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ACCEPTANCE

This dissertation, EXAMINING PRESERVICE TEACHERS' KNOWLEDGE ABOUT AND BELIEFS OF CLASSROOM MANAGEMENT, by KRISTEN MARIE HEIL, was prepared under the direction of the candidate's Dissertation Advisory Committee. It is accepted by the committee members in partial fulfillment of the requirements for the degree of Doctor of Philosophy in the College of Education, Georgia State University.

The Dissertation Advisory Committee and the student's Department Chair, as representatives of the faculty, certify that this dissertation has met all standards of excellence and scholarship as determined by the faculty. The Dean of the College of Education concurs.

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ABSTRACT

EXAMINING PRESERVICE TEACHERS' KNOWLEDGE ABOUT AND BELIEFS OF CLASSROOM MANAGEMENT
by
Kristen Marie Heil, Ed.S.

Teachers are at the forefront of national and state initiatives designed to foster positive student outcomes through classroom management (i.e., SEL programming; Adams, 2013); however, many teachers state their preservice training provides inadequate learning experiences on how to best meet students' diverse needs (Duck, 2007; Strawn, Fox, & Duck, 2008). Unlike content-area curriculum and instruction, minimal research has been conducted to expand our understanding of effective classroom management. The purpose of this study was to: (a) explore preservice teachers' perceptions of diverse pedagogical strategies that enhanced their confidence about and abilities in classroom management; and (b) assess how preservice teachers' personal beliefs about and approaches to effective classroom management can change as a result of explicit and applied learning in SEL programming (i.e., Responsive Classroom). Individual semi-structured interviews were conducted with 32 preservice teachers to obtain in-depth information regarding whether (and how) instructional methods used in their training program aided or hampered their knowledge and skill acquisition and assess for potential changes in participants' personal beliefs and approaches to effective classroom management. Hypothetical classroom management vignettes were administered at three measurement points during the first year of the participants' teacher preparation program to further explore how their approach to classroom management changed as a result of direct instruction and authentic school-based experiences. Inductive and deductive methods of thematic data analysis (Nastasi, 2009; Varjas, Nastasi, Moore, & Jayasena,

2005) were utilized to analyze interview data. Qualitative results suggest participants viewed both their enrollment in a stand-alone classroom management course and an applied student teaching opportunity as learning experiences that positively impacted knowledge and skill acquisition. Additionally, the majority of participants reported changes in their beliefs. The reported changes in participants' beliefs of classroom management appeared to increasingly align with that of the Responsive Classroom approach (SEL program) used in their classroom management training. Quantitative results of vignette responses suggested participants' use of Responsive Classroom and other SEL strategies to address students' problem behaviors increased after each phase of direct and applied classroom management training. Implications and future research studies for preservice training aimed at increasing teacher quality are discussed.

EXAMINING PRESERVICE TEACHERS' KNOWLEDGE ABOUT AND BELIEFS OF EFFECTIVE CLASSROOM MANAGEMENT

by

Kristen Marie Heil, Ed.S.

A Dissertation

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in
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ABBREVIATIONS

ANOVA	Analysis of Variance
CASEL	Collaborative for Academic, Social, and Emotional Learning
ESOL	English for Speakers of Other Languages
IRB	Institutional Review Board
MMR	Mixed Methods Research
NCES	National Center for Education Statistics
NEFC	Northeast Foundation for Children
SEC	Social and Emotional Competency
SEL	Social and Emotional Learning
USDE	United States Department of Education

CHAPTER 1

SUPPORTING TEACHERS' IMPLEMENTATION OF SEL PROGRAMS THROUGH CONSULTEE-CENTERED CONSULTATION

There is an increasing prevalence of social, emotional, and behavioral disorders and mental health concerns among school-aged children in the United States. Approximately 1 out of 5 children and adolescents suffer from mental health disorders that cause global impairments (Center for Disease Control and Prevention, 2013). Specifically, current reports indicate 20% of youth ages 13 to 18 and approximately 13% of children ages 8 to 15 suffer from a severe mental health disorder (National Institute of Health, 2013). These statistics only report children who have been diagnosed. Unfortunately, only 20% to 30% of children with mental health disorders are identified and receive treatment (Ehrhardt-Padgett, Hatzichristou, Kitson, & Meyers, 2004).

While educators' perceptions mirror the previously referenced public health reports (Center for Disease Control and Prevention, 2013; National Institute of Health, 2013), many teachers say they feel unprepared to appropriately meet students' social, emotional, and behavioral needs (Marvel, Lyter, Peltola, Strizek, & Morton, 2006; Stoiber, 2011). Raver and Knitzer (2002) found teachers perceive 16 to 30% of students as having chronic behavioral, social, and emotional difficulties. The increasing prevalence of children with social, emotional, and behavioral concerns can contribute to teachers' stress and uncertainty about how to teach effectively and connect with their students (Marvel et al., 2006; Stoiber, 2011). To address the rising prevalence rates and teachers' decreased capacity to manage challenging behaviors (Duck, 2007; McCormack, 2001; Stoiber, 2011; Stoughton, 2007), school districts should consider preventive and

proactive approaches to learning that foster students' intellectual, social, emotional, and behavioral development (Little & Akin-Little, 2008; Stoiber, 2011).

To foster multiple areas of student development, educators must change school cultures and classroom practices. Traditional efforts to address students' mental health concerns or significant social and behavioral issues have focused solely on remediation. Research contends school-based initiatives that emphasize reductive discipline techniques fail to create enduring, long-lasting change in students' behaviors and outcomes (Doll, Pfohl, & Yoon, 2010; Stoiber, 2004). To foster sustained change, school-based initiatives should seek to improve students' global functioning, including their social competencies, which are frequently overlooked in school reform efforts (Stoiber, 2004; Stormont, Lewis, Beckner & Johnson, 2008). Research suggests interventions designed to improve students' social and emotional competence (SEC) are more effective than initiatives aimed at simply reducing maladaptive behaviors (Stoiber, 2011). Well-designed and well-implemented social and emotional learning (SEL) programs teach students various skills that nurture SEC and mitigate the effects of future adverse situations (e.g., academic underachievement, school dropout; Baker, 2006; Doll, LeClair, & Kurien, 2009; Doll & Lyon, 1998; Nickolite & Doll, 2008). Therefore, to effectively meet the diverse needs of today's students, school districts may want to adopt proactive and preventive evidence-based social, emotional, and behavioral interventions (e.g. SEL programs) while also supporting teachers' implementation of these programs (Stoiber, 2011; Stigler & Hiebert, 2009).

Teachers are at the forefront of most school improvement initiatives, but typically receive minimal training and support in SEL interventions and implementation (Jones,

Bouffard, & Weissbourd, 2013). Public education systems and professional support efforts are rarely aligned with processes that help teachers create sustained behavioral and conceptual changes to support long-lasting, effective implementation (Truscott et al., 2012). As SEL programming constitutes a novel approach to student development, teachers must alter their current beliefs and practices as they adopt novel curricula (e.g., SEL) and daily routines to meet students' varied needs (Truscott et al., 2012). To build educator capacity and foster optimal functioning among all students, professional learning efforts must seek to enhance teachers' skill in ways that are often very different from current practices (Truscott et al., 2012).

Because few teachers receive preservice preparation and inservice support pertaining to SEL, this paper proposes that school districts utilize consultee-centered consultation to foster the necessary, enduring changes in teachers' cognitions, behaviors, and competencies relating to SEL programming and implementation. This paper begins by examining current SEL programming and implementation research, and highlights the importance of fostering SEL competencies for today's youth and teachers. In response to the findings in the literature, consultee-centered consultation is presented as an approach to support teachers' effective implementation of SEL curricula. In addition, research on consultee-centered consultation and its application in school contexts is reviewed. This review is followed by a discussion of (a) professional competencies (i.e., knowledge, skill, confidence, and objectivity) relating to SEL programming that teachers must possess, (2) why consultee-centered consultation is a well-suited approach to facilitate teachers' SEL implementation, and (3) four specific elements of consultee-centered

consultation that could help foster the necessary change for successful and long-term implementation of learner-centered SEL programming.

Social and Emotional Learning

SEL is a holistic educational approach that fosters students' cognitive, social, and emotional development through a range of varied learning experiences (Elias et al., 1997; Elias & Schwab, 2006; Zins & Elias, 2006). SEL was designed to directly and indirectly teach interpersonal (e.g., conflict resolution, establish healthy relationships) and intrapersonal (e.g., self-awareness, emotional regulation) skills to students (Collaborative for Academic, Social, and Emotional Learning [CASEL], 2003; Osher, Bear, Sprague, & Doyle, 2010). Primary interpersonal and intrapersonal components of SEL are broadly characterized as the ability to develop and maintain positive, healthy relationships with others and appropriately recognize, manage, and express feelings when encountering various life situations (Norris, 2003; Zins & Elias, 2007).

Diverse learner-centered activities grounded in SEL foster the five core research-validated characteristics of socially competent and emotionally intelligent individuals: (a) self-awareness, (b) social awareness, (c) self-management, (d) relationship management, and (e) responsible decision-making (Zins, Bloodworth, Weissberg, & Walberg, 2004). Self-awareness is an individual's ability to assess personal feelings and interests and maintain a strong sense of self-confidence (Zins et al., 2004). Social awareness refers to an individual's capacity to engage in perspective taking, recognize similarities and differences among individuals and groups, and utilize community-based resources (Zins et al., 2004). Self-management is an individual's ability to self-regulate emotions and express emotions in an appropriate manner (Zins et al., 2004). Relationship management

is one's capacity to maintain healthy relationships with peers and utilize conflict-resolution strategies (Zins et al., 2004). Lastly, responsible decision-making includes an individual's ability to incorporate ethics, social norms, and respect for others into decision-making. It also includes serving as an active participant in one's school or community setting (Zins et al., 2004).

Research suggests students' participation in well-designed SEL programming can positively enhance their SEC and academic outcomes (Caldarella, Christensen, Kramer, & Kronmiller, 2009; Jones & Bouffard, 2012; Pianta, Belsky, Vandergrift, Houts, & Morrison, 2008). For example, SEL programming has been shown to increase students' ability to establish and maintain peer relationships and further develop their personal sense of emotional awareness (Caldarella et al., 2009). Furthermore, for students who possess certain risk factors (e.g., poor attendance, discipline records, socioeconomic status), SEL has been shown to decrease their presentation of undesirable internalizing behaviors (Caldarella et al., 2009). SEL programming can also positively impact students' academic motivation, interest and enjoyment (Curby et al., 2009; Wooley, Kol, & Bowen, 2009). As such, well-designed SEL programming can increase students' academic achievement (Pianta et al., 2008), thereby reducing the risk of school failure (Blair & Diamond, 2008). Since SEL skills play an important role in fostering positive student outcomes (e.g., meeting classroom demands, engaging in academic instruction) school districts must consider various ways to successfully integrate SEL instruction into multiple facets of students' school experience.

Successful SEL implementation is built on a range of teacher behaviors and responsibilities, including but not limited to (a) establishing a physical, learning, and

social environment, (b) defining rules and routines, and (c) determining effective instructional delivery strategies (Elias & Schwab, 2006; Osher et al., 2010). Instilling SEL principles into daily classroom practices represents a proactive and preventive approach that can positively impact students' development (Developmental Studies Center, 2011; Rimm-Kaufman & Chiu, 2007). Daily SEL instructional and classroom management practices (e.g., role-play, collaborative problem solving) provide a structured approach to developing students' SEC and academic performance (Developmental Studies Center, 2011; Northeast Foundation for Children [NEFC], 1997). When teachers promote routine SEL practices that create positive relationships and a supportive classroom environment, their students are likely to develop SEL skills that generalize to multiple school, home and community contexts (Rimm-Kaufman & Chiu, 2007; Caldarella et al., 2009). Implementing SEL programs and integrating SEL skills into academic instruction is believed to positively impact the overall classroom environment, resulting in improvements in students' mental health and prosocial behaviors (e.g., peer relationships, conflict resolution) and broad academic achievement (e.g., academic motivation, engagement). In light of the benefits of SEL programming, school personnel should consider infusing SEL practices into the structure, climate, and objectives of the individual classroom and the overall school environment to reduce students' maladaptive behaviors and improve SEC and academic performance (Kress & Elias, 2006; Velsor, 2009).

Current Approaches to SEL Programming

Research supports the use of well-designed, well-implemented SEL programs to promote students' social, emotional, behavioral, and cognitive development (Brackett,

Rivers, Reyes, & Salovey, 2012; Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; Reyes, Brackett, Rivers, White, & Salovey, 2012). However, in many instances, the short- and long-term effects of such programs are negligible (Jones & Bouffard, 2012). Some of these findings may be attributed to the type of SEL program (curriculum-driven vs. learner-centered) as implementation quality and procedures differ across programs. Curriculum-driven SEL programs are seldom integrated into multiple aspects of teacher instruction and the classroom environment (Jones & Bouffard, 2012). Further, curriculum-driven SEL programs are less likely to elicit meaningful and sustained change in students' behaviors and outcomes (Jones & Bouffard, 2012). Typical curriculum-driven SEL programs are often conducted as an "add-on" to academic curriculum, consisting of manualized, 30 to 60 minute lessons conducted on a weekly to monthly basis (Jones, Brown, Hogland, & Aber, 2010; Jones & Bouffard, 2012). Manualized SEL programs and lessons may be inconsistently reinforced by daily instructional practices or classroom procedures and typically focus on actions and behaviors that may not generalize beyond the classroom (Jones & Bouffard, 2012). Researchers contend schools are unable to effectively teach SEL skills and optimally support students' development of SEC via curriculum-driven SEL programming.

To address inherent weaknesses of curriculum-driven SEL programming, learner-centered SEL programming embeds skill-building activities into daily instruction and interactions (Jones & Bouffard, 2012). This is important because researchers view social, emotional, behavioral, and cognitive development as interconnected and suggest SEL skills must be developed in authentic social contexts (Jones & Bouffard, 2012). Instead of relying solely on direct skill instruction within curriculum-driven programs, these

programs embed explicit teaching of SEL skills into academic curriculum and instruction. As such, both students' social and emotional development and their cognitive and academic performance are emphasized (CASEL, 2012). Learner-centered SEL programs also place considerable importance on the quality of interpersonal relationships and establishing positive student-teacher and peer-to-peer interactions as a precursor for learning (CASEL, 2012; Hamre & Pianta, 2006; Jennings & Greenberg, 2009; Luckner & Pianta, 2011). Because learner-centered SEL programming consists of practices that cannot be taught in isolation (e.g., how to develop peer relationships), teachers must examine and alter current views for successful implementation. Stated simply, learner-centered SEL asks teachers to align their beliefs, language, and philosophies about student learning with principles from social *and* developmental psychology (Jones & Bouffard, 2012; Wanless et al., 2013).

Researchers who study educational reform and change use the terms first- and second-order change to describe the alterations in teachers' behaviors and practices required by different change initiatives. First-order change generally involves gradual, incremental change that requires teachers' to alter some of their behaviors but not necessarily their underlying system of beliefs (Marzano, Waters, & McNulty, 2005; Waters, Marzano, McNulty, 2004). It is frequently characterized as a continuation of current practices; first-order change also approaches required change in practices through the lens of existing beliefs and courses of action (Argyris & Schon, 1974; Waters, Marzano, & McNulty, 2004). Conversely, second-order change requires a drastic deviation from teachers' current actions and behaviors (Waters, Marzano, & McNulty, 2004). It requires teachers to make sustained, wide-scale changes to their behaviors as

well as their values, beliefs, and philosophies (Porras, 1987; Hall & Hord, 2001). It is natural to approach many educational changes (e.g., textbook adoption, assessment programs) from a first-order perspective; however, to attain the long-term and sustained effects of learner-centered SEL programs, schools must facilitate second-order change in teachers' beliefs and practices.

Prerequisites to successfully implement learner-centered SEL programs are vastly different than curriculum-driven SEL programs, so methods of professional support must be different as well. Curriculum-driven SEL programs require first-order change (i.e., additions or moderate changes to teacher practices) and a type of support (e.g., behavioral consultation and performance feedback) to reinforce SEL endeavors of this nature. Learner-centered SEL programs, however, require second-order change (i.e., change in teacher beliefs and philosophies). These programs require teachers to engage in a conceptual shift that cannot be achieved in isolation. Because SEL programming must be viewed as a set of skills or strategies that are thoroughly integrated with daily teaching and learning, professional support to reinforce learner-centered SEL programs should differ from current professional learning methods. If teachers receive effective professional support to internalize this proposed system of student learning and view the accompanying strategies as common practice, the long-term effect and sustainability of such programming increases (Jones & Bouffard, 2012). As such, an approach to supporting teachers' implementation of learner-centered SEL programs, such as support provided via consultee-centered consultation, must aim to meet each teacher's individual needs while promoting ongoing conceptual change.

Continuous School-Based Supports for Social and Emotional Learning Initiatives

Learner-centered SEL programming has the capacity to positively impact students' short- and long-term developmental outcomes; however, school systems often struggle to effectively support teachers as they integrate programs of this nature into their everyday instructional and classroom practices. As previously mentioned, teachers report they rarely receive adequate instruction in SEL principles and implementation during their preservice preparation or inservice training, which results in decreased levels of confidence and preparedness (Adams, 2013; Duck, 2007; Jennings & Greenberg, 2009; Stoughton, 2007). In school systems that adopt SEL programs, teachers may be provided a teacher's manual without having the necessary knowledge, confidence, coaching and support to effectively implement the required strategies (Levitt, 2008). School districts may assume continuous support is not necessary for successful implementation. However, evidence to suggest teachers automatically develop the theoretical orientation and skill-set necessary for effective SEL implementation without proper training and support does not exist (Oliver & Reschley, 2007). This is important because the success of SEL programs is highly dependent on implementer skill and attitude (Kress & Elias, 2006). In other words, the effectiveness of SEL implementation is not solely determined by specific program components and objectives; positive outcomes are also influenced by teachers' attitudes and behaviors (Kress & Elias, 2006). To address the minimal training and support teachers receive for SEL implementation and programming, an adaptable and economical school-based approach is needed to support teachers as they align their beliefs of student learning and development with those of learner-centered SEL.

