The Dissertation Committee for Sandra Hall Dunn Certifies that this is the approved version of the following dissertation:

Preservice teacher preparation for managing problem behaviors:

An interpretive qualitative analysis of the classroom management course

Committee:

Sherry Field, Supervisor

O. L. Davis, Jr.

Sharon Evans

Norvell Northcutt

Stu Reifel

Preservice teacher preparation for managing problem behaviors:

An interpretive qualitative analysis of the classroom management course

by

Sandra Hall Dunn, B.S.; M.A.

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Dedication

To Richard

Your gift of love and support sustain me.

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Preservice teacher preparation for managing problem behaviors:

An interpretive qualitative analysis of the

classroom management course

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This dissertation examines the content of a required classroom management course to determine how preservice teachers are prepared for managing problem behaviors. Qualitative content analysis of interviews with four adjunct classroom management course instructors, their course syllabi, textbooks, assignments and projects, ancillary course materials, fieldwork, and formative assessment revealed how the topic of problem behaviors is incorporated and implemented in the design of the course and how the topic is addressed in the textbooks and other course materials selected for the course.

The complexities of scholarly research, individual course instructors' personal beliefs about classroom and behavior management and problem

behaviors, and the implications of those personal beliefs upon text selection and course content that guide the preservice teacher's developing philosophies to meet the challenges of today's diverse educational settings provide the foundation for this interpretive analysis. Findings suggest that, regardless of the documented need for additional preservice teacher preparation in managing student behavior in general and problem behavior specifically, course content on problem behaviors in the classroom management course depends upon the course instructors' personal beliefs about classroom and behavior management that developed through their personal knowledge, experience, and preferences.

Academic freedom serves as a centerpiece of university professor and student rights. Academic freedom must support academic responsibility in the design, implementation, and evaluation of curriculum, preparation of course materials, complementary course offerings, and a competent and judicious treatment of the subject. Findings of this study reveal that the university's academic responsibility for providing a "competent and judicious treatment of the subject" relies upon the personal beliefs of the individual course instructor.

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Chapter 1: Introduction

The goal of any teacher preparation program is to prepare its students to enter the profession as effective teachers who positively affect their students and their academic success. One important element of that preparation, classroom management, reflects a teacher's behaviors that

> …produce high levels of student involvement in classroom activities, minimal amounts of student behaviors that interfere with the teacher's or other students' work, and efficient use of instructional time (Emmer & Evertson, 1981, p. 342).

Even though teacher preparation programs attempt to prepare their students for effectively managing their future classrooms, research reveals a continuing tension between preservice and novice teachers and their preservice preparation in classroom management, behavior management, and their ability to address problem behaviors in the classroom. This study examines the classroom management course required of all preservice teachers seeking Early Childhood-Grade 4 (EC-4) Generalist certification at State University, a major research institution with a large teacher preparation program located in the southwestern region of the United States, to determine how preservice teachers are prepared to manage problem behaviors through their classroom management coursework.

1.1 Behavior Management/Discipline in Schools Today

Discipline (Feistritzer & Haar, 2005; Haberman & Rickards, 1990; Mason, 1997; Veenman, 1984) and difficulty working with students from diverse cultural backgrounds (Haberman & Rickards, 1990; Hanushek, Kain, & Rivkin, 2004; Loeb, Darling-Hammond, & Liuczak, 2005; Scafidi, Sjoquist, & Stinebrickner, 2007) consistently appear among the top reasons for preservice, novice, and experienced teachers leaving the profession. Children who exhibit problem, disruptive behaviors are found in all schools, regardless of location, size, or socioeconomic status. However, since significant numbers of novice teachers find their first teaching positions in large, urban, inner-city schools, with diverse student bodies, high levels of disciplinary problems, and, often with the most difficult teaching conditions (Hanushek et al., 2004), preservice teachers must be prepared to meet the challenges found in the diverse educational settings of today's schools.

As Haberman (1995) so powerfully described:

> The difficulties facing students and teachers in the largest urban school districts in the United States are different from those in smaller districts. In urban schools, students are generally poor, educationally challenged, limited in language, or handicapped in other ways. Home conditions for many students may not include a parent, and the community's support for learning is neutral at

> best…When such conditions are part of a student's life, teaching and learning are significantly affected…(p. ix). For beginners…the pressures, intensity, and emotional commitments are beyond belief and almost beyond description (p. 1).

