavior under normal conditions

- Pre-service teacher / Teacher Candidate / Student Teacher – Teachers that are still completing their college-level education

Summary Statement

To help both students and teachers improve learning outcomes, universities should implement and enforce programs and assignments wherein teacher candidates have an opportunity to implement specific, research-based classroom management strategies during their field work.

Chapter 2: Literature Review

It is easy, at times, to overlook the importance of classroom management skills while inside a college setting. "After all," the certified-teacher-to-be may tell themselves, "if my lesson is properly engaging and the content is interesting, students will be too busy enjoying themselves to need any kind of management, disciplinary or otherwise." Of course, this uninitiated teacher is speaking from a complete lack of experience, surrounded by other like-minded academics who find his or her content just as interesting, forgetting what it's like to be a high school student that is intent on doing anything except the work put in front of them. Effective classroom management allows teachers to bridge the gap between how their lessons are, hypothetically, supposed to engage their students, and how the students actually engage with their task at hand. While management and curriculum are separate ideas, they are symbiotic and intertwined at their core. In academia, it is not uncommon for classroom management skills to be taught alongside teaching methods for engaging students with emotional and behavioral disorders. However, every classroom, and every student, benefits greatly from effective classroom management and positive environments. While it is tempting to assume that students with more typical emotional and behavioral backgrounds do not need the same, intensive, research-based strategies to encourage them to contribute in an academic setting, it is also lazy at best and negligent at worst to not actively present students with opportunities to be active learners. More than this, if a teacher does not have the ability to manage a classroom effectively and must resort to exclusionary discipline, that educator runs the risk of setting a child up for failure to the highest degree.

When classroom management fails:

When classroom management techniques fail, teachers often reach for disciplinary measures as a final resort outside the purview of the classroom management strategy they have chosen to implement. In short, administrative based exclusionary punishment, such as in-school suspension, out-of-school suspension, and expulsion, are all results of a failure to manage student behavior in the classroom setting. The application of suspension is no longer limited to violent offenses or offenses that threaten the safety of a school. Instead, suspension is now used in response to offenses more related to failures of classroom management, such as disobedience and disrespect, defiance, and general classroom disruption (Skiba et al, 2014). The number of suspensions is also growing. In 2010, over 3 million students faced suspension in the United States. In 1974, the number of students suspended was closer to 1.7 million (Losen & Gillespie). This is largely due to administrative "Zero Tolerance" policies, which have been opposed by a growing number of educators in recent years.

The student body of the United States is also affected by disparities caused largely by race and socioeconomic status. African American students are the most disproportionately impacted social group in terms of total suspensions at all academic levels. In 2014, black students represented 15% of all students in the United States, but 44% of all students suspended more than once are African American, which also account for 36% of all expelled students (Anderson & Ritter, 2017). There is also consistent evidence of disproportionate disciplinary measures among students with disabilities (Krezmien, Leone, & Achilles, 2006), who are almost twice as likely as students without disabilities. While the systemic causes of these statistics are worth looking into, it is worth looking into the kind of path these statistics can cause themselves. The legacy of exclusionary discipline has become known as the school-to-prison pipeline.

Skiba, Mariella, and Williams define the school-to-prison pipeline as:

"a construct used to describe policies and practices, especially with respect to school discipline, in the public schools and juvenile justice system that decrease the probability of school success for children and youth, and increase the probability of negative life outcomes, particularly through involvement in the juvenile justice system (2014)."

The effect of the school-to-prison pipeline (STPP) is self-explanatory, but the connection between school discipline and the justice system is not. The simplest explanation of how the STPP works is that exclusionary punishment leads to even further academic disengagement, which leads to increasingly poor learning outcomes such as dropping out, which leads to negative life outcomes, like decreased wages and, of course, entering the justice system (Skiba et al. 2014). In a retrospective study of youth found in juvenile detention, sixty-one percent of those interviewed reported being suspended or expelled a year before entering the justice system (Sedlak & McPherson, 2010). Keeping students away from these punitive measures and inside classrooms is a matter of life and death, and the current lack of a cohesive effort to train preservice teachers to be effective classroom managers as a way to keep kids in the classroom, avoiding administrative action, shows a dangerous lack of care from a system that desperately needs updating.