One approach to supporting teachers' adoption of novel SEL practices is school-based consultative services. Consultation can be defined as an interpersonal relationship and professional interaction between a consultant (e.g., school psychologist, school counselor) and consultee (i.e., teacher) that is designed to indirectly impact the client (i.e., student; Caplan, 1995; Knotek, 2005). This paper proposes that school districts support SEL implementation through a consultee-centered consultation process that promotes teachers' skill acquisition and professional learning. Consultee-centered consultation can be utilized with teachers as they implement learner-centered SEL curricula and practices, resulting in improvements in teachers' knowlege, skills, self-confidence, and objectivity towards these programs (Caplan, 1970).

Consultee-Centered Consultation

Caplan developed mental health consultation after realizing the traditional practice of psychotherapy was ineffective in providing mental health services to a large number of individuals. In response, he proposed an indirect approach to providing mental health services (Caplan, 1970; Caplan, Caplan, Erchul, 1994). He contended a small number of consultants could positively impact a large number of clients by interacting with individuals (consultees) who work directly with clients on a frequent basis (Caplan, 1995). Caplan developed four primary types of mental health consultation: (a) client-centered case consultation; (b) program-centered administrative consultation; (c) consultee-centered case consultation; and (d) consultee-centered administrative consultation (Caplan, 1995). Of these four, consultee-centered case consultation is considered to be the core focus of Caplan's work on mental health consultation (Gutkin & Curtis, 1990). For the purpose of this paper, we discuss consultee-centered case

consultation, hereafter referred to as consultee-centered consultation and how it can be used to support to the implementation, effectiveness, and sustainability of learner-centered SEL programming. Figure 1 provides a visual representation showcasing various elements of consultee-centered consultation that can be utilized as a technique to support learner-centered SEL initiatives. The proposed elements will be discussed in further detail.

Consultee-centered consultation differs from others types of consultation in several ways. First, developing a non-hierarchical, non-prescriptive relationship is considered to be the cornerstone of consultee-centered consultation (Caplan, 1970; Caplan et al., 1994; Lambert, 2004). A non-hierarchical relationship recognizes that both the consultant and the consultee are experts in their individual fields, and each contributes

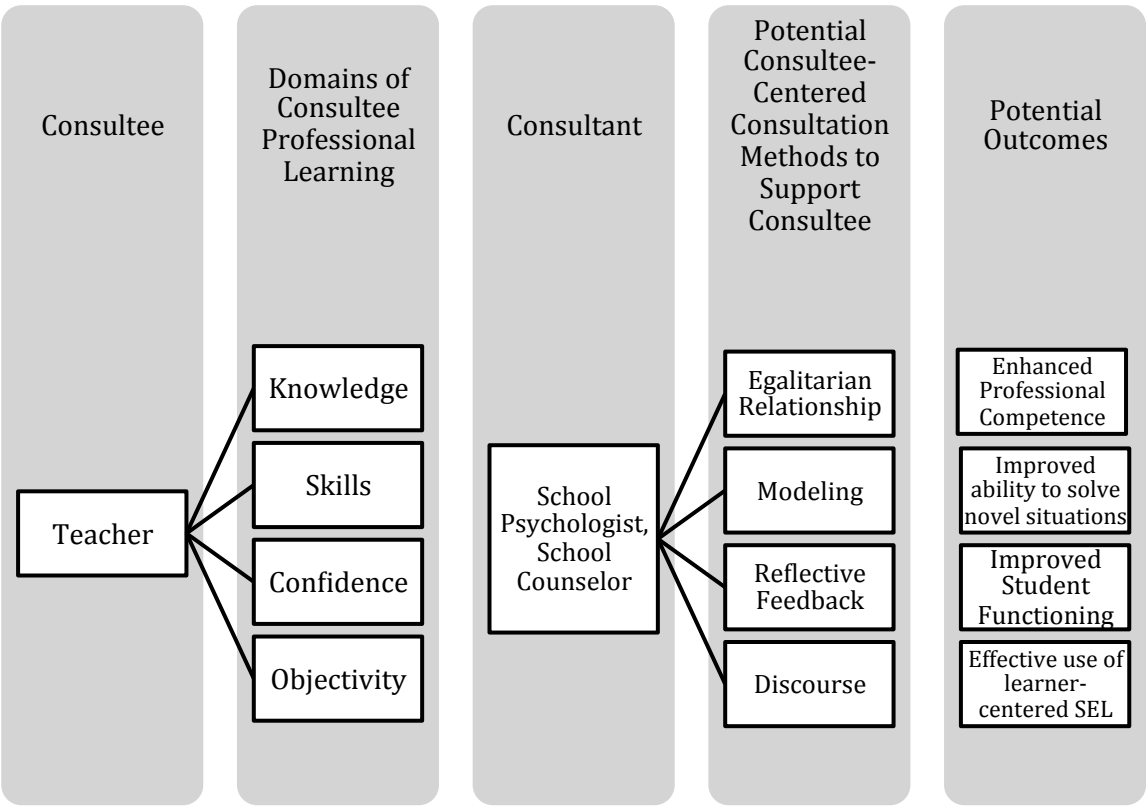

Figure 1. Elements and progression of consultee-centered consultation to support SEL implementation

expert knowledge of the problem to the consultation process (Lambert, 2004; Meyers, Brent, Faherty & Modafferi, 1993). In light of this, the teacher has the ability to freely accept or reject the consultant's guidance. It is thought that the teacher will most likely accept support from the consultant when the consultant is not a supervisor in any capacity and when he or she does not have professional responsibility for student outcomes (Caplan et al., 1994; Meyers, 1981; Meyers et al., 1993). Additionally, unlike other consultation models, the primary goal of the consultee-centered consultation is to encourage conceptual and behavioral change for both the consultee (i.e., teacher) and consultant (Sandoval, 1996). Since effective implementation of learner-centered SEL often requires teachers to adopt and internalize the ideologies and corresponding practices set forth by these programs, conceptual and behavioral change is required of teachers. Further, when implementing consultee-centered consultation, sustained change is achieved when the consultant and consultee engage in active reflection and discourse to jointly conceptualize the concern (Lambert, 2004). Joint conceptualization of the problem or area of concern and consideration of multiple perspectives allows the consultant to potentially (a) reframe the teacher's prior understanding of the professional problems (e.g., learner-centered SEL programming), (b) remedy any shortcomings with regard to skill, knowledge, confidence, or professional objectivity, and (c) improve the teacher's capacity to impact students' functioning and handle future similar situations (Brown, Pryzwansky, & Schulte, 2001; Caplan, 1970; Caplan et al., 1994; Knotek & Sandoval, 2003 Meyers et al., 1993).

Consultee-Centered Consultation in School Settings

Over the past several decades, school-based consultee-centered consultation has gained attention as an avenue for mental health service delivery (Fine & Tyler, 1971; Knotek, 2005; Knotek, Kaniuka, & Ellingsen, 2008; Meyers, 1975; Meyers et al., 1993; Lambert, 2004; Sandoval & Davis, 1984). All school systems, especially those characterized by poverty and lack of resources, need a system of care that extends beyond traditional direct psychological and counseling services (Caplan, 1970; Duncan, 2004; Meyers, 1973). School-wide preventive practices facilitated through consultation have the potential to reach and impact the maximum number of students (Meyers, 1973; Meyers et al., 1993). Preventive approaches decrease the number and frequency of student referrals to a school counselor or school psychologist (Caplan, 1970; Meyers et al., 1993) and decrease the likelihood of future mental health and behavioral problems (Meyers et al., 1993).

Although consultee-centered consultation is a potentially advantageous approach to professional support, Caplan's (1970) original conceptualization is not completely aligned with the preventive orientation of modern, school-based consultee-centered consultation. As previously mentioned, Caplan (1970) referenced a teacher's (i.e., consultee's) lack of knowledge, skill, self-confidence, or objectivity as four reasons to engage in consultee-centered consultation. However, engaging in consultation only after problems emerge can be problematic as it assumes something is wrong, and whether the problem resides within the teacher or the students, it maintains a deficit orientation (Truscott & Truscott, 2004). Therefore, it may be helpful to refocus consultee-centered consultation as a strengths- or asset-based process rather than a deficit or problem-solving

approach (Meyers et al., 1993; Truscott & Truscott, 2004). In doing so, consultants should focus on developing teachers' knowledge, skills, self-confidence, and objectivity (Parsons & Meyers, 1984; Truscott & Truscott, 2004). Viewing consultee-centered consultation through this lens also supports utilizing consultation as a technique with *all* teachers implemeting learner-centered SEL programming, even if a specified target student (i.e., client) or classroom difficulty has not been identified. For the purpose of this paper, we explore how consultee-centered consultation with teachers can be implemented to effectively cultivate the SEC and well-being of all children in addition to any targeted student concerns (Meyers, 1975; Meyers, 1989).

Utilizing Consultee-Centered Consultation to Support SEL Implementation

Effective and long-term implementation of learner-centered SEL programming requires schools to (a) address teacher needs in terms of knowledge, skill, confidence and objectivity, and (b) utilize consultants who can support this complex, yet highly individualized professional learning process. Theoretically, every teacher may be mandated to implement learner-centered SEL initiatives. As such, each teacher will present with varying strengths and weaknesses. In the remainder of the paper, we (a) discuss the four domains of professional competence (i.e., knowledge, skill, confidence, and objectivity as they relate to learner-centered SEL programming), (b) discuss why consultee-centered consultation is a well-suited approach to SEL programming, and (c) highlight in greater detail four elements a consultant can utilize in consultee-centered consultation to support teachers' development.

Domains of Professional Competence

Teacher Knowledge. Knowledge is the first domain of professional learning that can be addressed via consultee-centered consultion. Consultee-centered consultation can address weaknesses in understandings or expand the teachers' knowledge of specific content matter (e.g., SEL; Caplan, 1995). In some situations, the teacher may have general knowledge about learner-centered SEL and corresponding techniques and strategies, but lack awareness of how SEL principles relate to the classroom setting and improved student functioning (Caplan, 1995). In other instances, the teacher may have never been exposed to learner-centered SEL programming during preservice or inservice training, which as previously stated is consistent with literature on teacher preparation and professional development (Jennings & Greenberg, 2009). Building teachers' knowledge is a critical component of consultee-centered consultation and consultants must actively seek to develop teachers' professional knowledge-base relating to learner-centered SEL programming.

SEL is grounded in a social developmental perspective (Hawkins, Smith, & Catalano, 2004) and requires a theoretical understanding that is not necessarily part of the traditional educational background of classroom teachers (Ross, Powell, & Elias, 2002). Teachers must understand the importance of SEL skills, potential problems that may occur when teaching such skills, and basic principles for promoting students' SEC (Kress & Elias, 2006). Classroom teachers must understand aspects of child and adolescent development that shape students' behaviors (Ross et al., 2002), such as understanding the importance of providing continuous learning experiences for students to engage and interact with peers and adults in ways that create meaningful bonds (Hawkins et al.,

2004). Similarily, teachers must also understand various learning styles and effective methods to elicit change based on individual students' strengths and needs (Ross et al., 2002). For example, it is not appropriate for a teacher to simply introduce SEL skills to students during one lesson. Instead, successful implementation includes the integration of learner-centered SEL skill-buiding into classroom instruction and the provision of ample, developmentally appropriate opportunities for students to practice skills in familiar and novel learning contexts (Fox & Lentini, 2006; Kress & Elias, 2006). Consultee-centered consultation can be used as a method to enhance teachers' knowledge of various direct and indirect learner-centered SEL teaching techniques and how these techniques foster SEC and positive outcomes among students.

Teacher Skill. Skill development is the second domain of professional learning that can be addressed via consultee-centered consultion (Caplan, 1970). In some cases, teachers possess relevant knowledge and understanding, but cannot identify how to address a particular situation or effectively utilize their existing professional skills (Caplan, 1995). With regard to SEL, a teacher may be familiar with the general SEL principles and their capacity to improve students' academic and behavioral outcomes, but may be uncertain of effective learner-centered SEL implementation procedures and processes.

Sufficient theoretical knowledge and understanding is critical, but teachers must also be able to apply their knowledge and skills by implementing effective evidence-based classroom practices. Teachers who develop a comprehensive skill-set can embed evidence-based SEL strategies into curriclum and daily procedures and routines instead of approaching learner-centered SEL instruction as a separate provision (Velsor, 2009).

To reinforce, sustain, and generalize students' use of SEL-related skills, teachers must invoke these skills in contexts separate from the classroom (e.g., playground, lunchroom; Kress & Elias, 2006). Similar to the process of consultation in which consultants model skills for consultees, give positive feedback, and provide natural opportunities for practice, teachers must be able to do the same for their students, and do so in a way that is meaningful and elicits long-term positive outcomes for all students. The consultative relationship can be used as a system of support to translate teachers' knowledge into applied practice.

Teacher Confidence. A third category to develop is the teacher's level of confidence. Confidence can be influenced by (among other factors) fatigue, illness, or inexperience (Caplan, 1970). Caplan did not believe confidence should always be addressed via consultee-centerd consultation (Caplan, 1995). However, in the context of utilizing consultee-centered consultation to support learner-centered SEL programming, fostering SEC among students is the ultimate objective. Given this objective, consultants may find it necessary to use consultee-centered consultation to address teachers' lack of confidence and efficacy in implementing learner-centered SEL.

Despite the teacher's important role in fostering SEC among their students, the influence of teachers' self-confidence and SEC on their ability to develop student competencies is frequently overlooked and disregarded (Jones et al., 2013). Socially and emotionally competent teachers frequently exhibit higher levels of confidence compared to their less competent colleagues (Jennings & Greenberg, 2009). Furthermore, teachers who are socially and emotionally competent and confident in their abilities can manage conflict and appropriately regulate their emotions in a variety of situations (Jennings &

Greenberg, 2009; Jones et al., 2013). This is important because students learn from watching their teacher; students observe how their teacher maintains composure, establishes control, handles conflict, and even how the teacher promotes SEC among students who engage in disruptive, inappropriate and cruel behaviors towards others (Jones et al., 2013). Moreover, successful learner-centered SEL implementation may rely on the teacher's level of confidence and SEC. Research suggests teachers who are confident and possess SEC naturally integrate various components of learner-centered SEL into their classroom to cultivate a classroom environment conductive to learning (Jennings, 2011; Solomon, Battistich, Watson, Schaps, & Lewis, 2000). As such, the consultative relationship will provide a level of support and feedback that enhances the teacher's level of self-confidence to create positive change.

Teacher Objectivity. Professional objectivity is the last domain of professional learning that can be addressed by consultee-centered consultation. Professional objectivity refers to the teacher's ability to maintain a professional stance and appropriate emotional engagement when working with students (Brown et al., 2001). If the teacher lacks professional objectivity, he or she cannot apply his or her knowledge and skills to remedy a difficult situation. In certain situations, professional empathy for the student and patience for his or her situation may be lost due to over-identification with the difficulty and becoming personally upset (Caplan, 1995). When this happens, perceptions and judgments are distorted, resulting in decreased levels of teacher effectiveness (Caplan, 1995).

To effectively implement learner-centered SEL initiatives with students from a variety of background and cultures, teachers must remain objective and free from bias

during student interactions. As previously stated, the student-teacher relationship is one of the most fundamental aspects that contributes to a student's school experience (Luckner & Pianta, 2011; Wentzel, Battle, Russell, & Looney, 2010). Similar to the relationship that develops between the consultant and teacher in consultee-centered consultation, teacher-student relationships must be based on a genuine positive regard. To foster a postive teacher-student relationship, the teacher must be able to remain objective despite personal perceptions or feelings. The consultative relationship can be used as a system of support to address and model professional objectivity with the purpose of cultivating positive student-teacher interactions.

Elements of Consultee-Cenetered Consultation to Support Learner-Centered SEL

Utilizing consultee-centered consultation to support teachers is a well-suited approach to facilitating teachers' integration of SEL practices into the classroom setting. Consultee-centered consultation complements learner-centered SEL endeavors because it is (a) focused on preventing mental illness while also promoting mental health (Caplan, Caplan, Erchel, 1994), (b) designed to facilitate change through interpersonal relationships (Knotek, 2005), (c) emphasizes the importance of individual and environmental factors when achieving change (Caplan et al., 1994; Erchul, 1993), (d) diverse in the topics and type of content that can be discussed (Knotek, 2005), and (e) intended to enhance teachers' capacity to adapt and solve novel situations (Knotek, 2005). At the core of both SEL and consultee-centered consultation is the notion that sustained change results from teaching diverse skill-sets to improve an individual's overall functioning and maintain sound mental health. This represents a dramatic departure from many traditional approaches to consultation and behavior management

that focus on remediating students' and teachers' areas of weakness or problems. Additionally, a consultant's application of consultee-centered consultation principles and techniques directly models the type of relationship teachers should develop with their students. The consultative relationship also showcases and utilizes techniques the teacher could integrate into the classroom. Table 1 depicts several general principles and elements of consultee-centered consultation that support its use as an approach to facilitating teacher change and student success related to learner-centered SEL implementation. The following section highlights four of the seven elements in greater detail and discusses how each element could be utilized to enhance teachers' implementation of learner-centered SEL programming.