Growing numbers of teacher preparation programs now expose their preservice teachers to varying amounts of coursework related to behavior management. However, in light of the extensive body of research reflecting the need for improved preparation in managing student behavior, one wonders if enough is being done to adequately prepare teachers during their teacher preparation programs to meet the behavioral challenges found in diverse educational settings. In speaking about multicultural education, Gay (1997) states that two assumptions cannot be made about limited exposure to cultural diversity. First, that

> …teachers can implement multicultural education effectively if they have received little if any exposure to cultural diversity in their professional preparation programs (p. 150)

Second, that

> …incidental, fragmented, and infrequent exposures to cultural diversity and multicultural education constitutes sufficient preparation (p. 150).

The case may be made that similar assumptions are made about behavior management and the management of problem behaviors.

Today's teacher preparation programs have been described in the following way:

> …the portrait of teacher preparation programs reveals White, middle-class, female students being taught by White, middle-class male professors from a Eurocentric middle-class framework to go out and teach White, middle-class, suburban students. This focus systematically excludes massive numbers of students-most frequently, those who are in greatest academic peril in K-12 classrooms. It perpetuates a vicious cycle of frustration and failure for both students and teachers (Gay, 1997, p. 152).

Compounding the problem is the acceptance of "…some grand, overall, universal theory of how all normal children are supposed to develop" (Haberman, 1993, p. 2) and then teaching the exceptions to that theory.

> There is no basis in theory or in fact for believing that children who grow up in poverty are making anything other than normal responses to their treatment and environment. The normal world which children in poverty bring to school is frequently at odds, therefore, with their teachers' expectations. It is not possible to

provide neat, general patterns of how children in poverty perceive their world (Haberman, 1993, p. 3).

While the scholars mentioned here are well respected in their dedication to the preparation of teachers of minority children in urban, inner-city schools and their understanding of the inherent diversity found in such educational settings, I suggest that teachers in all educational settings must be prepared for the diversity found in most of today's schools. Regardless of the socioeconomic status of any school, problems exist and preservice teachers must be prepared to meet the challenges they, no doubt, will encounter as they enter the profession. Problem behaviors exist and must be attended to not only in the tidiness of the university classroom but also in the messiness of the classrooms where preservice teachers conduct their fieldwork.

This study is informed by the *Classroom Strategies Study* (Brophy, 1996; Brophy & McCaslin, 1992; Brophy & Rohrkemper, 1981) for teaching children who have "…social-emotional needs that interfere with their attempts to meet the challenges of schooling" (Brophy, 1996, p. 5). Recognizing that all teachers are responsible for fulfilling the functions of instruction, classroom management, disciplinary interventions, and student socialization (p. 5), Brophy also recognizes that there are problem students who require "…more intensive management and socialization" (p. 7) than most other children. His work is thoroughly grounded in his own previous work (Brophy, 1988, 1996; Brophy & Evertson, 1976; Brophy &

McCaslin, 1992; Brophy & Rohrkemper, 1981), the seminal work of Kounin (1970), and the extensive works of Emmer, Evertson, and their colleagues (Brophy & Evertson, 1976; Emmer, 1984; Emmer & Evertson, 1981; Evertson & Emmer, 1982; Evertson, Emmer, Clements, Sanford, & Worsham, 1981; Evertson, Emmer, & Worsham, 2006; Evertson & Weinstein, 2006; Sanford, Emmer, & Clements, 1983).

According to Brophy (1996), teachers have limited clarity in expectations for their responsibility for student socialization. While good classroom management principles provide the foundation for effective student socialization, these principles must be adjusted and supplemented to help some children develop the self-regulation that is critical to effective socialization (p. 17).

Recent shifts in teaching and learning toward the social construction of knowledge or learning communities in which teachers and students share responsibility for learning require teachers to teach their students

> …not only how to pay attention during lessons and work alone on assignments but also how to participate in collaborative dialogues and work together in cooperative learning activities (Brophy, 1996, p. 13).

Drawing from the literature on child rearing, teacher modeling, expectation and social labeling effects, cognitive-behavior modification and strategy training,

school improvement to meet the needs of all students in general and at-risk students in particular, and, suggestions from mental health professionals, Brophy has identified a

> …coherent set of concepts and strategies for socializing students that…is suitable for use by teachers working under normal classroom conditions (pp. 19-20).