All of the risks associated with the STPP and exclusionary discipline could perhaps be at least understood if the data supported the practice as a practical way to boost learning outcomes for schools as a whole. However, none of the data available supports this idea. In fact, some of the more recent research from Lacoe and Steinberg (2018) suggest that school grades are negatively impacted in direct relation to the number of suspensions a school gives out. Unsurprisingly, having students out of the classroom leads to those same disgruntled students to

have worse learning outcomes, which is exactly what Arcia (2006) found in a three-year study that discovered and mapped the negative relationship between student reading achievement growth and the number of days a student was suspended. The damnation of exclusionary discipline only becomes more severe though, when learning outcomes are set aside, and it is evaluated strictly on its impact on student behavior. Suspension, in a cruel irony, does not dissuade students from behaving in such a way that earned a suspension. In fact, suspension can be used as an accurate indicator of higher future rates of suspension (Bowditch, 1993). Removal from school has become an exercise in futility, and is often used unnecessarily when teachers fail to control the classroom on their own.

When classroom management succeeds:

A lack of proper classroom management skills on a large scale may paint a bleak picture, but it is important to be mindful of the positive impacts a teacher proficient in management can have on students' learning outcomes and positive in-school experiences. Logically, if teachers that do not engage in effective classroom management strategies have students that are more likely to disengage or be disruptive, then teachers that do try to implement classroom management strategies are more likely to have students that do not disengage and have better learning outcomes. One study (Gage et al, 2018) found that a classroom led by a teacher that actively used classroom management strategies had a rate of disruptions at nearly half the rate of teachers that reported using relatively few tactics. More than just a higher quality of life on the job for the teacher, it is widely known that there is a positive relationship between student engagement and learning outcomes (Stronge et al., 2011). Students educated under teachers with control of their classroom receive a better education than students who learn in an environment that is not fully under the control of their teacher. These educators exercise control of their

classrooms through the use of research-based strategies that aim to preemptively address factors that often cause disengagement, such as difficulty in understanding content or an excess of youthful energy in the classroom.

Proper classroom management can also create previously unexpected outcomes for the education system's most vulnerable members, students with Emotional or Behavioral Disorders (EBD). Classrooms that contain a higher rate of students with EBD often report issues that teachers report as the most overwhelming, such as out-of-seat and noisemaking behaviors, as well as an increased rate of negative interactions with teachers (Sutherland et al., 2008). The good news, though, is with the implementation of research-based practices, tailored for the specific student or students with EBD, these commonly reported problems can often be reversed in the right environment.

Obstacles to the successful classroom management of tomorrow's teachers:

In a somewhat ironic twist, pre-service teachers who have the most access to information regarding classroom management and discipline act very similarly to the students they will most likely need to manage in that they do not use the tools available to them without a little prodding. Of course, this is not entirely their fault; there is very little focus on classroom management in modern curriculum. In fact, fewer than half of all education programs in New York required a course that was explicitly designed to teach classroom management (Hammerness, 2011). This leaves many pre-service teachers in the mindset that classroom management is more of a "bag of tricks" that can be pulled from and used separately, and not in conjunction with their instructional practices and goals (Doyle, 2006).

Perhaps then it is important to understand how preservice teachers' exposure to classroom management strategies is very limited. In a survey of 204 teacher education programs, Christofferson and Sullivan (2015) discovered that for most teacher candidates, classroom management training comes predominantly from supervised fieldwork and mentoring from a licensed teacher. However, a majority (60%) of students did report having been in at least one course dedicated to classroom management, suggesting some improvement in availability of classroom management education in recent years. In comparing these two settings for acquiring classroom management skills, pre-service teachers reported greater satisfaction with their learning experiences in the field. In addition, teacher candidates admitted to feeling more prepared for teaching after having had classroom experience. Truly, experience remains the best teacher.