Develop an egalitarian relationship. Consultee-centered consultation is based on the joint, co-construction of knowledge between the consultant and consultee, thereby resulting in new understandings (Sandoval, 1996). The consultative relationship and the specific interpersonal skills utilized within this dynamic are essential for effective consultation and are similar to SEL's conceptualization of ideal teacher-student and peer relationships. To develop healthy relationships, both the consultant and consultee should collaborate to create an emotionally safe space that supports their ability to reflect on proposed practices and address any disagreements (Rosenfield, 2008). The consultative relationship should be based on openness, understanding, and objectivity (Hansen & Himes, 1977). Several research studies have ranked the components of consultant facilitativeness (i.e., empathy, understanding, positive regard, and congruence) as critical interpersonal characteristics that foster sustained change in consultees' behaviors and thoughts (Maitland, Fine, & Tracy, 1985; Weissenburger, Fine, & Poggio, 1982).

Table 1

Elements of consultee-centered consultation aligned with SEL principles and practices

Elements of Consultee-Centered Consultation	**Description of the relationship to SEL**
Value multiple perspectives when viewing a situation	Similar to consultee-centered consultation, SEL encourages individuals to learn and demonstrate the ability to view a situation through a variety of differing perspectives (Adams, 2013). Without this skill, students and teachers may find it difficult to attend to the interests and needs of others.
Create an emotionally safe environment	Both consultants and teachers must create an emotionally safe and warm environment to foster learning. Creating a non-prescriptive, emotionally supportive climate is the cornerstone of consultee-centered consultation (Caplan, 1970). An emotionally safe environment is a critical aspect of learner-centered SEL implementation.
*Develop an egalitarian relationship**	Within the context of an emotionally supportive climate, it is important to build a quality consultative relationship or a positive student-teacher relationship that is based on positive regard and mutual trust (Caplan, 1970; Horton & Brown, 1990; Rosenfield, 2008).
Foster teacher motivation	Both consultee-centered consultation and learner-centered SEL encourage the teacher or student to take ownership in their role as a learner and develop a sense of personal accountability. Research suggests environments that foster autonomy increase individuals' intrinsic motivation (Truscott et al., 2012).
*Model behaviors and thoughts**	As consultants implement consultee-centered consultation with teachers, they directly foster SEC among teachers. Consultants also indirectly model strategies that could be implemented in the classroom setting to promote social competence and emotional intelligence among students.
*Encourage Reflective Feedback**	Feedback is an important element of consultee-centered consultation and SEL. Feedback in both contexts consists of supportive information that is interactive in nature, promotes self-confidence, and results in sustained, long-term change.
*Provide opportunities for discourse**	Consultee-centered consultation and learner-centered SEL view learning as a social interaction and emphasize the role of discourse in learning and creating new conceptualizations (Truscott et al., 2012; Zins et al., 2004).

Note. Asterick denotes elements discussed in greater detail

To effectively foster teacher knowledge, skills, self-confidence, and objectivity regarding learner-centered SEL programming, establishing a collaborative, open, and non-prescriptive relationship is a prerequisite. An effective working relationship establishes the foundation for all subsequent consultation sessions and models the type of interactions teachers should have with their students. However, an encouraging and egalitarian consultative relationship does not automatically occur. To cultivate an environment in which the teacher feels safe to reflect and develop professional competencies, the consultant must exhibit active listening skills, genuine interest and positive regard for the teacher (Horton & Brown, 1990; Rosenfield, 2008). The consultant should also recognize and remain cognizant of the "equifinality" concept (Truscott et al., 2012). Equifinality means consultants promote autonomy and teacher choice whenever possible, and recognize that for any target problem, there are multiple equally valid methods and techniques to rectify a problem (Truscott et al., 2012). Since consultee-centered consultation is built upon bidirectional sharing and co-constructing knowledge, consultants must support teachers' approaches to handling a given situation even when it differs from their personal approach.

Model behaviors and thoughts. Cognitive modeling is a strategy that has been implemented with both adults and children to teach a range of thought processes and behaviors (Bandura, 1986; Denney, 1975; Denney, Jones, & Krigel, 1979). As stated by Bandura (1986), individuals can learn cognitive skills by observing a model that explicitly verbalizes cognitive thoughts. Cognitive modeling is a technique that allows a consultant to make internal self-talk overt so teachers can learn the thought processes used by the consultant (Cleven & Gutkin, 1988; Gutkin, 1993). It has been primarily

utilized as a technique to facilitate brainstorming and to teach problem-solving (Cleven & Gutkin, 1988; Revels & Gutkin, 1983). Brainstorming and problem-solving are two important outcomes of consultee-centered consultation as the teacher must be able to independently generate potential courses of action to effectively address future novel situations (specifically those related to learner-centered SEL programming; Cleven & Gutkin, 1988; Revels & Gutkin, 1983). Cognitive modeling enhances teacher understanding and application by explicitly modeling processes or behaviors during consultation sessions with the intention of the teacher imitating the consultant (Cleven & Gutkin, 1988; Dougherty, 2013). Thus, this technique can support learner-centered SEL program implementation as a considerable amount of SEL content can be openly modeled during consultee-centered consultation sessions to build a teacher's knowledge, skill, confidence, or objectivity.

To illustrate, a consultant could explicitly reference and verbalize problem-solving steps while discussing a specific problem or concern identified by the consultant. Initially, a consultant could model the problem solving process by guiding and encouraging the teacher to identify (a) components of an identified problem, (b) a concrete, observable, and behavioral definition of the problem, and (c) ideal outcomes or goals (Cleven & Gutkin, 1988; Gutkin & Curtis, 1982). These three elements of the problem-solving process are commonly recommended in the consultation literature (see, for example, Gutkin & Curtis, 1982). By overtly referencing the elements of effective problem-solving, the consultant intends for the teacher to internalize the problem-solving process and independently work through the process in future situations. Furthermore, as the teacher uses this approach to address concerns and make informed instructional

decisions in the classroom, he or she may in turn model this behavior and the accompanying set of steps for students, helping them learn how to effectively problem solve and engage in independent decision-making.

Encourage Reflective Feedback. Feedback aimed at stimulating reflection is a consultative strategy that can be used to help teachers develop learner-centered SEL-related competencies (Denton & Hasbrouck, 2009; Van der Schaaf, Baartman, Prins, Oosterbaan, & Schaap, 2011). There are various forms of feedback, and some types reinforce a supervisor-supervisee relationship; however, reflective feedback between the consultant and teacher promotes reflection through dialogue with both individuals maintaining an active role while observing, thinking, and responding (McEnerney, Allen, Harding, & Desrochers, 1997). Unlike many forms of feedback, reflective feedback is a nonjudgmental process that encourages teachers to think deeply about interventions (e.g., learner-centered SEL) and reflect on successful and less successful aspects of implementation with the intention of enhancing professional repertoire of skills (Schon, 1996). Within this model, the consultant is not viewed as occupying a supervisor role but instead as a colleague who facilitates the teacher's ability to reflect on instructional practices, behaviors, and even emotions (McEnerney et al., 1997; Uzat, 1998). Reflective feedback includes a self-evaluation component, in which the teacher self-evaluates and reflects on personal work as opposed to being evaluated by the consultant (Garmston, Linder, & Whitaker, 1993). This method of supporting teacher success is focused on sharing information as opposed to providing advice, thus promoting autonomy and allowing the teacher to modify goals and needs based on individual insights. Actively encouraging autonomy also is consistent with consultative techniques aimed at

overcoming consultee resistance to change (Caplan, 1970; Meyers, 1989), which may be necessary as teachers implement learner-centered SEL programs.

One way to implement this strategy in a consultative setting is for the consultant and teacher to collaboratively identify a target learner-centered SEL skill or strategy (e.g., perspective taking, pair-share; Truscott & Truscott, 2004). The teacher could individually (or in collaboration with the consultant) design a lesson incorporating the target skill or strategy (Truscott & Truscott, 2004). The consultant would then observe in the teacher's classroom while he or she implements the SEL skill or strategy (Truscott & Truscott, 2004), and document aspects of implementation the consultant and teacher view as important (Garmston et al., 1993). For example, the consultant could note the quality of the teacher's implementation while also observing students' responses to the SEL strategy (e.g., Did the students react positivity to the strategy? Did it foster a sense of community and collaboration among the students?). Following the lesson, the consultant and teacher could meet to discuss the observation session. The consultant could share his or her feedback and encourage the teacher to reflect on his or her personal perceptions of the lesson (Truscott & Truscott, 2004), and methods to modify implementation procedures to increase efficacy.

Provide opportunities for discourse. As Caplan (1977) stated, the goal of consultation is to complicate the thinking of the teacher (i.e., consultee), which in turn elicits conceptual change in daily behaviors and practices. With regard to learner-centered SEL programs, this would include the incorporation of SEL skill-building into daily routines, procedures, and academic instruction. In consultee-centered consultation, developing new conceptualizations and expanding the repertoire of teacher skills is

typically facilitated through discourse, and is often referred to as a conceptual shift or turning (Erchul, 2003; Hylander, 2004; Hylander, 2012; Knotek, 2003; Knotek, Kaniuka, & Ellingsen, 2008). Analyzing the interactive discourse between the consultant and teacher allows the consultant to describe and gauge consultation's impact on teacher conceptual and behavioral development (Knotek et al., 2008). Furthermore, it encourages teachers to consider alterative perspectives of student learning and development (e.g., social developmental perspective), such as perspectives that were unfamiliar prior to consultation (Ingraham, 2008).

Discourse can also be utilized to discuss thoughts and perceptions regarding a particular target situation or student. For example, as the consultant and teacher discuss a case, the consultant can pose questions from various perspectives to encourage reflection concerning student behaviors (Johannessen, 2004). Depending on the teacher's objectivity, he or she may not understand how his or her personal beliefs and behaviors can impact student behaviors; as such, it is more common to perceive a student as "difficult" or attribute problem behaviors to a student's upbringing (Johannessen, 2004). To change this way of conceptualizing difficulties with students and build teacher knowledge, skills, confidence, and objectivity, the consultant could challenge the teacher's theoretical assumptions (Johannessen, 2004), especially those related to learner-centered SEL programming.

To implement this strategy in the consultative relationship, the consultant can confirm and challenge the teacher's perceptions in an indirect, nonthreatening, interactive dialogue aimed at expanding possible explanations (Johannessen, 2004). Questioning teachers' conceptions (without stating they are wrong) includes highlighting multiple

theoretical assumptions to explain a given situation that may not have been considered previously (Johannessen, 2004). This is facilitated through questions and collaboratively exploring alternatives together, not through a one-sided lecture (Johannessen, 2004). Posing questions, such as "what if" questions, is a technique to introduce new ideas and help teachers apply the principles and tenets of learner-centered SEL. This consultative task requires a varied theoretical knowledge base and pedagogical sensitivity on the part of the consultant to know how and when it is appropriate to complicate teacher thinking. When utilized appropriately, it allows both the teacher and consultant to explore new ways of conceptualizing targeted and novel situations relating to learner-centered SEL (Johannessen, 2004), thereby developing teacher knowledge, skills, confidence, or objectivity.

Conclusion

Research recommends increased preparation and support for teachers to effectively integrate learner-centered SEL practices into the classroom (Jennings & Greenberg, 2009; Norris, 2003; Oliver & Reschley, 2007). When teachers are properly prepared, they can reduce behavior problems, prevent academic difficulties, and promote SEC for all children (Norris, 2003; Osher et al., 2008). However, implementation efforts differ across school districts in terms of the amount of time and resources dedicated to supporting teachers' implementation efforts. As such, this paper proposes utilizing consultee-centered consultation strategies to refine teachers' knowledge, skills, confidence, and objectivity to support the implementation of learner-centered SEL programs.

The framework proposed in this paper is unique in that it endorses consultee-centered consultation as a method to support teachers' learner-centered SEL implementation. Consultee-centered consultation focuses specific attention on the needs of teachers, which are often neglected. Furthermore, the implementation of consultee-centered consultation practices that build the teachers' knowledge, skill, confidence, and objectivity, allow consultants to directly support teachers' social-emotional well-being (Jennings & Greenberg, 2009) while improving their professional repertoire (Sandoval, 2004) and modeling the type of interactions teachers should utilize with their students.

The consultative elements presented here are only four of several consultee-centered consultation strategies and provide a nascent stage of ideas for school districts to consider. This proposed approach to implementation of learner-centered SEL programs is intended to provide teachers with on-going individualized support, an experience not often afforded to most teachers. As with any new initiative, implementing consultee-centered consultation within school districts' current structure and programs will be dependent on system resources and teachers' individual needs (e.g., knowledge, skills, self-confidence, and objectivity). Certain aspects may require modification based on district, school, consultant, or teacher characteristics. This paper acknowledges that consultee-centered consultation has been implemented and researched in clinical settings and certain school-based contexts (Caplan, 1970; Meyers, 1973). However, utilizing consultee-centered consultation as an approach to (a) support teachers' as they implement learner-centered SEL strategies, and (b) promote student SEC and long-term outcomes have not been studied. Future research examining the effects of consultee-centered

consultation as it relates to the facilitation of learner-centered SEL implementation and its impact on student well-being should be investigated.

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CHAPTER 2

EXPLORING PRESERVICE TEACHERS' KNOWLEDGE IN AND BELIEFS OF CLASSROOM MANAGEMENT

Classroom management is a topic of conversation and concern among teachers, administrators, and the general public (Brown & Beckett, 2006; Bushaw & Lopez, 2010; Emmer & Stough, 2001; Evertson & Weinstein, 2006). However, beyond simply acknowledging the perceptions of various stakeholder groups, education researchers and preservice preparation programs have generally failed to dedicate the necessary time and attention to address cited shortcomings in this domain (Evertson & Weinstein, 2006: Johnson, 2005). As a result, novice teachers enter the profession unprepared to meet the diverse needs of today's students (Melnick & Meister, 2008).

Classroom management coursework is seldom offered as a 3-credit or more stand-alone course. Instead, it is often interwoven and briefly touched upon through various courses, such as an introduction to education or instructional methods courses (Landau, 2001). Preparation programs may also offer classroom management coursework as a 1-credit elective (Evertson & Weinstein, 2006) outside requirements for certification. Wesley and Vocke's (1992) analysis of university-based classroom management courses indicated 36.9% of 111 responding teacher preparation programs offer preservice teachers a stand-alone classroom management course. This finding is supported by Johnson's (2005) more recent study investigating results from a Public Agenda survey completed by university professors and classroom teachers. Johnson's (2005) results suggested approximately 37% of university professors considered classroom management an essential aspect of preservice preparation, while 97% of classroom teachers identified

it as a critical area of preparation that impacts professional success. Together, the results of these studies (Evertson & Weinstein, 2006; Johnson, 2005; Wesley & Vocke, 1992) suggest there is a considerable discrepancy between the value university professors' and classroom teachers' place on classroom management training. This discrepancy mirrors research suggesting preservice preparation programs provide inadequate training in this area (Ladd, 2000).

In addition to university professors and classroom teachers, school administrators' perceptions of the value and impact of classroom management training have also been researched. Research suggests school administrators value new teachers who demonstrate effective classroom management skills (Brophy & McCaslin, 1992; Ladd, 2000). School principals identify the ability to implement effective classroom management as a critical skill-set for teachers when entering the profession (Brophy & McCaslin, 1992; Pinto, Portelli, Rottmann, Pashby, Barrett, & Mujawamariya, 2012; Ralph, Kesten, Lang, & Smith, 1998). In addition, school principals report perceiving teachers who demonstrate effective behavior management strategies as more competent than their colleagues (Brophy & McCaslin, 1992). A recent study utilized qualitative methods to investigate administrators' perceptions of good teaching and good teachers (Pinto et al., 2012). Semi-structured interviews were conducted with 41 school administrators and results were analyzed using Bogdan and Biklen's (1998) inductive coding techniques (Pinto et al., 2012). Results supported previous findings regarding school administrators' perceptions (Brophy & McCaslin, 1992; Ladd, 2000) and indicated that *all* participating school administrators endorsed the importance of classroom management and many referenced it as vital to the success of both new and experienced teachers (Pinto et al., 2012). Although

current training efforts fail to emphasize the importance of classroom management, these findings suggest that school administrators who evaluate new teachers' performance recognize classroom management as a fundamental and essential competency for effectiveness (Pinto et al., 2012).

Classroom Management

Classroom management is a multidimensional construct consisting of teacher- and student-driven behaviors, ranging from organizing the physical layout of the classroom to fostering classroom community and positive teacher-student relationships (Brophy, 2006). Broadly, classroom management can be defined as ways in which teachers create a classroom atmosphere that supports and enhances students' cognitive and social emotional development (Evertson & Weinstein, 2006). Components of classroom management also include teachers' ability to effectively respond to student misbehavior while simultaneously maximizing the amount of interactive and engaging instructional activities (Brophy, 1988).

In an effort to foster academic achievement while promoting positive student behavior, there has been increased interest in proactive classroom management strategies grounded in social and emotional learning (SEL; Adams, 2013; Jennings & Greenberg, 2009). Proactive strategies are positive in nature (e.g., positive teacher language, building classroom community, etc.) and are implemented to prevent misbehavior (Clunies-Ross, Little, & Kienhuis, 2008). Conversely, reactive behavior management strategies (e.g., time-out and removal from the classroom) result in decreased opportunities to build healthy teacher-student relationships, decreased learning experiences for individual students as well as the entire class, and failure to provide a safe and stimulating

environment where children can develop and learn (Cameron, Connor, Morrison, & Jewkes, 2008; Osher et al., 2008).