Brophy offers a

> …systemic approach to socializing the class as a whole includ[ing] modeling and instruction, communicating positive expectations and social labels, and reinforcing desired behavior…Where prosocial behavior is difficult for students to learn, modeling may have to be supplemented with instruction (including practice exercises) in desirable social skills and coping strategies. The instruction should convey not only propositional knowledge (description of the skill and explanation of why it is desirable) but also procedural knowledge (how to implement the skill) and conditional knowledge (when and why to implement) (p. 20).

1.2 Research Questions

The purpose of this study is to determine how the study of problem behaviors is manifest in the classroom management course at State University, a

major research institution with a large teacher preparation program located in the southwestern region of the United States. The following questions guide the study:

1. How do teacher educators incorporate and implement the topic of problem behaviors in the design and development of the classroom management course?
2. How is the topic of problem behaviors addressed in the required textbooks, ancillary content sources, assignments and projects, fieldwork and assessment?

1.3 Design and Overview of the Study

Through an interpretive inquiry employing interviews and qualitative content analysis, this study identified the inclusion and exclusion of instruction on problem behaviors within a classroom management course required of all preservice teachers seeking EC-4 Generalist certification. Data was collected through interviews with the course instructors and all course materials for the course, including the course syllabi, textbooks, assignments, projects, ancillary content sources (e.g. PowerPoint presentations, classroom observations, cooperating teachers, guest speakers), fieldwork, and formative assessment. Data was analyzed simultaneously with collection resulting in a narrative describing the content related to problem behaviors and implementation of that content through assignments, projects, and fieldwork.

To prepare preservice teachers for managing their future classrooms with

> …clear ideas of the types of classroom conditions and student behaviors necessary for a healthy learning environment (Evertson et al., 2006, p. xv),

a qualitative analysis of the content in the classroom management course dedicated specifically to problem behaviors highlighted the significance and substance devoted to this topic. The course instructors' choices in required and optional texts reflected the scholarly literature offered to the preservice teacher. The connections between the literature and ancillary content sources with the required assignments, projects, class discussions, fieldwork, and formative assessment reflected the opportunities available for students to incorporate the offered strategies and techniques into their preparation for teaching.

1.4 Summary

The continuing tension that exists between teacher preparation and the realities of working with children who exhibit problem behaviors establishes the need to examine this topic through a systematic analysis. Relying on the *Classroom Strategies Study* (Brophy, 1996) for teaching children with problem behaviors, this study examined teacher preparation for the management of those behaviors. The course materials for classroom management course and interviews with participating course instructors provided the data for analysis.

Chapter 2: Review of the Literature

This dissertation examines the theoretical and practical foundations of classroom management and the underlying foundations of behavior management that support the study of problem behaviors through qualitative analysis. This section provides a review of the foundations and development of teacher preparation, classroom management, and behavior management. The central role of academic freedom and responsibility in the development of course content from a historical and contemporary perspective is examined. The uses and purposes of the syllabus in the college classroom are reviewed.

The first topic, teacher preparation, includes sections on teacher preparation programs; perceptions of teacher preparation programs; increasing behavior management instruction in teacher preparation programs; consequences of limited behavior management preparation, and the cost of teacher attrition. Second, the evolution of the topic of classroom management as described through forty or more years of definitions and descriptions is examined. Third, a review of the literature on behavior management/discipline includes the topics of classroom and behavior management in Texas teacher preparation programs, behavior management/discipline in teacher programs, behavior management/discipline in the classroom, approaches to the study of behavior management/discipline, identifying misbehavior and problem behaviors,

and approaches to teacher preparation of behavior management. Fourth, the historical evolution of academic freedom and the contemporary role of academic freedom in relation to academic responsibility are examined. Finally, literature on the syllabus as a communication tool in the college or university classroom is reviewed.

2.1 Expectations of Teacher Preparation Programs

The primary goal of a teacher preparation program is to prepare qualified, credentialed teachers for teaching in today's diverse educational settings. To accomplish this, the program must address not only the expectations of the program itself, but also the state's expectations of novice teacher when she/he enters the workforce. The myriad needs the teacher program is called upon to meet are numerous but essential to the professional preparation of the preservice and novice teacher.