Or at least, experience should be the best teacher. Time is ought to form bad habits just as it forms good habits if young teachers are not vigilant and weary of what they absorb from school cultures they are thrust into. Developing a professional identity as an educator does not happen inside of a vacuum, and the environment in which a preservice teacher begins their apprenticeship can have lasting effects on the young professional. This idea was originally put forth as an 'apprenticeship of observation' (Lortie 1975) that occurs when preservice teachers work closely under teacher mentors. A school's culture has the potential to infest and permeate through a young educator's core ideas of what it means to be an educator at the preservice teacher's most vulnerable point. A new secondary teacher may learn to play by a school's rules as they attempt to reach tenure, promising themselves that they will change the culture once they have the professional freedom to do so. Unfortunately, by the time a teacher reaches tenure they

have been properly socialized to their school, and are more likely than ever to perpetuate the environment that created them.

The greatest obstacle to new teachers, simply put, is a lack of real experience. They are tasked with taking theoretical concepts, strategies that have so far only existed on paper, and content that they do not know how students will respond to into a classroom. Usually as a student-teacher, in theory under the wing of an experienced teacher, these pre-service candidates have their first brush with the feelings of authority associated with leading a classroom to desired learning outcomes. In Weber's (1947) seminal work, authority is described in three ways. There is traditional authority, which is usually given to a leader (in this case, a teacher) by means of cultural norms, as well as legal authority, which is given to a leader through the establishment of rules, and finally, charismatic authority (Weber, 1947). Young teachers anecdotally tend to embrace charismatic authority, as it allows them to use their youthful energy as a way to connect with their students, in effect becoming the "cool teacher" that the students look forward to seeing (Pellegrino, 2010).

Unfortunately, charismatic authority is unsustainable. When pedagogy and content are taken into account separately from classroom management, it becomes clear that students that are likely to cause disruptions in the first place will never like a teacher more than they hate content that they feel forced to learn. Charismatic authority equates to a lack of classroom structure. Here, classroom structure can best be defined as a ruleset with clear consequences for breaking the rules and incentives for engaging with content in a constructive way. When a young teacher relies on charismatic authority, they teach under the false assumption that students will act in a responsible manner and do what is asked of them simply because the teacher is will liked. Without a consistent structure, there is no consistent recourse for when disruptive and

disrespectful behavior enters the classroom's atmosphere (Pellegrino, 2010). More unfortunate is that new teachers cannot expect appeals to traditional authority to work in the modern classroom, as the culture norms that allow for a mutual understanding of teacher-student dynamics are no longer in place in the common classroom (Pellegrino, 2010). This means that the modern teacher must expect and be prepared to establish legal authority through proper classroom management strategies and a clear, coherent set of rules. While these rules may be class specific, they will also be expected to align with school policy, school culture, and other administrative pressures. Rulesets are understandably difficult to craft in a way that is fair, clear, concise, and satisfying to every student. This is yet another area of classroom management that can be overlooked while the preservice teacher is still attending university.

The need for these skills is well documented and anecdotally understood, but there is clearly still a disconnect between preservice teachers, their education, and their classroom outcomes either in their student teaching or their first years as a teacher at the head of their own class. Researchers have found that a teacher's success in maintaining an optimal learning environment is an act of coordination between planned instruction and classroom management (Brophy, 1988). Yet, while teachers received focused, philosophy driven education about lesson planning and curriculum, it is a rarity to find a graduate student in education that has a coherent classroom management philosophy. According to Putnam's 2009 study, preservice teachers are more likely to cite practices (what they learned in their coursework) that are heavily reliant on teacher intervention, but when asked directly about their personal philosophy of classroom management, 75% of all teacher candidates included phrases that suggest a preference toward student-driven practices. This internal contradiction implies a lack of clarity in the education process for new teachers who are trying to marry the theoretical and the practical.

Chapter 3

BUILDING A FOCUSED COLLEGE CLASS TO BETTER PREPARE PRESERVICE
TEACHERS

If young teachers that have just exited the college experience are feeling as though they
are underprepared in regards to their classroom management skills, then a specific course should
be constructed to address that issue. While there are educational programs that have courses
dedicated to classroom management strategies and principles, very few programs place focus on
classroom management strategies during student teaching. This laissez-faire approach to student-
teaching may help teacher candidates find their footing in the particular school they have been
placed in, but it does little to help a teacher candidate reflect on and refine their craft in a focused
manner. In this chapter, I propose a curriculum to accompany student-teachers in their student-
teaching internship that would help them practice specific methods for classroom management.