Researchers suggested an effective teacher can utilize proactive, SEL strategies to create a safe, positive learning environment and build supportive relationships with students, which subsequently increases students' developmental outcomes, including prosocial behavior, on-task behavior, engagement, and academic motivation and performance (Jennings & Greenberg, 2009; Marzano, Marzano, & Pickering, 2003). To further examine this notion, Stronge and colleagues (2011) sought to differentiate teaching practices of more effective and less effective teachers. Outcomes from student achievement data were used to classify teachers into more effective (student test scores in top quartile; $n = 17$) and less effective (scores in bottom-quartile; $n = 15$) teachers (Stronge, Ward & Grant, 2011). Graduate students and retired educators served as observers and visited each teacher's classroom for approximately 3 hours. During this time, the observers were instructed to rate the teacher's behaviors on dimensions of the Teacher Effectiveness Summary Rating Form, which was developed based on previous studies (Stronge 2002, 2007) of effective teaching. Data were analyzed quantitatively, controlling for prior academic achievement results and socioeconomic status (Stronge et al., 2011). Results indicated more effective (i.e., top-quartile) teachers had significantly higher ratings in the areas of classroom management (e.g., routines, monitoring student behavior, effective use of time), classroom organization (e.g., effective use of space, necessary materials for students), developing positive relationships with their students, and fostering greater student responsibility than teachers in the bottom-quartile of effectiveness (Stronge et al., 2011). This study provides empirical support for classroom

management as a factor that can positively impact students' academic achievement outcomes. While this finding lends credence to the importance of classroom management, additional investigations using a variety of research strategies (i.e. quantitative and qualitative) are needed to determine how preservice programs can effectively cultivate the characteristics and skills that will facilitate novice teacher success in the classroom.

Preservice Learning and Teacher Perceptions

Although effective classroom management is an important factor in fostering positive outcomes among students (Jennings & Greenberg, 2009; Strong et al., 2011), novice teachers often discuss the inadequacies of their classroom management training (Duck, 2007; Ladd, 2000; Stoughton, 2007). In the absence of effective preservice preparation, novice teachers often struggle to develop the complex set of necessary classroom management competencies (Green, 2006; Kagan, 1992; Melnick & Meister, 2008). Consequently, new teachers generally require additional inservice training and professional development to acquire the skills to effectively meet their students' needs (Melnick & Meister, 2008; Moore, 2003). However, given the diverse (and often ineffective) forms of inservice professional development currently available, preparation for classroom management must begin prior to teachers entering the classroom (Oliver & Reschley, 2007). To maximize teachers' level of preparation and confidence during their initial years in the classroom, curricula and instruction at the preservice level must be developed to include explicit instruction and experiential learning of classroom management practices.

Most education stakeholders assume preservice instruction in classroom management should impact teachers' level of preparation and sense of confidence once in the classroom. While there is empirical quantitative research to support this claim (Boe, Shin & Cook, 2007; O'Neill & Stephenson, 2012), qualitative research to further explore this assertion is needed. For example, O'Neill and Stephenson (2012) conducted a quantitative survey study with 573 preservice teachers who reported varying levels of preservice preparation in classroom management. Online versions of scales developed by the authors: (a) Preparedness in Managing Behaviour Problems Scale; (b) Behaviour Management Strategies Scale; and (c) Classroom Management Theories and Approaches Scale, were administered to preservice teachers (O'Neill & Stephenson, 2012). Results found coursework in classroom management significantly increased preservice teachers' perceived level of preparedness, familiarity with classroom management approaches, and confidence to implement various strategies and models (O'Neill & Stephenson, 2012).

Similarly, 10,952 beginning teachers' self-reports on the Public School Teacher Questionnaire (PSTQ), a component of the National Center for Education Statistics' *Schools and Staffing Survey* (1999- 2000), were analyzed quantitatively to determine the relationship between beginning teachers' preparation program, their dimensions of qualifications (i.e., field of study, degree level) and their level of preparedness upon entering the field. "Beginning teacher" was used to describe teachers who have been teaching for less than 5 years (Boe et al., 2007). Results indicated more preparation in pedagogy and applied teaching skills was a strong, positive predictor of beginning teachers' feelings of adequate preparation when compared to those with some or little to no preparation in these areas (Boe et al., 2007). These studies (Boe et al., 2007; O'Neill

& Stephenson, 2012) provide empirical support for the positive impact of preservice coursework on new teachers' sense of preparedness and confidence. While this finding is important, future research should expand upon this notion and use qualitative methods to examine salient pedagogical practices that facilitate preservice teachers' overall professional growth and development (e.g., experiential learning, traditional lecture, case studies). Using interviews, focus groups, or open-ended surveys, researchers can examine preservice teachers' perceptions of effective instructional techniques, exploring *how* and *why* certain instructional techniques are seen as more effective. Qualitative research in this area will provide the field with empirical evidence to support the integration of these techniques into preservice curriculum and instruction.

Developing Beliefs about Classroom Management

As referenced earlier, beliefs can influence preservice teachers' interpretation of content and experiences that comprise their preservice preparation program (Chong & Low, 2009). Despite their emerging professional identity, preservice teachers often enter their preparation programs with deeply held beliefs regarding effective teaching practices and student learning (Salisbury-Glennon & Stevens, 1999; Smith, 2005). Often, these pre-existing beliefs and philosophies impact decisions about instructional practices and classroom management (Smith, 2005). In his research examining preservice teachers' beliefs about teaching and classroom management, Lortie (2002) suggested that previously developed understandings and beliefs are partially constructed from memories of their personal experiences as a student. When preservice teachers are enrolled in a classroom management course (or a course that briefly introduces principles and theories of classroom management), they can filter out theoretical models and methods that do not

align with their own established belief systems (Goodman, 1988). In certain situations, preservice teachers compensate for a lack of applied learning experiences and a diminished sense of confidence by implementing a style of classroom management similar to their personal schooling experiences or an approach that fits their views of student development and behavior (Martin & Baldwin, 1992).

The Role of the Mentor Teacher. In addition to general preservice preparation program and explicit coursework in classroom management, teacher education programs place a considerable degree of importance on the student-teaching experience and the role of the mentor teacher to develop preservice teachers' competencies and beliefs. The student-teaching experience can be one of the most critical learning experiences for a preservice teacher (Anderson, 2007; Torrez & Krebs, 2012). In some instances, the mentoring relationship can be the primary factor that determines professional success as preservice teachers' transition into their role as teacher-of-record (He, 2010). The student-teaching field experience has the ability to facilitate preservice teachers' development of values, beliefs, knowledge and teaching abilities (Koskela & Ganser, 1998), but the long-term impact of this experience is dependent on the efforts of the mentor teacher, student teacher, and the university-based field supervisor (Weasmer & Woods, 2003).

Although preservice teachers' can hold deep-rooted beliefs, research suggests particular sets of beliefs can change as a result of various learning experience (e.g., coursework, student-teaching experience; Mansfield & Volet, 2010; Martin, 2004). Mansfield and Volet (2010) conducted in-depth qualitative case studies with eight preservice teachers' to investigate how their beliefs concerning student motivation were

altered while enrolled in a preservice preparation program. Multiple data sources, such as learning journals, philosophy of teaching statements, interviews, observations and email correspondences were obtained at six measurement points throughout the program. Data sources were utilized to determine how beliefs regarding motivation were developed and integrated into participants' cognitive schema. Preservice teachers who did not report or endorse deeply entrenched opinions about student motivation were considered to have a "weak filter," which was a term used by the researchers to describe how undeveloped prior understandings influenced learning novel information (Mansfield & Volet, 2010). Based on the data analysis of mid-year interviews and an open-ended email survey, participants classified as having a weak filter appeared to incorporate newly learned information and knowledge into their cognitive schema. Those students who held deeply entrenched beliefs demonstrated limited change in their beliefs during the year (Mansfield & Violet, 2010). This finding suggests (at least some) preservice teachers' prior understandings and beliefs can be influenced during their preservice learning experience. However, it is important to note that students enter their teacher preparation programs with varying degrees of prior understanding and experience. Additional research is need to understand how preservice teachers' knowledge of various approaches to classroom management change as they progress through their programs, while accounting for differences in pre-existing beliefs.

Responsive Classroom Approach

The present study examines preservice teachers' knowledge acquisition and transformation of beliefs when enrolled in a classroom management course that teaches the principles and daily practices of the Responsive Classroom approach. The Responsive

Classroom is an evidence-based SEL program for use in elementary grades (Northeast Foundation for Children [NEFC], 2003). The Responsive Classroom program is grounded in seven guiding principles and 10 teacher guided approaches to curriculum and management (NEFC, 1997), and asks teachers to specifically align their beliefs, language, and philosophies of student learning with concepts from developmental psychology (Wanless et al., 2013). The program integrates social and academic instructional practices to produce a positive classroom environment that meets children's diverse academic, social and emotional needs (NEFC, 2003). Responsive Classroom is designed to help teachers create a safe and orderly classroom community with the intent of providing optimal learning experiences for all students. Research suggests the program helps teachers utilize more effective classroom management practices (NEFC, 1997; NEFC, 2003) while simultaneously helping children develop intrapersonal and interpersonal skills for social competence and achievement of educational goals (Porter, Forton, & Brady, 2011; Rimm-Kaufman, Fan, Chiu, & You, 2007).

The Responsive Classroom program was chosen as the curricular focus for the classroom management course examined in this study. The evidence suggests the Responsive Classroom SEL teaching strategies can foster a sense of community, thereby significantly improving classroom behavior and academic achievement (Adams, 2013). For example, the Responsive Classroom program includes morning meetings, a class-wide interaction in which students greet each other, share news, and prepare for the day's activities (NEFC, 1997; NEFC, 2003). Although morning meetings may be used to preview academic content for that day, they are primarily implemented to foster a sense of community, engagement, and develop students' prosocial skills (Ottmar, Rimm-

Kaufman, Berry & Larsen, 2013). Another Responsive Classroom component is positive teacher language, which refers to teachers' use of words and tone of voice. One of the simplest ways to convey safety and community is through teachers' (and other educators') use of positive language (NEFC, 1997). Lastly, the program promotes collaborative problem solving, which includes teachers' incorporation of instructional strategies (e.g., conferencing, role playing) to help students solve academic and social problems (NEFC, 1997; NEFC, 2003). For example, if students cannot use friendly language (i.e., kind words and a clam tone) with a peer, teachers may incorporate role-playing activities into morning meeting to directly teach students how to use friendly language. These are just three of several SEL techniques included in the Responsive Classroom program. They showcase primary approaches teachers could incorporate into daily classroom and instructional practices, but may find difficult without the proper instruction and learning experiences.

Vignettes as a Methodology to Assess Beliefs. Various studies support utilizing vignettes as a methodological tool to assess prior understandings and belief systems (Joram, 2007). When using dilemma-based vignettes, some researchers contend participants' authentic attitudes and beliefs are frequently reflected in their responses (Joram, 2007). Vignettes, as compared to other sources of data, are often less threatening than discussing a "lived experience" and provide the participant with a sense of control in their response, thus eliciting genuine responses (Jones, 2011; Joram, 2007). Joram (2007) conducted a qualitative study utilizing vignettes administered through semi-structured interviews to investigate seven education professors', seven preservice teachers', and nine inservice teachers' beliefs regarding educational research and knowledge of teaching

and learning. Vignettes were utilized to assess the participants' beliefs in an indirect manner without pressuring them to respond favorably (Joram, 2007). Additionally, Jones (2011) utilized interviews and vignettes within a focus group setting to explore teachers' responses to controversial issues and questions. In this context, not only did participants commonly link their own experience with the vignettes, but they also expanded on topics by providing additional personal information and in-depth individual understandings. Future research utilizing vignettes to explore teacher beliefs and approaches to classroom management would be beneficial in exploring how preservice preparation in classroom management can impact novice teachers' subsequent beliefs and practices.

Additionally, vignettes have been utilized as a methodological tool to investigate how beliefs and knowledge change over time (Armstrong, Kermode, Raja, Suja, Chandra, & Jorm, 2011; Reavley & Jorm, 2012). Reavley and Jorm (2012) administered the same vignettes at three measurement points to investigate whether beliefs towards mental health treatment were altered over a 16-year period (Reavley & Jorm, 2012). Likewise, Armstrong and colleagues (2011) implemented vignettes in a pre-/post-study designed to measure change in knowledge of and attitudes about mental health after participating in a mental health training program. These studies suggest that vignettes are regarded as a methodological tool that can be used to measure and assess how knowledge and beliefs transform across measurement points as a result of training or other experiences (Armstrong et al., 2011; Reavley & Jorm, 2012). In this study, the use of vignettes will allow the researcher to explore how preservice teachers' beliefs about and approaches to classroom management are modified as a result of their preservice learning experiences.

Mixed Method Research

Mixed methods research (MMR) has gained popularity in recent years as an approach to research design and methodology (Creswell, 2009; Teddlie & Tashakkori, 2009). MMR proposes exploring complex research problems through the use of combining quantitative and qualiative data (Johnson & Onqeugbuzie, 2004). Unlike other research methodologies, mixed methods research capitalizes on the strengths of both quantative and qualitative research while minimizing each approach's weaknesses (Creswell, 2009; Johnson & Onweugbuzie, 2004). As MMR is a relatively new research approach, a common definition does not exist. However, for the purpose of this study, MMR is defined as "a type of research design in which [1]QUAL and [1]QUAN approaches are used in types of questions, research methods, data collection and analyis procedures, and/or inferences" (Tashakkori & Teddlie, 2003, p. 711).

Rationale

Research in the area of classroom management has received scant attention compared to the work on teachers' instructional strategies and acquisition of subject matter knowledge (Borko & Putnam, 1996). Curricular and instructional methods continue to be developed and validated; however, knowledge regarding classroom management and pedagogical strategies to teach classroom management to preservice teachers has not evolved to meet the needs of novice teachers and their students (Martin, 2004). Quantitative studies (Boe et al., 2007; O'Neill & Stephenson, 2012) suggest the content of teacher preparation programs can positively impact novice teachers' sense of

[1]QUAN is the abbreviation for quantitative methods and QUAL is the abbreviation for qualitative methods.

preparedness. This is important, but qualitative investigations of preservice teachers' perceptions of effective (and ineffective) instructional strategies could improve the field's capability to support beginning teacher development in classroom management. Furthermore, prior understandings and beliefs are considered a contributing factor in individuals' ability to acquire comprehensive knowledge and skills (Chong & Low, 2009). Several studies have investigated various aspects of preservice teachers' belief systems (Mansfield & Volet, 2010; Martin, 2004), but few studies have specifically investigated how preservice teachers develop and negotiate beliefs relating to classroom management. Research that explores effective ways to support preservice teachers' development of classroom management skills by assessing changes in beliefs as a result of direct instruction and applied experiences is needed.

The present study has two primary goals. The first goal of the study was to examine how preservice teachers' approaches to and beliefs about effective classroom management evolved during the first year of their preservice preparation program. Specifically, researchers were interested in whether (and how) participants' approaches to addressing student misbehavior and beliefs about effective classroom management changed after a stand-alone course teaching the Responsive Classroom program and an applied field (i.e. student-teaching) experience. The second goal of the study was to investigate preservice teachers' perceptions of various instructional methods used in their education coursework when studying classroom management. Researchers sought to examine whether (and how) preservice teachers perceived instructional methods, such as active discussion and applied field experiences, as aiding or hampering their acquisition of knowledge in classroom management.

The current study employed a mixed-methods approach to address the research questions. This study utilized qualitative and quantitative data sources that were collected concurrently during the data collection phase. The qualitative and quantitative data sources were mixed at the data interpretation phase of the research design to address the following research questions:

1. In what ways and how do preservice teachers' describe changes in their approaches to classroom management and beliefs over the course of their preservice preparation program? [**QUAN + QUAL]**
2. In what ways do preservice teachers perceive various components of their preservice preparation as hindering or facilitating their knowledge and skill development in classroom management? [**QUAL]**

Method

Context

The current study was conducted at a public university in the southeastern United States. Data were collected from preservice teachers enrolled in an alternative teaching certification program. The alternative teacher certification program was part of a larger multi-year research project that was funded by a 5-year United States Department of Education (USDE) grant. The grant focused on developing alternative pathways to teaching and researching comprehensive approaches to training and preparation. Data for this study were obtained during the fifth year of the grant.

Participants

The participants in this study consisted of 32 students (29 females, 3 males). All participants were teacher candidates completing their first year in a 2-year alternative

teacher certification program. The alternative certification program is a graduate program at the Master's level certifying individuals to practice and teach in the field of elementary education. Candidates entered the program during the summer semester and complete six consecutive semesters of coursework and applied practice. During the first three semesters (Summer, Fall, Spring) the teacher candidates were enrolled in coursework and field experiences in local urban elementary schools. Coursework included a combination of theoretical learning as well as applied field-based experiences. After the first three semesters (Summer, Fall, Spring), the teacher candidates received certification in elementary education as well as an endorsement in English for Speakers of Other Languages (ESOL), assuming all program and certification requirements were successfully completed. During the second year of the program, the teachers were employed full-time in surrounding urban elementary school settings, but also were enrolled in course work to complete a Master's degree in Education.

The participants in this study ranged in age from 22 years to 37 years old (M = 25.39; SD = 3.15). Fourteen participants (44%) indicated their ethnicity on their graduate school application as African American ethnicity, 14 (44%) indicated White or Caucasian, one (3%) endorsed an ethnicity of African American/Asian, one (3%) endorsed a White/Hispanic ethnicity, and two (6%) participants did not specify their ethnicity. Twenty-nine participants responded to a demographic questionnaire about previous educational and professional experiences. Approximately 19% of respondents reported some previous experience in an education setting, which ranged from tutoring to serving as a teacher's assistant. Participants reported the highest degree obtained as

follows: 29 Bachelor's degrees and 3 Master's degrees in a variety of field (e.g., Business Administration, Psychology, English, and Communication).