For example, the stated objectives of State University's teacher preparation program are for preservice teachers to:

1) design, use, and reflect on effective teaching practices appropriate for diverse populations;
2) work collaboratively with all potential stakeholders involved in their students' education;
3) be advocates for their students; and,
4) engage in continuous professional development. (College of Education)

To accomplish these objectives, the Department of Curriculum and Instruction engages its preservice teachers in research, creative activity, and scholarly inquiry. The professional development sequence includes required courses in language arts, reading, mathematics, social studies, science, culture/diversity, child psychology, sociocultural influences on learning, applied human learning, individual differences, and classroom management (EC-4 Generalist Certification).

In conjunction with University objectives, teacher proficiencies, as established by the state, must also be incorporated into the professional development sequence of the teacher preparation program. Beginning with the 1997-98 school year, eight domains of teacher proficiencies subject to regular evaluation include successful student participation in the learning process, learner-centered instruction, and management of student discipline, instructional strategies, time, and materials (Texas Education Code, 1997). In order for a teacher preparation program to meet the needs of its preservice teachers, the clearly defined expectations of the state for its public school teachers must be consistently addressed through the required course of study. As one of the state defined teacher proficiencies, learning to manage student discipline (behavior) must be attended to in the teacher preparation program. A child's success or failure in school depends upon the

> …teachers' ability to understand how, when, and what is needed for particular children in specific situations (Sheets, 2004, p. 163).

Therefore, attention must also be paid to preparing preservice teachers for meeting the challenges of problem behaviors found in the diverse educational settings in which novice teachers may find their first teaching position.

Teacher preparation programs

Using self-reported data from the 1999/2000 Public School Teacher Questionnaire conducted by the National Center for Educational Statistics, Boe, Shin, & Cook (2007) studied the relationships between the amount of teacher preparation and various indicators of teacher qualifications. Extensive teacher preparation included ten or more weeks of practice teaching, coursework in pedagogy and educational psychology, observation of classroom teaching, and feedback on their teaching. Findings of this study indicated that beginning general education teachers (those with one to five years teaching experience) with extensive preparation in a traditional teacher preparation program (including at least ten weeks of practice teaching) were better prepared to teach their assigned subject matter, to select curricular materials, to plan lessons effectively, to use a variety of instructional methods, to assess students, and to handle classroom management issues when compared to teachers who received alternative certification and teachers who engaged in fewer than ten weeks of practice teaching.

Amid today's schools with increasing linguistic, ethnic and cultural diversity, problems associated with children living in poverty and single-parent families, decreased school resources, high teacher attrition, and heavy institutional and systemic barriers, the novice teacher's preparation for working in such a range of educational environments is critical if she/he is to be successful (Milner, 2006). Observations and anecdotal records of thirty-eight teachers (thirteen of whom were first-year teachers) suggest that the frustrations of new teachers in inner-city junior high schools could be reduced and their success increased with more effective training in classroom management. Novice teachers need a better understanding of their own behavior and the effects of their behavior on students.

Racial disproportionality in school discipline reflects the teachers' lack of understanding of cultural values, orientations, and experiences of those students whose backgrounds differ from the teacher's own (Gay, 2006). Furthermore, negative perceptions of students of color, academic bias, and racial inequality are consistently predictive of disciplinary referrals and suspensions (Civil Rights Project at Harvard University, 2000; Skiba, Michael, Nardo, & Peterson, 2002; Skiba & Peterson, 1999; Skiba & Peterson, 2000).

Haberman (1993) questions the current trend of many teacher preparation programs of presenting theories (such as in child development, classroom management, and behavior management) that imply universal development and

experiences. By studying theories that frame “the normal child” described in textbooks, the children who live outside that normality may be seen from a deficit perspective. Yet, every child responds to the reality of his/her world and that normality may be at odds with the teacher’s expectations based upon the approach or perspective presented in the teacher preparation program.

Perceptions of teacher preparation programs

Preservice and beginning teachers consistently feel inadequately prepared to cope with the realities of classroom management, specifically behavior management. In an analysis of six studies conducted in the United Kingdom and the United States between 1932 and 1967, Fuller (1969) found that preservice and beginning teachers were most concerned about class control. Following this analysis, Fuller confirmed, through weekly seminars held during the student teaching semester that behavior management was the most frequent topic of concern during weeks four through six of the semester. This remains a time when preservice teachers’ initial concerns revolve around their personal adequacy and their ability to survive (Poulou, 2007). They are most anxious about behavior management situations that directly challenge their authority or make them feel as if they are losing control (Erwin, 1998).