Course Catalog Description

EDI XXX Classroom Management in Practice for Secondary Education. Designed to
accompany EDI XXX, Practicum and Seminar in Inclusive Adolescence Education. Candidates
will plan, use, and reflect upon the use of several research-based classroom management
techniques and strategies over the course of their full-semester student-teaching experience.

Objectives

- To develop an understanding of research-based classroom management strategies
- To implement research-based classroom management strategies in a real classroom

- To develop and refine classroom management strategies that align with the teacher-candidates teaching philosophy and style

- To determine the impact of research-based classroom management strategies on 7-12 learning

Rationale

This course is designed to provide teacher candidates the opportunity to familiarize themselves with research-based strategies and materials used in modern classroom management. Teacher candidates will explore the social, cultural, and philosophical implications of different strategies and the effect these strategies have on their classroom learning environment.

Text

Got Discipline? Research-Based Practices for Managing Student Behavior by Patrick L. Traynor.

Grading and Evaluation

As this course involves research outside of the classroom and implementation during student-teaching, the student's research and reflections will be evaluated by their college professor, while their implementation of different strategies will be evaluated by their SBTE.

Research and reflections – 40 Points

Implementation of strategies – 50 points

Final Reflection Project – 10 points

Total points – 100 points

CALENDAR

Week	Topics/Essential Questions	Readings/Reflection Questions/Implementation
1	**Understanding your own Philosophy** - What kind of teacher do you want to be? What do you remember about teachers from your own secondary education?	*Got Discipline?* Ch. 1-3 **Paragraph response:** - Can an educator be the "cool" teacher and still be effective?
2	**Developing a Ruleset** - Is it better to create class rules with students, or to develop your own rules? How strict should classroom rulesets be?	*Characteristics of Effective Classroom Rules: A Review of the Literature* **Paragraph Response:** What classroom rules are appropriate for my classroom's current culture? **Implement:** Create a ruleset for/with your classroom this week
3	**Start-of-Class Routines** - Why is it important to have routines in the classroom? How do we make sure students are prepared to learn by the time instruction starts?	*Got Discipline?* Ch. 21 Return Form Signed by Supervising Teacher **Journal Entry 1:** Describe your first week as a teacher. Are there any moments that stand out to you?

		Paragraph response: What kind of start-of-class routines can I implement in my classroom? **Implement a start-of-class routine**
4	**End-of-Class Routines** - Why is it important to end class in an orderly fashion? What tone can an effective end-of-class routine impart on a classroom?	*Got Discipline?* Ch. 21 **Journal Entry 2:** What changes in student behavior did you notice after you implemented a start of class routine? **Paragraph Response:** What kind of end-of-class routines can I implement in my classroom? **Implement an end-of-class routine**
5	**Monitoring and Desk Arrangement** - How can something as simple as desk arrangement impact student behavior?	*Got Discipline?* Ch. 16 *Seating Arrangements that promote positive academic and behavioural outcomes: a review of empirical research* Wannarka & Ruhl **Journal Entry 3:** Did adding an end-of-class routine improve your teaching experience? Did students stop packing up before class ended?

		Paragraph Response: What desk set-ups are available to me in my classroom? How active am I in my classroom?

Implement: If necessary and/or possible, change the desk arrangement in your classroom so you can better monitor student behavior. |
| 6 | **Multiple Intelligence Theory**

- How can appealing to multiple intelligences in the classroom help improve student behavior? | *The Effects of Multiple Intelligence Theory Based Teaching on Students' Achievement of Knowledge (Example of the Enzymes Subject)* by Sibel and Can.

Journal Entry 4: Has maladaptive student behavior become easier to snuff out since the desk arrangement was changed?