For the purpose of this study, preservice teachers' beliefs and learning experiences were explored during the first year of their graduate experience. When the participants were accepted into and entered the program during the summer semester, they were enrolled in two classes. One of those two classes was a three-credit classroom management course. The classroom management course taught the application of social and emotional learning (SEL) principles (i.e., directly and indirectly teaching interpersonal and intrapersonal skills to students; Collaborative for Academic, Social, and Emotional Learning, 2003; Osher et al., 2010), specifically those associated with the Responsive Classroom approach. The classroom management course was designed to utilize instructional strategies that consisted of both traditional lecture-based learning and experiential learning. The first part of the course consisted of a full week of all-day coursework. The second part of the course immersed the preservice teachers in a 3-week applied (i.e. school-based) learning experience. This experience was focused on building classroom management skills while teaching science and literacy in an urban elementary school under the guidance of school-based mentor teachers and university faculty. During the fall semester, the preservice teachers enrolled in a student-teaching field placement 4 days a week and a follow-up classroom management course. Participants were also enrolled in courses focused on student development and curriculum and instruction (e.g., Child Development, Mathematics Literacy).

Data Sources

Two primary data sources were collected during this research study, classroom management vignettes (i.e., quantitative data source) and semi-structured interviews (i.e., qualitative data source). Classroom management vignettes were administered at three measurement points (May, July, and January) during the participants' first-year enrolled in the preservice teacher preparation program. They were administered prior to any direct instruction in classroom management and after each major learning experience. See Figure 2 for a visual representation of each measurement point. Semi-structured interviews were conducted with participants at the end of their second semester (December).

Classroom Management Vignettes. Vignettes have been utilized as a valuable research tool in other contexts for decades (Hughes & Huby, 2002; Joran, 2007). For this research study, hypothetical vignettes depicting fictional students were developed and implemented in an open-ended format, which required the participant to provide a written

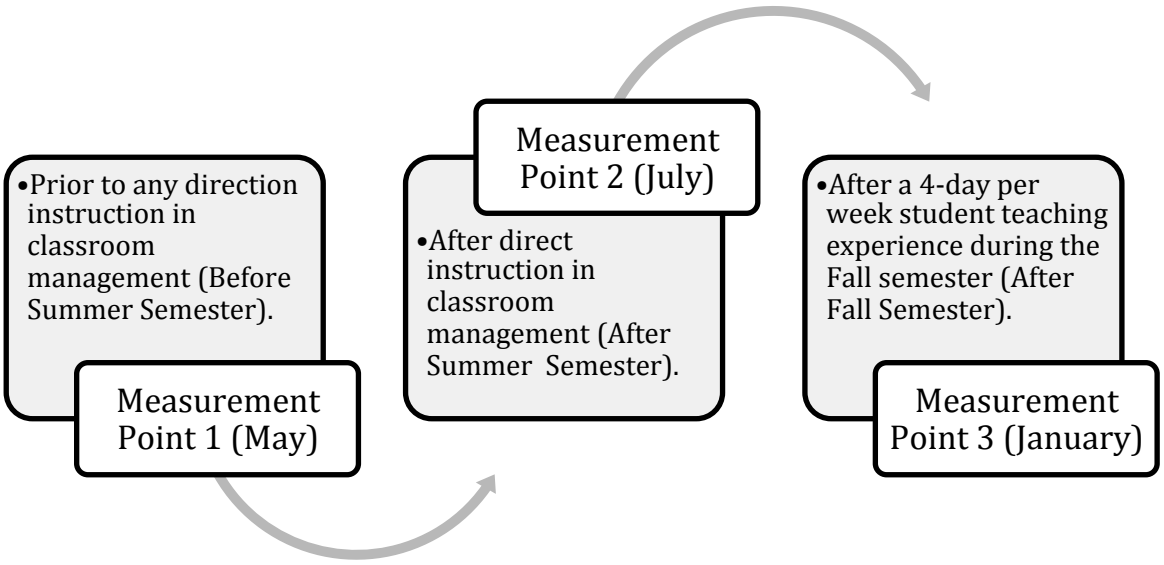

Figure 2. Administrations of vignettes across measurement points

response to each vignette (see Appendix A for a copy of each classroom management vignette). Of the study's participants, 31 of the 32 preservice teachers completed each vignette at all three measurement points.

For the purpose of this research study, the primary researcher (who is a doctoral-level graduate student) and two faculty members with expertise in classroom management and child development created the vignettes. The vignettes were implemented to elicit the participants' perceptions of classroom management and explore how beliefs change as a result of preservice learning experiences (Barter & Renold, 1999; Hargrave, 2004). At each measurement point, the participants were asked to (a) share their personal definition and perceptions of classroom management and (b) respond to two open-ended hypothetical vignettes focused on student defiance and peer aggression, two commonly cited forms of student misbehavior in elementary school settings (Kaufman et al., 2010). The themes for the vignettes (i.e., student defiance and peer aggression) remained constant throughout each administration, but the specific scenarios, including the fictional students' gender and ages, were modified. Themes were held constant in an effort to maintain consistency across administrations and allow for comparisons of participant responses across measurement points. However, since the fictional student's gender and age were not controlled for across the hypothetical vignettes, the perceived equivalence of the vignettes across measurement points may have been reduced.

Semi-structured interview. The same primary researcher and university-based faculty members who created the vignettes developed the semi-structured interview protocol specific to classroom management. The interview protocol was based on a

review of salient topics in the classroom management literature and the experiences and expertise of the faculty (see Appendix B for a copy of the interview protocol). The questions were aimed at assessing participants' perception of instructional strategies used in their preservice program that facilitated or hindered their acquisition of knowledge. Interview questions also sought to explore how participants' discussed their beliefs about classroom management and any relevant changes in their beliefs as a result of their preservice preparation experiences (Sandholtz, 2011).

Procedures

As previously stated, the current study was part of a multi-year grant-funded research project. Since the larger research project was in the fifth and final year of funding, an addendum was submitted to the Institutional Review Board (IRB) to request an extension of additional data collection not already approved by the IRB. Following approval from the IRB, informed consent was obtained to collect data specifically related to this research study. Data collection began in May of 2012.

The initial set of vignettes (quantitative data source) was administered on the first day of the participants' summer classroom management course; it is important to note this administration occurred prior to any direct instruction in classroom management (May). The second administration of the scenarios occurred on the last day of the participants' summer classroom management course (July). The third and final administration of the classroom management scenarios was held on the first day of the participants' third semester in the program (January). The final administration followed two separate courses in classroom management and a full semester of student teaching. Vignettes were administered by paper and pencil. The administration time for the

vignettes was approximately 10 minutes. The same university-based faculty member, who was the participants' primary classroom management instructor, administered all vignettes during class and answered any of the participants' questions. After each administration, the primary researcher transcribed all vignettes into a word processing program.

With regard to the semi-structured interview (qualitative data source), each participant was invited to participate in an individual, semi-structured interview at the end of the second semester (December). All participants who completed classroom management vignettes at the first two measurement points agreed to participate in the mid-year interview. Each individual interview was completed during one session and the sessions lasted approximately 50 minutes (range = 25 to 60 minutes). The interviews were part of a larger project exploring multiple aspects of preservice preparation. As such, the semi-structured interview protocol consisted of questions relating to classroom management as well as additional areas of interest to faculty in the teacher preparation program, such as culturally responsive pedagogy and early literacy. For the purpose of this study, only questions relating to classroom management were analyzed.

A research team consisting of three university-based faculty, four doctoral students, and the lead researcher (a doctoral student in school psychology) conducted the interviews. The three university-based faculty members were all departmental faculty members, and only one of the three faculty members was a professor in the preservice preparation program. At the time of the interviews, the two university-based faculty members were not directly affiliated with this program and would not serve as a direct professor to participants. The faculty member who was a professor in the preservice

preparation program did not serve as a direct professor to the participants prior to the interviews. Regardless it is important to note that obtained interview data may be subject to social desirability as select faculty members conducted several interviews.

Prior to data collection, research team members met to discuss strategies commonly used during open-ended, semi-structured interviews (Lincoln & Guba, 1985; Strauss & Corbin, 1990). Note-taking strategies and probing for a more detailed response regarding the participants' perceptions and beliefs were utilized when appropriate (Lincoln & Guba, 1985). Each faculty member was paired with one doctoral student for the first interview; this practice allowed each doctoral student to observe the process of conducting a semi-structured interview. After each doctoral student observed a faculty-facilitated interview, the doctoral student and faculty member discussed the interview; questions regarding implementation and any confusion with interview procedures were clarified. After this debriefing session, doctoral students conducted interviews for the remainder of the data collection. Interviews were recorded using a digital recorder and recordings were outsourced to an external transcription company for transcription. Interviews were de-identified for confidentiality purposes; first and last names' were replaced with the participants' subject number. Participant subject number lists were kept separately in a locked university location only accessible to members of the research team.

Data Analysis: Classroom Management Vignettes

Changes in preservice teachers' approaches to student misbehavior were examined by quantitative analysis of participants' responses to hypothetical classroom management vignettes at all three measurement points (May, July, and January). By

reviewing the Responsive Classroom curriculum and current empirical and theoretical literature on SEL and classroom management, the most salient techniques were utilized to develop an initial scoring sheet. This initial scoring sheet was used to identify the number and type of strategies endorsed by participants in the vignette responses. The modified list of classroom management techniques was then organized into two general categories: (a) Classroom Organization and Interactions, and (b) Responses to Problem Behavior (see Appendix C for a copy of the initial data analysis framework). The primary researcher and a second doctoral student independently reviewed each vignette response to identify strategies endorsed by participants that aligned with the scoring sheet. The frequency of each participant's use of Responsive Classroom and general SEL strategies was recorded for each scenario (i.e. student defiance and peer aggression) at each measurement point (May, July, January). Interrater reliability exceeded 90% agreement (Bakeman & Gottman, 1986), and any disagreements regarding the endorsed strategies were discussed to reach a final consensus. A repeated measures analysis of variance (ANOVA) was utilized to determine change in the frequency with which participants' endorsed Responsive Classroom and SEL strategies to address problem behaviors across the various measurement points (prior to any instruction in classroom management (May), after stand-alone classroom management course (July), after student-teaching experience (January)). A Fisher's LSD post-hoc test was conducted to determine the specific measurement points for which differences in mean frequencies were significant.

Data Analysis: Semi-Structured Interview

Qualitative data were analyzed in a recursive multi-step process, in which the researchers continuously developed, examined, and refined the qualitative data (Nastasi,

2009). To begin data analysis, two doctoral students independently reviewed and compared the transcripts from the semi-structured classroom management interviews using techniques that allowed participants' personal theories and beliefs of classroom management to emerge. The researchers engaged in inductive (i.e., creating meaning from the data; Nastasi, 2009) and deductive (i.e., deriving meaning based on previous theoretical literature; Varjas, Nastasi, Moore, & Jayasena, 2005) data analyses of each transcript. Inductive analysis is strictly grounded in data and allows meaning and themes to develop based on participant responses (Teddlie & Tashakkori, 2009). In this research study, preliminary codes and categories were formed based on an inductive analysis of preservice teachers' thoughts and experiences in classroom management (Teddlie & Tashakkori, 2009). Deductive analysis required the researchers to superimpose a theory or set of understandings onto the data and codes were developed based on existing theories (Varjas et al., 2005). This process of inductive and deductive coding allowed for universal elements of preservice preparation (i.e., preservice learning, beliefs of classroom management) to be explored in relation to an insiders' perspective. More specific to this study, the inductive and deductive approach to qualitative data analysis allowed current theories of preservice preparation and beliefs to be expanded upon and reflect preservice teachers' perceptions (Nastasi et al., 2004).

A coding manual reflecting common themes was developed (see Appendix D). Similarities and differences among common and frequent themes were grouped into primary, secondary, and tertiary codes (i.e., level 1, level 2, and level 3, respectively). Once the coding manual was compiled, the coders utilized the manual to independently code a subset of the interview data, review obtained results, and discuss and resolve any

discrepancies. To facilitate the organization and coding of qualitative data, the primary researcher uploaded the transcribed interview data into ATLAS.ti 7, a computer software program.

To begin the coding process, the two doctoral students independently read and applied the coding manual while monitoring interrater reliability (IRR; Schensul, Schensul, & LeCompte, 1999). Interrater reliability is a technique measuring the degree to which independent coders reach agreement when applying the coding manual and assigning codes to interview data (Stemler, 2007). To ensure accuracy and validity of the coding process, this approach to coding continued until the recommended IRR of 90% was obtained consistently (*M*=91.1%; Bakeman & Gottman, 1986). Throughout this process, the two doctoral students frequently meet to discuss and modify the coding manual as necessary. When warranted, existing codes were redefined and new codes were generated (Strauss & Corbin, 1990). To ensure each version of the coding manual was applied to all previously coded interviews, the two doctoral students applied all new codes to each previously coded interview and obtained 100% consensus for all new codes. A total of 21 of 32 interviews were coded before consistently exceeding 90% IRR (Bakeman & Gottman, 1986).

After the 90% IRR was obtained consistently across interviews, the coders independently coded the remaining interviews. Cross-checking was conducted by the researchers on approximately 100 lines of randomly identified text blocks in each transcript (*M*= 92.4%; Bakeman & Gottman, 1986) to ensure consistency when applying the coding manual. This approach also minimized the risk for coder drift, which can

occur when the coders change their perceptions of coding theme definitions (Bakeman & Gottman, 1986; LeCompte, 1999; Schensul et al. 1999).

Trustworthiness

Trustworthiness is a way to discuss the rigor or validity of qualitative research (Lincoln & Guba, 1985). To develop the trustworthiness of the current data sources and analysis, techniques recommended by Lincoln and Guba (1985) were implemented. Lincoln and Guba (1985) recommended members of the research team meet throughout the duration of the research project to discuss procedures as well as findings and interpretations from the data (i.e., peer debriefing). Peer debriefing continued as the research project progressed. An audit trail, which is the systematic process of recording decisions made throughout the course of a research project, was maintained in an effort to document all relevant data and procedures and ensure dependability and confirmability (Lincoln & Guba, 1985). This included interview transcripts, all classroom management vignettes, and all versions of coding manuals. Furthermore, to enhance trustworthiness, Lincoln and Guba (1985) recommend obtaining multiple sources of data (i.e., triangulation). Triangulation is a powerful approach to obtaining trustworthiness in that researchers converge multiple data sources to ensure multiple elements of a theory are fully examined (Lincoln & Guba, 1985). This research project used multiple mixed-methods (i.e., vignettes at three measurement points, semi-structured interviews) to gather information that supports the current research project. Lastly, as an additional measure of transferability, which means generalizing findings to different contexts, thick descriptions of the content and themes are presented.

Results

Qualitative (semi-structured interviews) and quantitative (classroom management vignettes) data were collected from each participant. In the section that follows research questions are addressed by construct (i.e., approaches to and beliefs of classroom managment, pedagogical strategies and barriers). Data sources related to each construct are discussed.

Approaches to and Beliefs of Classroom Management

Quantitative Classroom Management Vignettes. Descriptive statistics and repeated-measures ANOVA were used to analyze changes in preservice teachers approaches to problem behaviors. Specifically, the frequency with which preservice teachers endorsed various Responsive Classroom techniques and SEL practices to address problem behaviors was examined. A summary of descriptive statistics can be found in Table 2. A repeated measures ANOVA indicated that of the frequency with which participants endorsed Responsive Classroom techniques and general SEL practices

Table 2

Descriptive Statistics for the Respondents' Responses

	Time 1		**Time 2**		**Time 3**	
	Mean	*SD*	*Mean*	*SD*	*Mean*	*SD*
Classroom Organization and Interactions: Aggression	.32	.48	.42	.67	1.16	1.00
Responses to Problem Behavior: Aggression	1.77	.92	2.26	1.03	3.30	1.42
Total Aggression	2.10	1.04	2.67	1.10	4.45	1.73
Classroom Organization and Interactions: Defiance	.52	.72	.97	.87	.71	.78
Responses to Problem Behaviors: Defiance	1.03	.75	1.35	.91	2.41	1.26
Total Defiance	1.55	.93	2.32	1.16	3.13	1.31
Cumulative Total	3.65	1.45	5.00	1.53	7.58	2.39

Table 3

ANOVA table for Analysis of Total

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	247.828	2	123.914	53.550	.000
Within Groups	138.839	60	2.314		
Total	386.667	62			

Note. Analysis is based on 31 participants.

was significantly different after each major learning experience ($F(2, 60) = 53.550$, $P < 0.000$; see Table 3). Measure of effect size was based on eta squared and reflected Cohen's guidance on interpretation, which posits an effect size of 0.06 should be classified as medium and effect sizes of 0.14 are considered a large. The current analysis yielded a large effect size (effect size = .641), indicating the combination of classroom management instruction and applied experiences had a large impact on preservice teachers' endorsement of Responsive Classroom strategies. A LSD post-hoc test suggested the preservice teachers' mention of SEL and Responsive Classroom strategies increased after each major component or learning experience of their classroom management training. For example, preservice teachers' mean frequency of mentioning SEL strategies increased from the assessment on the first day of their classroom management of course prior to any direct instruction (May) to the second assessment, which occurred on the last day of the participants' classroom management course (July). A significant difference in means was also noted between the mean frequencies at the July measurement point (end-of-classroom-management-course) and data collected after a full semester in student teaching (January). Therefore, the results of ANOVA and post-hoc analyses suggested both the stand-alone classroom management course and

experiential learning opportunities may contribute to changes in preservice teachers' reported approaches to classroom management and problematic student behaviors.