During these same middle weeks of student teaching, preservice teachers also begin reconstructing their pedagogical knowledge as the theoretical knowledge gained through their university coursework comes in conflict with new

information that emerges during their new teaching experiences (M. G. Jones & Vesilind, 1996). At the same time, they try to find "…predictable patterns and sequences of behavior" over which they have a sense of control (p. 92). Thus, a period of tension develops between the ideological concepts of teaching and behavior management learned in the university classroom and the realities of their classroom-based experiences. This often leads to a decrease in interaction between, even withdrawal from, the student teacher and his/her pupils (M. G. Jones & Vesilind, 1994).

If, as Cunningham and Sugawara (1988) found, preservice teachers' attribution of behaviors of social defiance and social immaturity to internal causes which are controllable by the child, preservice teachers demonstrate a lack of awareness of the complete nature of behavioral causes. Thus, their anxiety about losing control of the children and their developing sense of adult authority in the classroom (Erwin, 1998) leads them into the "two-worlds pitfall" described by Anagnostopoulos, Smith & Basmadjian (2007) as the preservice teacher gravitates toward more conventional, transmissive K-12 practices and dismisses the constructivist practices endorsed by the university as impractical (p. 138).

This "reality shock," the collapse of the "…missionary ideal formed during teacher training by the harsh and rude reality of everyday classroom life" (Veenman, 1984, p. 143) continues as the preservice teacher enters her first few years of teaching. Such a precarious period presents the beginning teacher with

challenges to her beliefs and attitudes. While teacher preparation programs attempt to prepare their students for full-time teaching, being “prepared” is often inadequate to equip the preservice teacher for the actual task they face in full-time teaching (Loughran, Brown, & Doecke, 2001).

One study of forty-two Texas elementary school teachers, who participated in a survey as student teachers and again at the end of their first year of teaching regarding their perceptions of their teacher preparation programs, revealed their satisfactions and frustrations in sixteen areas generally included in teacher preparation programs (Houston & Williamson, 1992). They consistently noted their school experiences and educational theory and knowledge as strengths of their program. The most frequently mentioned weakness of their programs concerned their preparation for handling classroom management and behavior problems. At the end of the first year of teaching, teachers rated ten of the sixteen areas significantly lower compared to the ratings at the end of student teaching. Of those ten areas, thirty-nine of the forty-two teachers rated classroom management and discipline as their major frustration. The mean score (5=well prepared, 3=prepared, 1=not prepared) of classroom management fell from 3.44 to 2.93 and dealing with misbehavior fell from 3.29 to 2.46. When asked “To what extent do you believe that study in the elementary teacher preparation program has: provided you with a knowledge base to deal

with student discipline" the responses fell from 3.63 at the end of student teaching to 2.68 at the end of the first year of teaching, almost a full point drop.

Increasing behavior management instruction in teacher preparation programs

The need for additional preparation in classroom and behavior management has been replicated in numerous studies using different methodological approaches and with different populations. Observations of first year, typical, and best teachers (as rated by students) who taught in three junior high schools revealed that novice teachers needed a better understanding of their students and how they are influenced by teacher behavior. Teachers needed specific training on how to conduct their initial contact with students and how to establish an appropriate relationship with them at the beginning of the year (Moskowitz & Hayman, 1974).

Interviews with twenty-two first year teachers who graduated with a 1-year post-Graduate Diploma in Education indicated that they would have benefited from developing strategies to help them cope with classroom and behavior management issues (Loughran et al., 2001). Interviews with twenty-nine K-5 novice teachers who completed a Masters of Arts in Teaching Program, disclosed their need for additional preparation in classroom management, specifically on how to address behavior problems. Many suggested the value of

an additional course that addressed behavioral concerns and increased experience with special needs children (Kirkpatrick, Lincoln, & Morrow, 2006).

Novice teachers consistently experience difficulties with the management of problem behaviors. Classroom discipline is the most seriously perceived problem by novice teachers and their school principals (Liu & Meyer, 2005; Veenman, 1984). When compared to experienced teachers, novice teachers have more difficulty with control (Moskowitz & Hayman, 1974, 1976) and they are more sensitive to student behaviors that could disrupt their planned lessons (Fogarty, Wang, & Creek, 1982). While skills in classroom and behavior management develop over time (Erwin, 1998), the novice teacher would benefit from specific preparation and additional classroom experiences related to problem behaviors and behavior management in the teacher preparation program.