Implement: Use at least one lesson plan this week that caters to multiple intelligences. |
| 7 | **Incorporating Movement**

- How can teachers incorporate movement to prevent their classroom from becoming stale? | *How Do We Manage?* By Abby Blake

Journal Entry 5: Were there any surprises in your student feedback? Is |

		there anything you think you should change moving forward? **Implement:** Incorporate movement in at least one lesson plan this week.
8	**Using Games in Class** - How can games be used in lesson plans while still remaining a controllable environment?	*The Effects of Competitive Gaming Scenarios and Personalized Assistance Strategies on English Vocabulary Learning* By Wei et al. **Journal Entry 6:** How did students react to leaving their seats? Were they more engaged with the lesson? What could you improve next time? **Paragraph Response:** Have you used games like quizlet before in your own education? When might quizlet be difficult to implement? **Implementation:** Incorporate game-based learning into at least one of your lesson plans this week.
9	**Disciplinary Action** - What is your school's discipline policy? Have you needed to send a student to the office?	*Got Discipline?* Ch. 29 **Journal Entry 7:** What kind of game were you able to implement in your

		lesson plan? Did most students enjoy the game? Did students remain engaged? **Paragraph Response:** What are the risks involved with passing disciplinary responsibilities to administration?
10	**Final Reflections** - What have been your favorite research-based classroom management practices to implement? Why do you think they were effective?	Please submit the completed "classroom management checklist" signed by your supervising teacher. Please submit your "3 Favorite classroom management strategies" Final reflection project.

Rationale of Syllabus:

Week 1 – Understanding your own philosophy

In week one, the seminar-style class will ideally begin with a discussion amongst student teachers about what their personal philosophy on classroom management. In general, there are three broad categories of classroom management: lenient, rigid, and moderate. According to *Got Discipline* (the text the college class will mostly be centered around), lenient management involves a more laissez-faire approach, with relaxed expectations for students and how they behave. This is the most common approach that teacher candidates choose in an attempt to be the "cool" young teacher with which kids are able to relate. Unfortunately, this approach often leads to students' maladaptive behavior going unchecked and becoming increasingly problematic until

the student teacher must enlist the help of either his or her supervising teacher or worse, administration. On the opposite end of the philosophical spectrum is the rigid approach to classroom management. This stern style seeks to sterilize the classroom through the application of overreactive punishment to the smallest of offenses in the hopes of snuffing out insubordinate student attitudes before they have a chance to become disruptive to the classroom environment. A rigid style has the undesired side effect of stifling student expression and creates an environment that becomes hostile toward the student. While this style is not the most common among young teachers, student teachers that feel threatened or insecure may find themselves engaging in rigid classroom management practices in an effort to exert authority to an unnecessary degree. In the first week of this seminar, teacher candidates will hopefully come to the conclusion that the moderate approach to classroom management is most often the correct approach. In *Got Discipline* (Traynor 2005), the author notes that "a teacher who demonstrates self-control, consistency, and holds students accountable to a fair set of classroom rules characterizes the moderate approach." In week one of this course, candidates will engage in discussion based on these three general concepts and what their goals as classroom managers and teachers should be.

Week 2 – Developing a Ruleset

In week 2 of the teacher candidates' student teaching, candidates will regroup in this seminar to discuss how to create and implement a fair ruleset for their classroom. According to this week's article, *Characteristics of Effective Classroom Rules: A Review of the Literature*, a review of empirical and nonempirical recommendations for building effective rulesets, there are seven characteristics of effective classroom rules. Effective classroom rules are relatively low in

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number, created collaboratively with students, use words that describe positive behaviors rather than undesired behaviors, specific in nature, publicly posted, taught to students, and are directly tied to positive and negative consequences that are clearly stated (Alter & Haydon, 2017). Of these seven characteristics, the three most important were collaboration, teaching rules to students, and tying the ruleset to consequences both positive and negative. In an effort to prepare student teachers for their implementation and creation of these rulesets, this seminar will focus on rules that are already commonly understood inside the classroom they are teaching in and how to lead students in their rule creation. This includes methods of incorporating reviewing the ruleset into the following weeks' lesson plans. As this is the first week where a specific research-based classroom management strategy will be implemented, teacher candidates will be expected to document how effective they believe this strategy was implemented in their classroom.