Additional analyses were conducted to examine reported changes in preservice teachers' application of various Responsive Classroom and SEL techniques and practices to the specific behaviors addressed in each scenario (i.e., aggression, student defiance). In other words, were there statistically significant changes in the frequency with which preservice teachers' endorsed Responsive Classroom techniques and SEL practices to address each of the specific behavioral challenges across measurement points?

With regard to student defiance vignettes, a repeated measures ANOVA indicated that the frequency with which respondents' mentioned Responsive Classroom techniques was statistically different between each learning experience ($F(2, 60) = 15.302$, $P < 0.000$; see Table 4). A post-hoc analysis using Fisher's LSD revealed that the respondents' use of classroom management strategies to address student defiance increased after each major learning experience. That is, when responding to the student defiance vignettes, participants' mention of strategies and practices taught in the classroom management course increased after direct instruction and an applied learning experience.

Table 4

ANOVA table for Analysis of Student Defiance

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	38.731	2	19.366	15.302	.000
Within Groups	75.935	60	1.266		
Total	114.666	62			

Note. Analysis is based on 31 participants.

Table 5

ANOVA table for Analysis of Aggression total

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	93.312	2	46.656	37.481	.000
Within Groups	74.688	60	1.245		
Total	168.00	62			

Note. Analysis is based on 31 participants.

Further, a repeated measures ANOVA was also conducted to determine if there were statistically significant changes across measurement points in the frequency with which respondents mentioned Responsive Classroom techniques and SEL practices when responding to the student aggression vignettes. Results indicate that participants' mention of Responsive Classroom techniques and general SEL practices to address hypothetical situations regarding student aggression was significantly different between time points ($F(2, 60) = 37.481$, $P < 0.000$; see Table 5). Post-hoc analysis using Fisher's LSD revealed that the preservice teachers' reported use of classroom management strategies to address student aggression was significantly higher after each measurement point, suggesting preservice teachers reported application of Responsive Classroom techniques and SEL practices increased after each major learning experience.

Qualitative semi-structured interview. Participants shared whether and how their beliefs about effective classroom management changed since beginning their preservice preparation program. Specifically, Question 5 on the interview protocol (see Appendix B) asked participants to provide a dichotomous response (i.e., Yes or No) that signified whether (or not) they felt they had experienced changes in their beliefs about classroom management. Question 5 then asked participants to discuss how their beliefs

were modified during the course and applied experience. A frequency count was conducted to determine the amount of teachers who reported changes in their belief systems. Results from the frequency count indicate the majority of teachers (28 out of 32; 88%) reported a change in their beliefs about effective classroom management since enrolling in the preservice preparation program.

The following section reviews and discusses how participants' beliefs were altered during the classroom management course and applied experience. Each level 1 code and corresponding subcodes (i.e., level 2 codes) were developed by recursive inductive and deductive qualitative analysis. Results from the qualitative analysis yielded a coding hierarchy with the following level 1 codes to represent the major categories of reported change: *Principle-Based Change* and *Practice-Based Change* (see Figure 3). Descriptive quotes from preservice teachers are included to provide rich descriptions and further illustrate the obtained codes. Table 6 presents the number and percentage of preservice teachers who endorsed each belief at least once during the interview.

Table 6

Number and Percentage of Each Participant Endorsing Each Belief

Belief	Code	*N*	Percentage
Principle-Based	Classroom community	18	56%
Principle-Based	Discipline	13	41%
Principle-Based	Teacher disposition	6	19%
Principle-Based	Impact of past experiences and previous beliefs	10	31%
Principle-Based	Comprehensiveness	13	41%
Practice-Based	Classroom organization	7	22%
Practice-Based	Logical consequences	6	19%
Practice-Based	Student accountability	2	6%

Note. N = 32 participants.

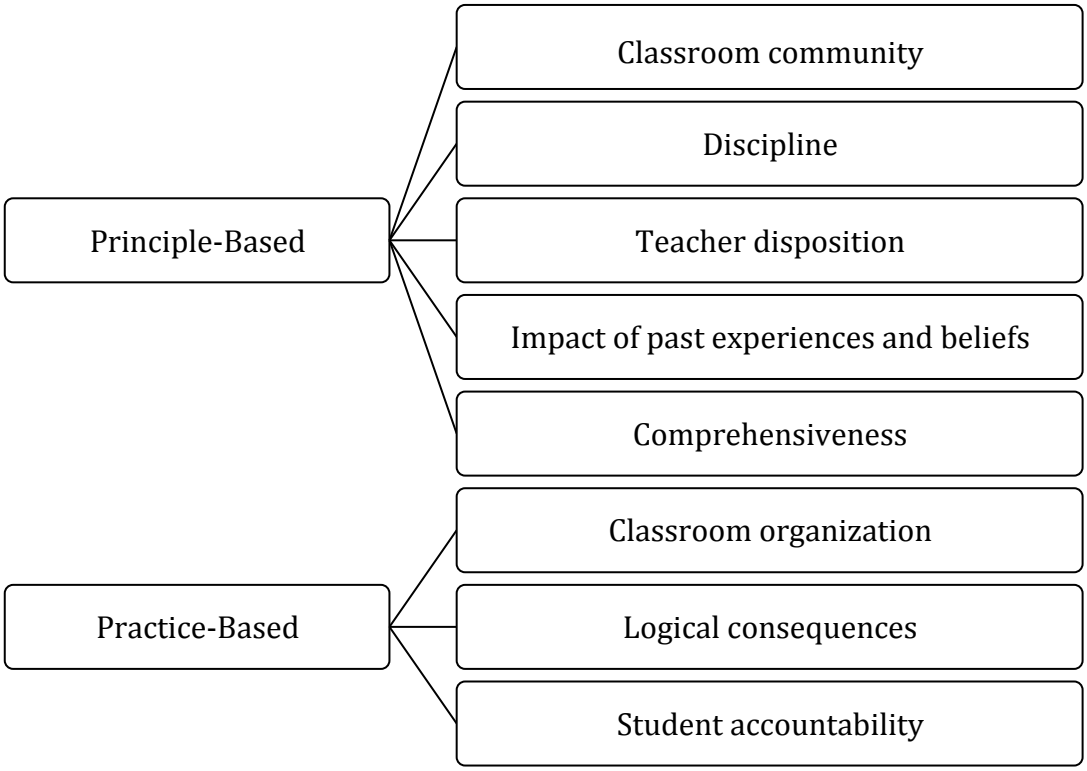

Figure 3. Coding hierarchy for preservice teachers' self-reported change in beliefs

Principle-Based Change. *Principle-Based Change* (level 1) was described as change in the participants' beliefs as it relates to the specific ideologies of effective classroom management. *Principle-Based Change* was comprised of the following level 2 codes: *(a) classroom community, (b) discipline, (c) teacher disposition, (d) impact of past experiences and previous beliefs*, and *(e) comprehensiveness.*

The importance and role of *classroom community* (level 2, 18 of 32, 56%) was a common change in beliefs as reported by participants. In general, the participants discussed the positive implications of a community-centered environment in that it reduces problematic behaviors and promotes academic learning. The notion of

community as a necessary component of effective classroom management was a cognitive shift for many participants. For example, respondents endorsed creating a safe, community-oriented environment during the first several weeks of school as a critical aspect of classroom management and one they seldom thought of prior to enrolling in their preservice preparation program. As one respondent described her approach to classroom management, she said, "I came from a behaviorist background and it's completely changed. It's much more focused on the community and having logical consequences rather than just positive punishment and negative reinforcement." Further, when asked to explain the change in beliefs since entering the program, one participant responded by stating:

> Before the program it was more about just managing the classroom to where students sit down in a chair and don't get up without permission. But now I see how effective it is to really build a community within the classroom where children don't feel so confined or restricted to sit in their desk the whole entire day without moving or to fear consequences that are not within reason for their misbehavior…and just really building the community where children are aware of their behavior and can come up with their own rules and consequences for not following procedures in the classroom.

Preservice teachers also endorsed their preparation programs as helping them realize the connection between community and the ability to teach, which indirectly supports the development of students' academic achievement. To illustrate, one teacher noted:

> In the beginning I thought classroom management was about just routines and I really didn't think much about it…but now I know that it's not just about that. You have to – I always say build community because that's really important…because when you have the students respect one another then you can actually teach content but when that's not happening it's very hard to actually teach different activities.

The second most commonly endorsed change related to beliefs about *discipline* (level 2; 13 of 32; 41%). This included participants' perceptions of what constitutes

effective discipline and the relationship between discipline and classroom management. For instance, one preservice teacher discussed how she previously believed discipline and classroom management were synonymous; however, as a result of the program, she stated, "I would say that I've definitely switched views, you know. Less discipline. I guess before I would've thought that discipline would've played a huge part where it's not really the biggest crucial part of it."

Several preservice teachers also discussed the personal *impact of past experience and previous beliefs* (level 2; 10 of 32; 31%) within the context of developing new beliefs. One respondent stated, "If I had gone into a classroom without this program, I probably would have just done what I did in school, which was have them put Xs in the book or…some sort of punishment that's not helpful to them." However, after engaging in diverse preservice learning experiences that taught a variety of community-based, SEL strategies, it has "definitely changed the way [they] would do things in the classroom." In some instances, community-based and SEL practices were new and unfamiliar ideologies the respondents had never been exposed to or experienced. For example, one preservice teacher stated:

> I didn't really know what classroom management was. Going to elementary school and high school, I didn't really experience a lot of what they teach in this program. It was a lot more…like the disciplinarian approach where there is a lot of yelling and it's more of the controlling environment. I really like what I learned about letting kids kind of take initiative and have power in the classroom and make their own decisions and kind of fuel their own learning.

In general, preservice teachers stated their previous "traditional" beliefs about classroom management pertained to "getting children to behave"; however, as a result of their experiences in the program, their beliefs of effective classroom management have transformed.

In some instances, respondents' beliefs have become more *comprehensive* (level 2; 13 of 32; 41%). Prior to the program, some preservice teachers endorsed beliefs about classroom management that were simplistic and lacked depth and breadth. For example, one respondent stated, "There's more to classroom management than I thought coming into the program. I thought I could just go in, tell them the rules…and it'd be all amazing. But, clearly, there's a lot of planning and thinking things through that the program has taught me how to do." Expanding one's system of what is required to implement effective classroom management was a shared sentiment by several respondents. These respondents now believe classroom management is more global than *discipline* and requires the development of systematic "step-by-step processes."

Participants also discussed how their beliefs about *teacher disposition* (level 2; 6 of 32; 19%) were altered based upon various learning experiences. In some instances, preservice teachers recognized the link between teacher disposition and student behavior and outcomes. For example, one participant stated:

> The calm voice, the calm demeanor, the teacher voice…I didn't really understand the importance of it and how often you have to keep that in mind…like, remind yourself of that daily because kids will do certain things and, if you're already having a bad day, it'll be easy to just react…stay calm 'cause when they see you lose your cool, then they lose their cool and they're more apt to really act up.

The participants seemed to discuss the impact of their disposition within the context of both teacher and student outcomes and how it related to effective classroom management.

Practice-Based Change. *Practice-Based Change* (level 1) was described as a change in participants' beliefs as it relates to the specific practices required for effective classroom management. *Practice-Based Change* was comprised of the following level 2

codes: *(a) classroom organization, (b) logical consequences,* and *(c) student accountability.*

Although participants were more apt to discuss changes in their beliefs within the context of ideologies, several participants discussed how changes in beliefs would extend to their classroom practices. For example, several teachers noted how altering their beliefs helped them realize the importance of *classroom organization* (level 2; 7 of 32; 22%). Participants noted *classroom organization* could reduce disruptive behavior and sustain a warm, positive classroom environment that is conducive to learning. One preservice teacher stated:

> I do think my perspective has changed 'cause I did think a lot of it was just getting kids to not behave badly and that's not classroom management at all. It has a lot to do with how you set up your class, everything from what's in your room and what you use it for to the space to where you seat kids.

As participants discussed how their beliefs of classroom management expanded, they realized classroom management consisted of subtle, yet *comprehensive* interrelated classroom-based practices.

Preservice teachers also discussed *logical consequences* (level 2; 6 of 32; 19%) and how they have come to incorporate logical consequences into their system of beliefs. Several respondents endorsed the use of *logical consequences* as a superior technique to address student misbehavior, and one that would elicit sustained change in student behaviors. For instance, one preservice teacher stated:

> I think I'm more knowledgeable than I was before entering the program, and I think that I still have a lot to learn….I mean it's more challenging than I thought it would be, I think, because I am a firm believer in logical consequences. I think that's why it's challenging. Some teachers take an easy way out as far as disciplining their kids. I don't really believe in doing that. I'm more like community-building. There has gotta be a better way to do this so students are still learning, but they're understanding that they need to make a different choice.

Several preservice teachers discussed logical consequences within the context of teaching responsible decision making and identifying consequences of one's behaviors. Similarly, two preservice teachers explicitly noted how their beliefs changed to include the importance of *student accountability* (level 2; 2 of 32; 6%), which can be fostered through the use of *logical consequences.* As one preservice teacher said:

> And I think that's the part of really good classroom management that I didn't know before. That you know, students can create their own rules in the classroom…it's easier for them to follow that because they now have taken ownership of what goes on in their community in the classroom.

These findings, along with previous findings, suggest that varied preservice learning opportunities can help preservice teachers' alter preexisting beliefs about and practices of classroom management to align with novel models and methods taught in their preservice preparation program.

Pedagogical Strategies and Barriers

Qualitative semi-structured interview. Preservice teachers reported perceptions of preservice training components that hindered or facilitated their professional competencies in classroom management. Data analysis yielded a coding hierarchy with the following three level 1 codes: *Instructor-Driven Learning, Experiential Learning, and Barriers to Learning* (See Figure 4). The following section summarizes and discusses each level 1 code and specified corresponding subcodes (i.e., level 2 codes, level 3 codes). To further exemplify codes and provide thick descriptions, quotes from the participants are included. Additionally, Table 7 presents the number and percentage of preservice teachers who endorsed each learning experience at least once during the interview.

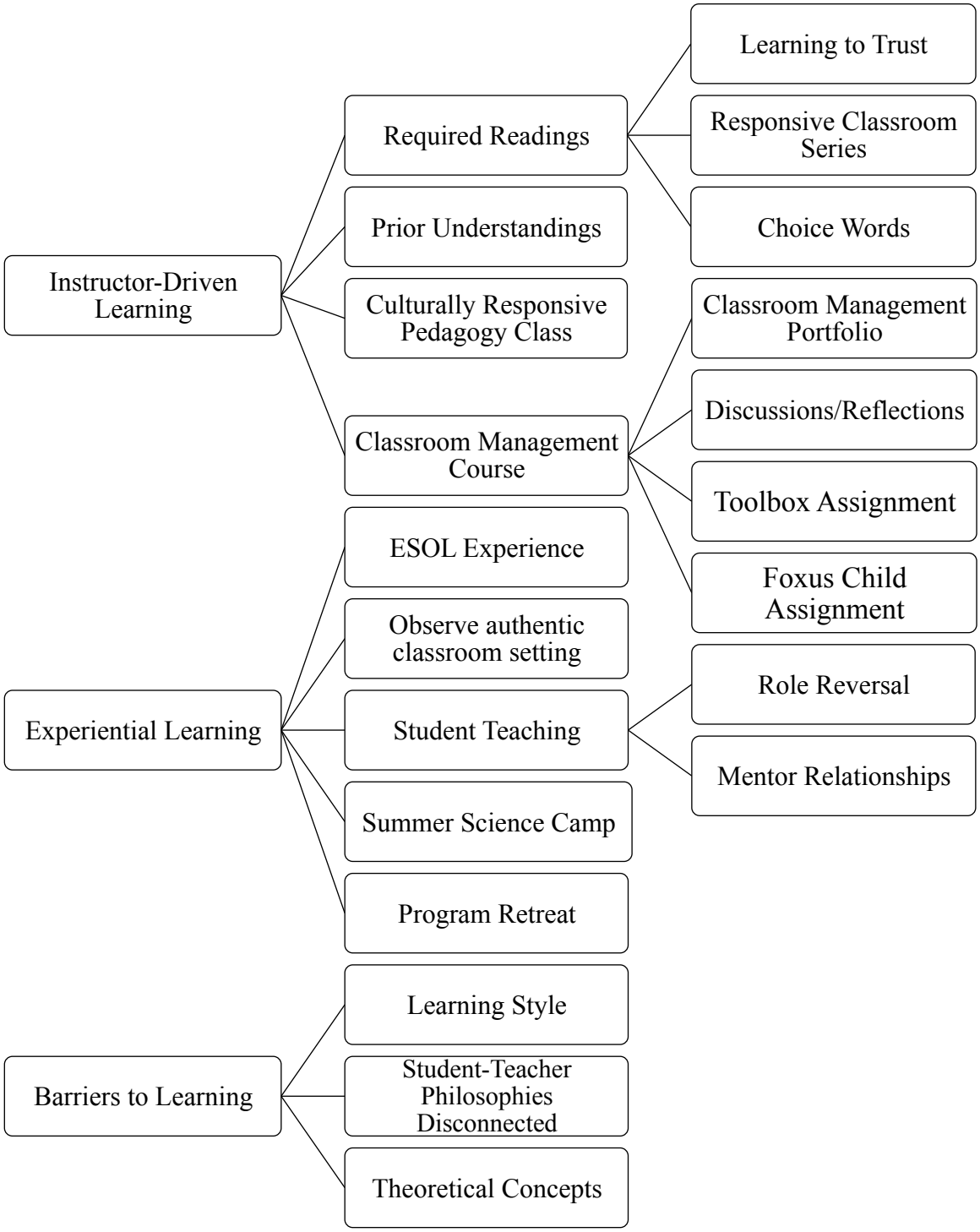

Figure 4. Coding hierarchy for pedagogical learning strategies.