Consequences of limited behavior management preparation

> …most graduates of typical teacher-education programs know little about the cultural traits, behaviors, values, and attitudes that different children of color bring to the classroom and how they affect students' responses to instructional situations… Therefore, they often mis-interpret these students as deviant and treat them punitively (Gay, 2001, p. 211).

For example, the frequency and intensity of motion, movement, and emotional energy some African-Americans interject into their thinking, communication, and social relations (Gay, 2000) can be perceived as hyperactivity, attention seeking, disruption, or being quarrelsome (Gay, 2002).

Such misunderstandings of a child's social behavior can influence the teacher's opinion of the child's teachability (Center & Wascom, 1986). A two-year study of African American and Caucasian students during their kindergarten and first grade years and the teachers' ratings of their behavior (Sbarra & Pianta, 2001) found that teachers rated African American children as having more behavior problems and fewer age-appropriate competencies in task orientation and frustration tolerance throughout the two-year period of the study. Differences between groups increased over time as African American children's competence decreased and Caucasian children's competence remained stable. However, the study further revealed that the teachers did not in fact find that the African American students demonstrated more problem behavior than the Caucasian students or that they had difficulty in developing and maintaining appropriate peer and social skills. The problem was African American children failed to gain important school-related skills valued by early education teachers. In other words, when early school experiences did not enhance the competence level of African American children when compared to their Caucasian peers, those problems were misinterpreted as behavior problems; thus, placing these

African American children on a different developmental path as early as first grade.

A teacher's perception of a child's poor or lagging social adjustment makes the child more likely to receive disciplinary referrals and to participate in social skill development and specially designed instructional programs that emphasize following rules; and for the teacher to use classroom management strategies that emphasize control over their behavior. As a result,

> …some of the disciplinary problems created by these students are simply their resistance to the kind of social, personal, and academic treatment imposed on them by teachers (Gay, 2002).

A study of the discipline files of all K-12 students in a nine-school Florida district (McFadden & Marsh II, 1992) found that, while serious disciplinary problems were rare, the majority of problems were for defiance of authority, fighting, bothering others, and truancy, problems that have concerned teachers and administrators for many years. Findings revealed that white students were referred for these acts more frequently than African American students; however, the African American students, who composed only 22.0% of the student population and 36.7% of the disciplinary referrals, received 54.1% of corporal punishment and 43.9% of school suspensions, but only 23.0% of internal suspensions, the more common punishment for white students.

Results of a questionnaire (Moore & Cooper, 1984) submitted by 162 elementary school teachers found that many student and teacher background factors, i.e. teacher education, teacher experience, student social class, student ethnicity, and student grade level, were correlated with teacher perceptions of discipline problems and the effectiveness of disciplinary techniques. Low student SES and/or a low percentage of white students were associated with more frequent reporting of disruptive or violent behaviors. Teachers also more frequently endorsed physical or verbal punishment or removal of the students from the disruptive situation rather than extra assignments, the disciplinary technique most favored in high student SES and/or high white percentage schools.

Differing opinions exist regarding the solution to the problem of teacher attitudes toward difficult students attending difficult schools. While student teachers maintain their optimistic beliefs in their ability to motivate difficult students, they become more controlling in their orientation toward problem solving and less confident that they can overcome the limitations created by home environments and family background (Hoy & Woolfolk, 1990). Haberman (1987) suggested the inclusion of an urban field experience prior to student teaching; however, in a later study, Haberman and Post (1992) found that students' initial attitudes, both positive and negative, toward inner-city students remained unchanged suggesting that beliefs about the educability of urban

students stem from deeply enculturated attitudes that are highly resistant to change (Haberman, 1993). Mason (1997) recommended including

> …specific, structured activities aimed at increasing awareness and understanding of cultural diversity within the context of the communities where students carry out the their field work (p. 39),

as well as improved identification of effective cooperating teachers.

Haberman (1995) describes the qualities of the “star teacher” who effectively interacts with and educates children living in poverty. The successful urban, inner-city teacher understands her own prejudices and the effects of those prejudices on herself and the children in her care. She must have a clear appreciation of her personal beliefs about cultural diversity and the role it plays in teaching and learning. While the task sounds daunting, Haberman believes that “star teachers” can be mentored and coached to success.

The cost of teacher attrition

The problems and frustrations of teachers, novice and experienced alike, have been well documented. Too often, these problems lead to teachers either leaving the profession entirely or transferring to other schools. Teacher attrition, through retirement, leaving the profession prior to retirement age, or transferring to other schools not only indicates possible staffing problems for the school but it

also disrupts the school community and adversely affects the learning and achievement of the students.