Week 3 – Start-of-Class Routines

This week, the class will return to *Got Discipline?* To implement another rather simple classroom management strategy, the start-of-class routine. The placating power of routine cannot be overstated. When developing positive classroom learning environments, routines can create a sense of normalcy and grounding that allows a student to enter the appropriate mental state for learning. When routines are enforced and established, a breaking of a routine can feel similar to breaking any other cultural norm (Traynor, 2005). Routines, when effectively implemented, will often be policed and reinforced by the students themselves, without teacher prompting. With this in mind, week 3 of this seminar will focus on building a start-of-class routine into the teacher candidates' lesson plans. Start-of-class routines are typically meant to last anywhere between the first 3-5 minutes of a class period. According to Traynor, these routines should be designed to

make sure students are not only mentally prepared to start class, but are also physically prepared with notebooks, reading materials, and writing utensils. In the modern classroom, a "start-of-class" checklist that includes turning off or turning in cell phones is more pertinent than ever before. In their field experience this week, teacher candidates will be tasked with incorporating a start-of-class routine into their lesson plans for the duration of the week.

Week 4 – End-of-Class Routines

Just as the start-of-class routine can set the tone for class and prepare students to use time efficiently, an end-of-class routine can help by giving the class a definitive ending. Students often pack up for the end of class several minutes before the bell rings, regardless of what is going on in their class at that moment. This leads to moments of confusion and missed directions or assignments. By incorporating an end-of-class routine in week 4 teacher candidates can learn how to end class with a sense of uniform finality that ensures all students are ready to take home everything they may need, that all classroom materials are placed back in their appropriate positions, and that student responsibilities for assignments that they need to take home are made clear. As the reading from *Got Discipline?* notes, while disengagement at the end of a period is natural for students, they are often more likely to remain engaged if they have a consistent physical procedure that acts as a concrete cue for disengagement to be acceptable. This cue can be as simple as a class-wide call-and-response, or a checklist for returning materials.

Week 5 – Monitoring and Desk Arrangement

By week 5, teacher candidates will have been expected to begin to understand the personalities and attitudes of the students they teach, as well as which groups of students encourage each other's maladaptive behavior. One strategy for stopping synergistic troublemakers before they can even start is the use of desk arrangement to control the space of the classroom environment. In week 5, the seminar's focus will be on developing a floor plan for the teacher candidate's classroom while also discussing standard monitoring strategies to help navigate the new space. In *Got Discipline?* the author notes that monitoring, or creating a strong teacher presence by walking among students as they work is one of the most powerful and proactive management strategies. Further empirical research has come to a similar conclusion, stating that teacher proximity and students' physical orientation are responsible for the extent of student interaction and engagement (Wannarka & Ruhl 2008). While placing desks in rows is the most traditional configuration for a classroom environment, the study also notes that desk arrangement should be flexible, and respond to the needs of the material and lesson plan. The most common desk configurations that were scrutinized by the study were standard rows, clusters of four or more desks, and a semi-circle arrangement. While the study concluded that individual tasks in the classroom were best done in a row-based arrangement, as rows reduce off-task behavior, clusters produce the higher-quality collaboration, and semi-circle seating saw a rise in student questions to the teacher during instruction (Wannarka & Ruhl 2008). Because different seating arrangements are better or worse depending on the lesson plan, week 5 will see teacher candidates workshopping their lesson plans for the week, in an attempt to figure out which arrangement is right for their classrooms. They will be expected to implement these new arrangements and reflect on the efficacy of the switch in terms of behavior management.

Week 6 – Multiple Intelligence Theory as Classroom Management

Multiple Intelligence (MI) theory is the belief that there are eight separate categories of intelligence, as coined by Howard Gardner in 1983 and revised in 1999. These intelligences are separated as linguistic (the ability to use language, especially in writing), musical, logical-mathematical (the ability to use reasoning and symbols), spatial (the understanding of objects in a space), bodily-kinesthetic (athletic abilities), intrapersonal (control of one's thoughts or feelings), interpersonal (social abilities), and naturalistic (the ability to understand patterns in nature) intelligence (Tuckman 2011). ELA proficiency is expected to be expressed through one lens of intelligence – linguistic. However, a teacher willing to put effort into crafting assessments may be able to find a way for students to both meet the standard and express themselves in a way that is personal and engaging. In week 6, the seminar will focus on workshopping different ways to cater to multiple intelligences in teacher candidate lesson plans.