Table 7

Number and percentage of participants who endorsed each learning experience

Type of Learning Experience	Code	*N*	Percentage
Instructor-Driven	Culturally Responsive Pedagogy	10	31%
Instructor-Driven	Required Readings	17	53%
Instructor-Driven	Required Readings - Choice Words	2	6%
Instructor-Driven	Required Readings- Learning to Trust	3	9%
Instructor-Driven	Required Readings – Responsive Classroom	17	53%
Instructor-Driven	Classroom Management Instruction/Assignment	25	78%
Instructor-Driven	Classroom Management Instruction/Assignment –Discussions and Reflections	14	44%
Instructor-Driven	Classroom Management Instruction/Assignment – Focus Child Assignment	4	13%
Instructor-Driven	Classroom Management Instruction/Assignment – Portfolio Assignment	9	28%
Instructor-Driven	Classroom Management Instruction/Assignment – Toolbox Assignment	4	13%
Instructor-Driven	Prior Understandings	5	16%
Experiential	ESOL Experience	7	22%
Experiential	Observe authentic classroom settings	10	31%
Experiential	Student Teaching	18	56%
Experiential	Student Teaching - Mentor Relationships	14	44%
Experiential	Student Teaching - Role Reversal	5	16%
Experiential	Summer Science Camp	9	28%
Experiential	Program Retreat	1	3%
Barrier	Learning Style	6	13%
Barrier	Discrepancies with Mentor's Philosophy	10	31%
Barrier	Theory-to-Practice Gap	8	25%

Note. $N = 32$ participants.

Instructor-Driven Learning. *Instructor-Driven Learning* (level 1) was defined as any reference in the data to pedagogical and didactical practices and assignments that participants' regarded as facilitating their acquisition of knowledge in classroom management. Based on participant responses and examination of the classroom management course syllabi (i.e., summer and fall semester), the following level 2 codes were associated with *Instructor-Driven Learning*: (a) *required text*, (b) *prior understandings*, (c) *classroom management instruction/assignments*, and (d) *culturally responsive classroom*. Additionally, level 3 codes were noted for (a) *required text* and (c) *classroom management instruction/assignments*. The following level 3 codes associated with *required text* are: (a) *Responsive Classroom textbooks*, (b) *Learning to Trust*, and (c) *Choice Words*. The following codes level 3 codes were associated with *classroom management instruction/assignments*: (a) *classroom management portfolio*, (b) *discussions and reflections*, (c) *toolbox assignment*, and (d) *focus-child assignment*.

Preservice teachers predominately endorsed the *classroom management course* (level 2; 25 of 32; 78%) as an aspect of the program that facilitated their knowledge and skill development in classroom management. Respondents considered the classroom management course to be a critical aspect of the program. Several participants discussed how they were taught a variety of SEL techniques that could be implemented to achieve a community-oriented classroom while minimizing the amount of disruptive behaviors. For example, when discussing general aspects of the classroom management course, one participant stated that the course "really helped me to see things differently than I saw them before" and "gave me concrete ideas of how to do things in the classroom." An additional respondent stated, "I guess I've learned so much there because not only is [the

professor] teaching, but she's having us go out and look for different types of classroom management and presenting those to the classroom (peers), so that's really helped."

Participants also mentioned the role of *prior understanding* (level 2; 5 of 32; 16%) in learning novel content-matter. When this occurred, participants typically referenced prior understandings that resulted from previous teaching experiences or undergraduate preparation in a related topic (e.g., child development) and discussed how previous knowledge was enhanced as a result of direct instruction in classroom management. For example, one participant stated:

> I was a child development major so I kind of brought that knowledge in, but I think it was nice to have really concrete ways to build community...and we've had to describe ways we will create community. That's really changed the way I think.

Within the *classroom management course* (level 2 code), preservice teachers specifically referenced class *discussions and reflections* (level 3; 14 of 32; 44%) as facilitating their ability to implement effective classroom management strategies in an authentic setting. As illustrated in the previous example and several others, participants perceived the classroom management course and the overall learning environment as a continuous flow of interactive dialogue and active reflection, important elements that expanded their perceived knowledge base and skill-set. To further exemplify, one participant stated, "I really liked our classroom management class where we talked a lot about morning meetings and ways to engage kids outside of just hardcore academia. That, I think, is critical to management in the classroom." The preservice teachers enjoyed the meaningful dialogue and endorsed active discussions and reflections as pedagogical strategies that shaped their knowledge of and beliefs about classroom management to reflect the preservice curriculum. Respondents indicated class discussions

and reflections developed their ability to conceptualize various situations and anticipate a course of action in similar future events. To illustrate, one participant stated, "And also the multiple discussions what we've had in our classroom management course…shaped and helped me to think about what I would do in certain situation and how I would manage the students in my class."

The second most common aspect of Instructor-Driven Learning pertained to *required readings* (level 2; 17 of 32; 53%) that were assigned as part of the classroom management curriculum. The respondents enjoyed the required readings and often discussed how the readings in conjunction with class *discussions and reflections* opened their mind to new ways of approaching classroom management. For example, one respondent stated, "our classroom management course has helped tremendously and the text that we are given to read really helps see the way classroom management should be done and not done as well." The *Responsive Classroom textbooks* (level 3; 17 of 32; 53%) were specific required readings that preservice teachers endorsed as expanding their knowledge-base and skill-set. As the following quote illustrates, the series of books helped participants to develop deep understandings of the concepts (e.g., morning meeting), and related skills required for implementation:

> Several of the readings that we had in her classroom too, especially like *The First Six Weeks of School*, that book was really helpful. The *Morning Meeting* book and not just the activities 'cause those were fun, but also just what morning meeting is supposed to do for the classroom, you know?

The final component of instructor-driven learning (level 1) related to the students' completion of a *culturally responsive pedagogy class* (level 2; 10 of 32; 31%), a course that was designed to teach preservice teachers how to examine culture and its influences on student learning and development. As the following quotes illustrate, respondents

viewed the culturally responsive pedagogy course as increasing their personal awareness about diversity and cultural and individual differences, important aspects teachers should be cognizant of when interacting with students:

> I felt like that [culturally responsive pedagogy course] was an excellent introduction…as far as looking at theories and really examining education in the urban environment…I was really able to go into student teaching with my eyes wide open to the different conflict areas that students might have to face in school.

An additional student continued this sentiment by saying:

> The culturally responsive pedagogy class…was very important to my classroom management and me because it made me question things that I would have taken for granted. It made me look at the way I approach students differently and try to figure out why students do what they do versus just taking it at face value.

In many ways, the culturally responsive pedagogy class highlighted systemic issues in public education. This awareness helped preservice teachers understand how identified concerns can impact classroom management and student behavior. Being aware of systemic issues also encouraged participants to approach classroom management from a multicultural perspective that accepts individual differences and utilizes differences to foster community.

Experiential Learning. *Experiential Learning* (level 1) was defined as any reference in the data to applied, hands-on learning experiences that participants' regard as facilitating their acquisition of knowledge and skills in classroom management. The following level 2 codes were utilized to describe *Experiential Learning:* (a) *ESOL experience,* (b) *observe authentic classroom settings,* (c) *student teaching,* (d) *summer science camp*, *and* (e) *program retreat* (see Figure 4). The following additional level 3 codes were noted for *student teaching:* (a) *mentor relationships* and (b) *role-reversal.*

The experiential learning technique endorsed by the most preservice teachers as valuable was their *student teaching* (level 2; 18 of 32; 56%) placement at a local elementary school. Many preservice teachers valued the student teaching experience. Specifically, participants noted the experience as an opportunity to apply the strategies and techniques they learned in their classroom management course in a real-life setting. Respondents explained that *Instructor-Driven Learning* was advantageous, but having multiple opportunities to engage in real-life practice and connect theory-to-practice in genuine settings was pivotal to their training program. As one preservice teacher said, "Without the student teaching portion of the program…we would be lost – completely lost…you have to have the experience in order to learn how to manage the classroom effectively." Additionally, preservice teachers noted the sequence of experiential learning techniques, including the summer *science camp* (level 2; 9 of 32; 28%) and the *ESOL experience* (level 2; 7 of 32; 22%), as developing their understandings of classroom management. One preservice teacher described the structure of the experiential learning opportunities:

> I do think that the work that we did in the beginning of the semesters, meaning I think how it was outlined where we kind of started with one-on-one tutoring in the refugee camp [ESOL experience] and then we kind of moved into small groups, more with the summer science camp, and then we kind of unfolded into field placements and doing whole group, small groups. It was a good stepping-stone and a good movement up.

The second most frequently endorsed *Experiential Learning* (Level 1) opportunity was participants' relationship with their mentor teacher, coded as *mentor relationships* (level 3; 14 of 32; 44%). Respondents seemed to value these relationships, particularly when they were placed with a likeminded mentor teacher who shared similar values and philosophies. Participants viewed the mentor relationship as further developing their

knowledge and skills in classroom management. For example, one preservice teacher stated, “when you're actually in a class working with a mentor teacher, the rubber hits the road and you see how things really play out and how they're really dealt with…I've learned so much.”

Another aspect of *student-teaching* participants discussed was *role-reversal* (level 3; 5 of 32; 16%). *Role-reversal* is an authentic two-week applied learning experience that required the student teachers to assume the majority of teacher responsibilities. This is an opportunity not afforded to many preservice teachers this early in their preservice program; however, several respondents noted the benefits. For example, one participant stated, “I noticed that during the two weeks I was in role reversal, I really made some development strides as far as being a teacher because of being in that role consistently and kind of getting into a rhythm.”

An additional level two code for *Experiential Learning* (level 1) included participant references of general opportunities to *observe authentic classroom settings* (level 2; 10 of 32; 31%). Participants discussed the program’s accelerated nature, and how this structure provided them with a variety of applied classroom learning experiences. With regard to having opportunities to *observe authentic classroom settings*, participants’ stated, “I loved that the program has given us a lot of different opportunities to see different classroom environments”; and “like I said before, that we’ve seen so many different types of classrooms and we’ve been able to see different styles. It really helps you create your own style and be comfortable in the way you want to run your classroom.” As a result of observing diverse classroom settings and seeing firsthand how

to implement certain strategies, preservice teachers appeared to be more likely to implement the learned technique in the classroom.

With regard to relationships, one participant endorsed the benefits of a *program retreat* (level 2; 1 of 32; 3%). The *program retreat* was an event conducted early in the program in which participants and university faculty participated in a two-day overnight retreat and participated in various community and team-building activities. The participant noted this experience as an important experiential learning opportunity as it provided foundational knowledge for other courses in the teacher preparation program. It also fostered a sense of community that allowed students to openly share and discuss sensitive topics.

Barriers to Learning. *Barriers to Learning* (level 1) was defined as any reference in the data to specific pedagogical strategies preservice teachers perceived as hindering their acquisition of knowledge and skills in classroom management. The following level 2 codes were utilized to further explain *Barriers to Learning:* (a) *discrepancies with mentor's philosophy*, (b) *theory-to-practice gap*, and (c) *preservice teachers' learning style.*

An endorsed aspect of the program that preservice teachers noted as less effective in strengthening or further developing their knowledge of and abilities related to classroom management was *discrepancies with mentor's philosophy* (level 2; 10 out of 32; 31%). The code d*iscrepancies with mentor's philosophy* was frequently discussed within the context of the student-teaching experience (level 2 code under *Experiential Learning* [level 1]), which warrants further discussion. The preservice teachers were enrolled in a preservice preparation program that frequently utilizes their previous

graduates as mentor teachers when possible. Training for mentor teachers to share the program's learning objectives and philosophy of learning, specifically relating to classroom management, is always provided. However, in some cases, students were paired with mentor teachers whose philosophy of student learning and classroom management differed from that taught in their university classes. In certain instances, conflicting philosophical views hindered the participants' ability to develop their own set of classroom management competencies. For instance, one preservice teacher described the experience in the following manner:

> I just felt like the classroom management that was in place in school was very punitive that rather than trying to help the students get back on track and help them get back to being able to learn in the classroom… I did have a lot of problems with classroom management and with sort of waffling between using their system, the system that was already in place that these kids are used to and them seeing me as sort of being soft, if my reaction wasn't, "Go move your clip." But it was, "You need to apologize. You need to think about what you were doing."

While an individual may view *discrepancies with mentor's philosophy* as negative, certain participants reframed the experience in a positive manner. One preservice teacher noted that observing a classroom management style that differed from Responsive Classroom principles and practices was ineffective in developing a professional skill-set, but reinforced the importance of content matter. Specifically, the respondent noted how the mentor teacher's inability to create a solid foundation during first six weeks of school, (which was taught as an important procedure in the classroom management course) reinforced that concept:

> The first 30 days is the most crucial part of the school year and if the foundation isn't laid correctly with your procedures and your rules, it's basically shot for the year. And I really saw that firsthand because there was no system in place in the classroom I was in, so by the time – and it was almost like clockwork. Once we

> hit 30 days, you could really see that everything was kind of on the loose at that point.

Therefore, although placement with a mentor teacher who was likeminded and shared similar beliefs about student learning and classroom management was ideal, when this dynamic was not possible, certain students were able to interpret the experience as a positive learning opportunity.

Preservice teachers reported class assignments or instruction characterized by a *theory-to-practice gap* as a barrier to acquisition of knowledge and skill (level 2; 8 out of 32; 25%). Preservice teachers stated they struggled to develop an in-depth understanding of concepts or recognize how classroom management practices related to the practice of teaching when curriculum was presented in a purely theoretical manner. For example, one preservice teacher stated, "some of the things that I learned…I have not been able to apply yet… I didn't really have a clear understanding of …I haven't really seen where it's been applicable." Respondents also reported class assignments and instructions as less effective when they were either not supplemented with applied learning or when concepts were not linked to genuine classroom settings. For example, one participant described her personal experience with instruction characterized by a *theory-to-practice gap*:

> I like learning about theoretical concepts but unless the theoretical concepts are specifically bridged to being in a classroom and doing, so not just having theoretical concepts about, well, children should learn best by doing such and such a theory, but here's how the theory works and here's how you bridge it into the classroom and if a kid reacts this way in a classroom, this is how we [preservice teachers] learn.

In general, participants reported that instruction or learning experiences that lacked a theory-to-practice component, that is instruction that does not link theory to practical relevance or real-life examples, hindered their knowledge and skill acquisition.

The last aspect of *Barriers to Learning* (level 1) related to the *preservice teachers' learning style* (level 2; 6 of 32; 19%). Some preservice teachers noted that it was not necessarily curriculum and content matter that hindered professional growth, but the structure of assignments. For example, one preservice teacher stated:

> I'm one of those people that I don't get into…the journal writing… So if the journals were kind of like the blogs, where it was online and I could just go at my own pace at my own leisure and actually have time to reflect –. Because of course I type quicker than I could ever handwrite, so that actually just sitting down and jotting down is just – I could see where it could be effective, but because that's not my style, it's just a task that I have to do.

This notion reinforced the importance of multimodal learning and may suggest the need to modify assignments and acknowledge individual learning styles to optimize learning experiences.

Discussion

The current study aimed to (a) explore preservice teachers' perceptions of pedagogical strategies that developed their knowledge about and abilities in classroom management, and (b) assess if (and how) preservice teachers' personal beliefs about and proposed approaches to effective classroom management can change as a result of explicit and applied learning in SEL programming (i.e., Responsive Classroom). Recently, the effectiveness of traditional approaches to teacher preparation has been under increased scrutiny (Stigler & Hiebert, 2009). As a result, various alternative teacher preparation approaches are being proposed, implemented, and evaluated (Stigler & Hiebert, 2009; Zeichner, 2010). Research-based knowledge regarding curriculum and

instructional methods has made significant gains over the past few decades; conversely, the research base regarding classroom management and methods for teaching classroom management to preservice teachers has not made the necessary advancements to meet the needs of novice teachers and their students (Oliver & Reschley, 2007). The majority of preservice preparation programs are not providing the learning opportunities novice teachers need to (a) integrate novel content matter into their profession orientations and philosophies, and (b) feel prepared and confident when implementing classroom management grounded in SEL principles and practices (Adams, 2013; Duck, 2007). To further understand how teacher preparation programs can impact novice educators' classroom management philosophies and practices, this study examined how preservice teachers beliefs' changed as a result of multiple learning experiences and how they perceived these learning experiences as facilitating or hindering their professional competencies.

Prior research on these topics has primarily been quantitative in nature, and has addressed preservice teachers' level of preparedness and belief systems through surveys and questionnaires (Stronge et al., 2011). The current study provides a unique contribution to these understudied topics by examining pedagogical strategies and alterations in beliefs as voiced by preservice teachers and utilizing mixed-methods (i.e., semi-structured interview and hypothetical open-ended vignettes) to explore these areas in novel ways.

The first aspect of this research study was to determine if preservice teachers' beliefs were altered as a result of learning experiences in their teacher preparation program. Previous research has suggested that deep-rooted beliefs are often resistant to

change (Salisbury-Glennon & Stevens, 1999; Smith, 2005); however, particular sets of beliefs can transform as a result of participation in diverse learning opportunities. Respondents discussed changes in beliefs within the context of (a) principle-based change, such as concepts and theories that serve as the foundation of their professional belief system, and (b) practice based-change, such as concrete classroom management strategies and techniques. Because participants were specifically taught the Responsive Classroom approach (including its seven guiding principles and 10 teaching practices), examining changes in novice teachers' beliefs within this structure was a sensible approach.