While the implementation of Multiple Intelligence strategies may take some creativity, teacher candidates will find that framing student learning in ways that appeal to a student's natural skillset and intuition will yield rewarding results. In a study seeking to prove the efficacy of teaching science outside of linguistic and logical-mathematical intelligences, researchers opted for several different teaching methods, inspired by Gardner's theories. However, instead of using non-traditional assessment, the research compared SAT scores of students that received traditional lesson planning and those that were given lessons inspired by Multiple Intelligence Theory. According to the study, there were no statistical differences between the scores of the students (Ucak et al 2006). This may seem like a mark against the implementation of Multiple Intelligence Theory, as in this instance, there was no obvious benefit for the overhauling effort made by the educators in the study. However, when students were asked to rate their continued

interest in the subject material, it was seen that those who were involved with Multiple Intelligence Theory had more positive attitudes toward Science and, observationally, were far more active in terms of class participation. These are the qualities of Gardner's theory that are hard to quantify, but also make it a useful alternative for teachers that are looking to spark interest in their content and generate positive engagement. This ability to spark interest may be why studies of elementary students are more favorable toward multiple intelligence theory. In a research paper centered on teaching third-grade students about enzymes, students that were taught according to Gardner's principles showed significantly higher retention scores than their counterparts who were taught using more traditional models (Sibel and Can 2013).

Week 7 – Incorporating Movement

While week 6 features the most direct influence of a teacher candidate's overall lesson plan, week 7 returns to adding small specific strategies to the teacher candidate's teaching toolkit. Here, the seminar will discuss how to effectively add movement to a lesson plan in a way that improves student engagement. The required reading for this week notes that restricting motion throughout the day can have a negative impact on students' on-task behavior (Blake, 2017). There are two general categories of physical movement that can be incorporated into lesson plans. One method is to incorporate "brain breaks" or energizer activities that are meant to depart from the content material inside the lesson plan. While this may seem counter-intuitive, as increasing time-on-task is a main concern of classroom management, the opportunity to relax for a moment allows students with lower mental stamina to reset and continue learning. The second style is meant to incorporate movement as a way of engaging with the content. Station work is a good example of this, while a gallery walk style lesson is another example. The task for the

seminar will be to workshop several moments of movement into their lesson plans throughout the week.

Week 8 – Using Games in Class

In week 8, there is a return to crafting a major portion of the lesson plan with classroom management in mind as the seminar discusses the gamification of learning, specifically, tech-based gaming in a modern classroom. While culturally relevant pedagogy offers us opportunities to show our students that the content of an English curriculum can have a direct connection to their lives, the gamification of learning can take the more outmoded and under-engaging aspects of learning and show students that learning at all levels can be brought to them in engaging ways. Take, for example, the difficulties most ELA teachers find in introducing new vocabulary to students. Often seen as a rote task embroiled in old methods of repetition and memorization, this building block of literature can now be taught through computer games. The results of early attempts to use the medium to create a more engaging message have shown promise. In a 2018 study, a class-wide competitive computer game was created to help students understand new vocabulary, and the results of the study indicated that gamifying learning helped to not only increase student retention rates, but also decreased student anxiety about learning material (Wei et al., 2018). The emphasis of the study was placed on how successful making learning a competitive task was for students. Amazingly, the main driver of anxiety in the standard classroom – comparison to the perceived ability of other students – became a driving force for better learning outcomes in the wake of a gamified learning process.