Based on our analyses of the participants' interview responses and responses to classroom management vignettes, the preservice preparation program appeared to have a positive impact on preservice teachers' system of beliefs and acquisition of novel information. Participants' appeared to alter their beliefs and practices to match the classroom management approach being endorsed and taught by their preservice program. Quantitative analyses of the classroom management vignettes indicated preservice teachers more frequently mentioned the use of Responsive Classroom (and related SEL) practices to address student misbehavior as they progressed through the program. These results suggested each major learning experience (classroom management course, student-teaching experience) had a significant impact on preservice teachers' use of learned strategies. Further, an increase in preservice teachers' Responsive Classroom practices was found for vignettes depicting both peer aggression and student defiance. This finding suggests preservice teachers endorsed learned information to address multiple student concerns. In light of these findings, an integrative approach to teaching

classroom management might successfully help preservice teachers internalize and subsequently integrate evidence-based techniques into their belief system. This is an important finding in that it supports previous results contending change in beliefs is contingent on preservice learning experiences (Mansfield & Volet, 2010), and provides additional information regarding the configuration of learning experiences that might foster sustained change in novice teachers' beliefs and behaviors.

The aforementioned quantitative findings were also supported and expanded upon by qualitative results. Analyses of the semi-structured interview suggested the majority of preservice teachers (28 of 32) endorsed changing their beliefs regarding effective classroom management as a result of their participation in various course-based and experiential learning opportunities. Specifically, preservice teachers discussed changes in beliefs that aligned with principles and practices of the Responsive Classroom approach as delineated in the quantitative scoring sheet, suggesting they were receptive to learning and internalizing this novel information. For example, the most frequently discussed change in preservice teachers' beliefs pertained to the role of classroom community in effective classroom management. Classroom community, which includes peer and student-teacher relationships, is considered to be a critical factor influencing students' academic achievement and social competencies (Luckner & Pianta, 2011; Wentzel, Battle, Russell, & Looney, 2010) and was represented under the Classroom Organization and Interaction category of the quantitative scoring sheet. Prior to enrolling in the program, the majority (18 of 32) of preservice teachers did not view classroom community and interpersonal relationships as important elements of classroom management. However, as a result of the varied learning experiences, most reported they

modified their beliefs about effective classroom management to include classroom community and quality interpersonal relationships. This qualitative finding regarding classroom community supports the quantitative findings suggesting preservice teachers are internalizing and endorsing learned information to address student behavior. This is important because SEL programming is gaining momentum as a method to address behavior difficulties and mental health concerns among school-aged children. As a result, teachers must participate in learning experiences that encourage them to align their beliefs about student learning and classroom management with SEL principles and practices.

Preservice teachers in this study also described numerous learning experiences that advanced their knowledge and skills related to effective and proactive classroom management. Results suggest these learning strategies are best categorized as instructor-driven methods and experiential learning. For example, instructor-driven methods included classroom management curriculum (i.e., Responsive Classroom), related assignments, and active learning instructional strategies, such as class discussions and reflections. Experiential learning was identified as field-based experiences that were situated within an applied, genuine practice context. These findings are consistent with previous research on effective teacher learning, which states learning is best facilitated when curriculum and traditional lecture content are linked, discussed within an authentic context, and applied to real-life settings (Zeichner, 2010). As state and national initiatives focus on producing effective teachers, the results of the current study provide some guidance on instructional components that preservice teachers consider to be more and less effective.

Results from this study suggested preservice teachers valued a stand-alone classroom management course that utilized a variety of instructor-driven and experiential learning techniques. The majority of preservice teachers endorsed it as an approach to professional learning that enhanced their preparation and confidence in the area of classroom management. While participating in a class of this nature is a rare experience for preservice teachers (Evertson & Weinstein, 2006; Johnson, 2005), respondents' perceived the course as having a significant impact on professional growth. Furthermore, over half of the participants endorsed and discussed the advantages of assigned readings, particularly the materials on the Responsive Classroom program. Assigned readings were regarded as a resource that highlighted the application of learned strategies using explicit, concrete examples. Preservice teachers also discussed how the curriculum and assigned readings were actively discussed and reflected upon during class sessions, allowing the instructor to address any areas of confusion and facilitate the preservice teachers' integration of novel information into their preexisting cognitive schemas. These findings lend credence to assertions made by both teachers and researchers regarding the value of preservice instruction in classroom management that is (a) separate from other content matter, and (b) focused specifically on teaching preservice teachers principles and explicit practices for proactive classroom management (Evertson & Weinstein, 2006; Zeichner, 2010).

Preservice teachers also endorsed diverse, applied, hands-on learning experiences as advancing their knowledge base and perceived level of ability and preparedness. Often, the participants discussed the value of learning content matter via the classroom management course sessions and readings, then subsequently implementing the material

in the real-life classroom environment with support. The importance of approaching teaching and learning using integrated pedagogical strategies (i.e., direct and applied instruction) been stressed by researchers for several years (e.g., Brouwer & Korthagen, 2005). Results from a previous mixed-method study investigating the effects of an integrative approach to teacher education (i.e., classroom-based learning with practical application) suggest the integration of applied experience and theoretical understanding can positively impact the knowledge base and competencies of preservice teachers (Brouwer & Korthagen, 2005). The finding in the current study supports Brouwer and Korthagen's (2005) results and lends additional support for the use of an integrative approach to preservice teacher learning in the area of classroom management.

In this study, preservice teachers primarily discussed the importance of student-teaching experiences and the relationship with their mentor teachers. As previous research has suggested, the student-teaching experience and the professional relationship that develops with the mentor teacher can be the most critical learning support afforded to preservice teachers (Anderson, 2007; Torrez & Krebs, 2012). Often, student teaching occurs towards the end of preservice preparation. In this study, preservice teachers participated in the student-teaching experience during their second semester of enrollment and participants' typically discussed the value of this applied and authentic learning experience. The perceived benefit of an experience of this nature occurring so early in the coursework sequence is something that has not been thoroughly discussed in the literature. However, this finding supports previous studies (Anderson, 2007; Torrez & Krebs, 2012) that indicated preservice programs should provide an experience of this

nature at multiple points throughout the training sequence to help preservice teachers develop an adequate level of preparedness before assuming the role of teacher-of-record.

Further supporting the benefits of integrated learning are additional findings related to pedagogical teaching strategies and content matter that preservice teachers perceived as hindering their professional growth. Results indicated theory-focused activities, which are characterized by curriculum and instruction that lack an explicit practical component, could serve as a barrier to learning. Since many other classroom management courses are theory-based and lack opportunities for practical application, this finding supports current reform efforts advocating for systematic and applied learning experiences relating to classroom management.

Overall, findings from the current study have important implications for (a) understanding the relationship between instruction and changes in individuals' beliefs and (b) efforts to teach preservice teachers effective approaches to classroom management. Examining instructional strategies that preservice teachers identify as most salient in developing their level of preparedness may provide explicit guidance to policy makers and university professionals in creating effective teacher preparation programs. High quality preservice training can increase the number of teachers who possess the knowledge base, skills, and beliefs to integrate effective classroom management practices into their day-to-day work. In the current study, preservice teachers reported a diverse and expansive list of direct and applied learning experiences that they viewed as advancing their professional competencies related to classroom management. As a result, conceptualizing classroom management instruction from an integrative standpoint, that is, providing a variety of learning experiences so course content is perceived as

meaningful and applicable by *all* preservice teachers may be the most effective method to prepare and produce quality educators.

Limitations and Future Research

The current study utilized MMR to explore preservice teachers' perceptions of teaching strategies and beliefs relating to effective classroom management. The mixed methods approach with regard to data interpretation and collecting data at multiple time points facilitated this investigation, but limitations were noted. Nonrandom sampling methods and participation from preservice teachers enrolled in only one preservice preparation program limit the generalizability of results. Future research is needed to investigate preservice teachers' perceptions of diverse pedagogical strategies and their acquisition of knowledge about classroom management across grade bands (i.e., elementary education, secondary education) and geographic locations. Additionally, further assessing the perceptions of other key stakeholders (e.g., university professors, university-based field supervisors, mentor teachers) may provide additional information regarding optimal learning environments and instructional strategies that advance preservice teachers' classroom management competencies. Lastly, university-based faculty and doctoral students conducted interviews. One of the faculty members who conducted interviews is a professor in the preservice preparation program (although participants' had not taken a course with this professor prior to the interviews). The other two university-based faculty members were not directly affiliated with this program and did not (and would not) have the participants as students. Regardless, the present study relied on face-to-face interviews as a method of data collection. Thus, the obtained results may be subject to social desirability and may not correspond fully to how preservice

teachers view instructional practices and their actual beliefs. Future researchers may wish to consider utilizing additional data sources (i.e., surveys, observations) to help better understand the impact of preservice preparation on preservice learning in the area of classroom management.

In conclusion, findings from this study offer education leaders and policy makers insight into how preservice teachers regard specific components of their preservice education as facilitating or hindering their knowledge base, competencies, and beliefs about classroom management. Because preservice teachers will play a vital role in fostering their future students' academic performance and well-being, they must be able to implement a style of classroom management that minimizes disruptive behaviors while cultivating prosocial behavior. Understanding and incorporating a comprehensive approach (e.g. instructor-driven learning, experiential-based learning) to preservice preparation in classroom management may be an essential step in the promotion of effective novice teacher performance. Not only can this approach potentially address and alter preexisting (and sometimes faulty) beliefs, it also can support the implementation of effective classroom management practices, thereby positively impacting preservice teachers' future effectiveness.

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APPENDIXES

APPENDIX A

Classroom Management Scenarios

Classroom Management Scenario – First Measurement Point (May)

1. Below are two scenarios. If you were each child's teacher, what would be your approach to the situations?
    a. Roger is a 6-year-old student in your classroom. He is usually a diligent and bright student; however, he struggles managing his anger when he is upset. One afternoon, Roger begins tearing student-created work and decorations off the wall, throwing classroom furniture (i.e., chairs, desks), and shoved a bookcase on your co-teacher.
    b. Crystal is an 8-year-old girl in your classroom. Today, she returned to the classroom from lunch and would not take her seat. Instead, she wanted to sit outside in the hallway. Despite your attempts to encourage Crystal to join the class in the hallway, she does not respond to your requests and continues to ignore what you say.

Classroom Management Scenario – Second Measurement Point (July)

1. Below are two scenarios. If you were each child's teacher, what would be your approach to the situations?
    a. Franco is a 7-year-old male in your classroom. This morning during morning meeting, Franco got up from the carpet and moved around the classroom. When you told him to return to his seat on the carpet, he refused.
    b. Serena is a nine-year-old girl in your classroom. When she was out on the playground for recess, you saw Serena push a classmate off of the swing set.

Classroom Management Scenario – Third Measurement Point (January)

1. Below are two scenarios. If you were each student's teacher, what would be your approach to the situations?
    a. The 5th grade team at your school has developed a team teaching model where each teacher teaches a different subject area. Students rotate among the teachers' classrooms during the day, so that they have a different teacher for each subject (reading/la, ss, math, and science). Taylor is an 11-year-old, 5th grade student who comes to your classroom for reading/la. She periodically shows up to class five minutes late. The amount of times she is late per week has increased. When you tried discussing the situation with Taylor, she rolls her eyes and yells at you.
    b. Kyle is a 7-year-old student in your classroom. During centers and time on the playground, Kyle is hitting and biting other children. Kyle has struggled with peer relationships since the beginning of the school year; however, his actions (i.e., hitting and biting) towards his peers are beginning to become more intense and more frequent.

APPENDIX B

Semi-Structured Preservice Teacher Interview Protocol

1. What aspects of the program would you identify as most important and/or effective in helping you develop your knowledge and skills in classroom management? Why? [Probe for instructional methods, such as the small group learning, summer science camp, classroom management portfolio, mentors]

    - What particular events, experiences, discussions, readings, etc. that happened during the semester that may have influenced your current ideas about classroom management?
    - What activities were less effective? Why?

2. To help continue building your knowledge and skills in classroom management, what additional learning activities would you like to see?

3. What skills would you need to implement effective classroom management?

4. At this point in the program, do you feel you have acquired those skills?

5. Do you think your perceptions of classroom management have changed since entering the program?

    a. If your beliefs have changed, why?
    b. If your beliefs have not changed, why not?

APPENDIX C

Number and Percentage of Participants Who Report Implementing Each Response When Addressing Student Misbehavior

Endorsed Response	Time 1		Time 2		Time 3	
	Aggres.	Defiance	Aggres.	Defiance	Aggres	Defiance
Classroom Organization and Interactions						
Organize Classroom Space						
Engage students						
Positive teacher language						
Implement visual and verbal cues						
Collaborative create class rules						
Teach/reference rules						
Teach/reference routines						
Morning Meeting						
Encourage students to articulate hopes/dreams						
Consistently respond to misbehavior						
Provide teacher-structured choices						
Develop interpersonal relationships						
Community						
Withitness						
Warm-Demander						
Total (Classroom Organization and Interactions)						
Responses to Problem Behaviors						
Help children develop self-control						
Teach Children Responsibility, Self-Ctrl						
Use proximity control						
Maintain safe/orderly environment						
Implement Logical Consequences						
Utilize Buddy Teacher System						
Individual T/S Conversation						
Involve School Staff/Parents						
Collaborative problem-solving						
Problem Solving Conferences						
Set-Up a Check-In Time						
Individual Agreements						
TOTAL (Responses to Problem Behaviors)						
Total per Vignette:						
Total per Measurement Point:						
Total:						

APPENDIX D

(Excerpt from Coding Manual)

1) Instructor-Driven Methods (Level 1)– this includes any reference in the data to traditional, didactic, or lecture based methods relating to participants' acquisition of knowledge in classroom management. This includes required readings, pedagogical strategies used by the instructors, and various assignments as part of a classroom management course.

   a) Required Texts (Level 2)– any reference in the data made by the participants to text materials they were required to read as part of the curriculum. This may include general references to required readings.

      Examples:
      Int5_SEC4: "I definitely think our classroom management course has helped tremendously and the text that we are given to read really helps to see the way classroom management should be done and not done as well."

      Int7_SEC28: "I think that one that we had to read in the beginning of classroom management about the different theories and it was this child named Adam and you had to kind of view his behaviors through a specific theory…I think that was really helpful."

      i) Responsive Classroom Series (Level 3)– any reference to the morning meeting books aiding knowledge of classroom management. These books include: Rules in School, First 6 Weeks of School, and Morning Meeting. This code may also include referencing the importance of laying ground rules during the beginning of school (30 days).

         Examples:
         Int6_SEC50: "Once we hit 30 days, you could really see that everything was kind of on the loose at that point. So that would be one thing that I can particularly say in terms of the reading about the crucial part of the first six weeks of school.

         Int30_SEC73: ""I really like all the books that we've read. Learning to Trust for sure is a really powerful one. Again, all the Morning Meeting booklets."

      ii) Choice Words (Level 3)– any reference to the Choice Words, written by Peter H. Johnston as helping the participants develop knowledge and skills relating to classroom management. Responses may include a discussion of dialogue and how dialogue contributes to effective classroom management or student-teacher relationships.

Examples:
Int1_SEC16: "We read the book "Choice Words" and that was a good book. It really showed me some different dialogue that I can use with the students.

iii) Learning to Trust (Level 3) – any reference to the book *Learning to Trust* (Learning to Trust: Transforming Difficult Elementary Classrooms Through Developmental Discipline) that helped the participants build knowledge and understandings about classroom management.

Examples:
Int30_SEC73: "I really like all the books that we've read. Learning to Trust for sure is a really powerful one."

b) Prior Understandings (Level 2) - any reference in the data made by the participants stating their preservice preparation built on prior understandings and knowledge. This may also include references in the data to previous experiences that shaped their understandings. Additionally, references to the preservice program challenging previous experiences and understandings may also be coded here.

Examples:
Int1_SEC4: "It gives you a lot of examples on how you can improve your classroom instruction, which was great because I already had those ideas in my head and I could go in and just see if they worked for me instead of going in with nothing."

Int29_SEC63: "Before I started this program I did a lot of subbing and my immediate reaction if something went wrong was to put a kid out of the room, write them up, just get them out of the way. Now this program has opened by eyes that there are alternative things you can do."

c) Classroom Management Course (Level 2)- any reference in the data made by participants stating the classroom management class facilitated their learning in and knowledge of classroom management. This can include any reference in the data to the structure (e.g., scaffolding) of the class. This may include referencing an instructor's name and subsequently discussing how the instructor helped shape learning.

Examples:
Int5_SEC4: "I definitely think our classroom management course has helped tremendously and the text that we are given to read really helps to see the way classroom management should be done and not done as well."

Int16_Sec5: "So [INSTRUCTOR] has a great class. She teachers about the classroom management in- I guess I've learned so much there because not only is she teaching…"

i) Portfolio Assignment (Level 3) – references in the data made by the participants discussing the Classroom Management Portfolio, which is a comprehensive plan of how they will work with students, time, curriculum, and materials.

Examples:
Int13_SEC57: "And then we had our classroom management portfolio. So with that I was able to create strategies to use to build a community within my classroom. I had a classroom management plan, procedures, whether they were going to the restroom, collecting homework, working in groups getting my attention and things like that. So I think that definitely helped to prepare me in my placement and then as I continue going through the different placements."

Int4_SEC28: "The portfolio was big because I had to break down really specific strategies I wanted to use and how I would implement them."

ii) Discussions/Reflections (Level 3)– any reference in the data to class discussions facilitating their knowledge and skills in classroom management. This can include *reflecting* on learning knowledge in the classroom setting in both an oral and written format.

Examples:
Int5_SEC14: "And also the multiple discussions that we've had in our classroom management course and from the presentations that we do on the readings…help to shape and help me to think about what I would do."

Int5_SEC28: "All the reflecting we do in our papers and our assignments. I think that really helps me to sit back and think about situations when I am in class and to see how students behave."