Week 9 -Disciplinary Action

Week 9 will see a return to philosophy as the seminar discusses a teacher's last resort in terms of classroom management, the referral to administration for further disciplinary action. For the last time, the seminar will also return to *Got Discipline?* which notes that if a teacher finds themselves writing referrals often, then no student will respect the severity of "the office" as a punishment. Diminishing returns aside, overusing referrals will also lose a new teacher credibility with the administrative staff (Traynor 2005). In order to avoid these problems, young teacher candidates should be prepared to handle most major maladaptive behavior with a different, more human appeal to authority with a call home to a poorly behaving student's parent. This week, teacher candidates will be asked to make at least one phone call home to a parent. Hopefully, the call will not have to be because of maladaptive behavior, but rather to praise a student.

Week 10 – Final Reflections

While this seminar has been focused on in-classroom strategies, one thing a young teacher can do to increase their effectiveness is spend time reflecting on what worked and refining their overall use of strategies in the classroom. Reflection is a powerful tool for the young educator. While reflection has been used in brief throughout this course, this final seminar dedicated to reflection will allow student teachers to understand what went wrong and what went right when trying to bridge the well-documented gap between educational theory and practice (Stenberg et. al 2016). This is why student teachers will be asked to complete a final reflection in which they create three separate lesson plans that incorporate three research-based classroom management strategies that they have studied during the course.

Chapter Four: Conclusions and Recommendations

Future secondary education level teachers are entering a field that has seen extreme change in the past two decades. 20 years ago, the biggest change to a classroom was the switch from chalkboards to whiteboards. After that, some lucky classrooms were given projectors, and with projectors, the advent of the ever-unreliable SMARTboard. Computer labs that were once outfitted with bulky, bright colored Macs and IBM computers that often served as expensive paperweights are now filled with sleek, high end computers, even as the concept of a computer lab is being made obsolete because of laptop carts and schools celebrating their brand-new one-to-one initiatives in which gives every student a personal laptop that can be used in every class. Along with the massive shift in technology came a shift in culture and socioeconomic structures that long influenced the way in which students understood their relationship with the educational system and their teachers. Because of this constant state of flux, teachers must also change their strategies in terms of pedagogy and delivery. As pedagogy has moved away from teacher-centered lecturing to student-driven learning and research, the need for teachers with effective classroom management skills is higher than ever, as keeping students on-task is a more complex challenge when students are meant to be independent learners. Unfortunately, young teacher candidates that are entering the field feel as though classroom management strategy is the area of teaching that is covered the least during their formal education.

The cost of poor classroom management is dire for both teachers and students alike. When a teacher cannot properly keep students on-task and eventually passes on the responsibility of consequences to administration outside of their classroom, student learning outcomes are greatly impacted, and life outcomes for the student may be even further impacted later in life. Students that face administrative exclusionary punishment such as suspension or expulsion are

almost three times as likely to find themselves in contact with the justice system at the juvenile level (Fabelo et al 2011). If universities and the educational system want to take these potentially disastrous learning outcomes seriously, a focus should be placed on teaching future teachers the classroom management skills that help keep at-risk students on-task and away from maladaptive patterns of behavior.

In an effort to draw attention to possible solutions to the problem of unprepared teachers, the author of this paper has constructed a hypothetical college-level course meant to be taken alongside the teacher candidates field experience. The college-level course focuses on marrying classroom management strategies that teacher candidates have learned on paper, and reflect upon the implementation of these strategies as they work in practice in a real classroom environment. The course uses eight research-based classroom management strategies and holds student teachers accountable for implementing these strategies under the supervision of the established supervising teacher. While the hypothetical syllabus highlighted these eight strategies, there is a plethora of research-based management techniques that could just as easily be taught. Ultimately, the purpose of the course is to allow future teachers to become comfortable with the implementation of varied strategies while they are still undergoing their formal education, and will thusly be more prepared to manage the modern classroom as they enter the workforce.

If this course were to be implemented, the next steps would be an evaluation of the student teachers' classroom management performance once they entered the workforce. This evaluation should be compared to the performance of peers that have not taken such a course. It is important to note that while this course was built around specific, useful, and research-based techniques, there is opportunity to change what specific strategies are taught at the professor's discretion. As long as the core mechanic of the class, learning about and then directly

implementing a research-based strategy is upheld, then the course will have maintained its

academic integrity.

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