High turnover is a highly costly event (Ingersoll, 2001). While the numbers vary based on the model used to calculate the costs, the consistent findings indicate the exorbitant cost of replacing teachers. These costs reduce available funds from local schools, school districts, and state education agencies with implications at the national level.

An analysis of five school districts ranging from large to small and urban to rural found that the average cost of teacher leavers in large urban school districts is close to $18,000 per leaver and is estimated at more than $86 million per year. High turnover further undermines existing low school performance in high poverty schools. The need to invest in hiring new teachers rather than improving teacher effectiveness and student growth further drains the already scarce dollars available in low performing, high minority, high poverty schools (Barnes, Crowe, & Schaefer, 2007).

During the 98-99 school year, Texas school districts filled 63,000 teaching positions. Of those, 11,000 teachers replaced retiring teachers and 46,000 replaced teachers who left the profession. During the 1993-94, 1994-95 and 1995-96 school years, thirteen to nineteen percent of each of the beginning teacher cohorts left teaching after the first year and by the third year thirty-five to forty-three percent had left. Nineteen percent of beginning teachers in 1998-99

did not return the following year. The replacement cost per teacher increases with years of experience with the conservative average cost of replacing teachers with no experience estimated at more than $8200 and teachers with twenty years experience estimated at over $13,000. The cost to public education for replacing these teachers exceeded school operating costs and contributed nothing to the education of Texas children (Texas Center for Educational Research, 2000).

Nationally, the 2005 cost of replacing public school teachers who left the profession was estimated at $2.2 billion/year and replacing teachers who transferred to other schools cost another $2.7 billion/year. That same year in Texas, to replace teachers with all levels of experience, the cost of 19,034 leavers was more than $214.5 million and the cost to replace 25,768 teachers who transferred was $290.4 million for a total of almost $505 million. Fifty-three percent of teachers who transferred to other schools cited problematic student behavior as a common source of dissatisfaction. Many, who saw no hope for changing the situation at their schools, simply chose to leave the profession. The rate of attrition in low socioeconomic schools was fifty percent higher than in high socioeconomic schools. New teachers were more likely to leave the profession than their more experienced counterparts because they were more likely to be assigned low-performing students and they received little professional support, feedback, or modeling of what they can do to help their students achieve (Alliance for Excellent Education, 2005).

Milwaukee teachers who resigned, retired, or terminated their contracts between January-December, 1988 ranked discipline first, underachieving students fifth, and culturally diverse students seventh of twelve problems leading to their decision (Haberman & Rickards, 1990). In urban schools, turnover of beginning teachers occurs within five years and in some urban districts, turnover begins in three to four years (Haberman & Rickards). Teacher shortages most frequently occur in low-income districts with growing student populations, particularly districts with large increases in immigrant children (Howard, 2003).

The problem of teacher attrition is not limited to schools designated as urban schools or to culturally, ethnically, and linguistically diverse schools (Ingersoll, 2001). Nationally, almost sixteen percent of beginning teachers do not complete their first year (Howard, 2003). Ingersoll & Smith (2003), in an analysis of the Schools and Staffing Survey (SASS) and the Teacher Follow-Up Survey (TFP), found that forty to fifty percent of beginning teachers left the profession within the first five years of teaching. Twenty-nine percent those teachers who left following their first year identified poor salary (78.5%) and discipline (34.9%) as their first two reasons for leaving.

Summary

While beginning teachers generally believe that their teacher preparation program prepares them for entering the classroom, classroom management is regularly rated as inadequate for the realities of classroom life. They regard

specific preparation, including additional classroom experiences related to problem behaviors and behavior management, as essential. These issues are generally of particular concern for preparing teachers to teach in large, urban, inner-city schools where poverty is high and the student population is culturally, ethnically, and linguistically diverse. However, discipline is repeatedly and consistently given as a major reason for leaving the teaching profession regardless of school size or location, with teacher attrition ranked highest among novice teachers.

2.2 Classroom Management

Many scholars (Burden, 1995; K. L. Duke & Meckel, 1984; Emmer, Evertson, Sanford, Clements, & Worsham, 1984; Johnson & Bany, 1970; V. F. Jones & Jones, 1995; Kounin, 1970; Lemlech, 1979) have defined effective classroom management. Sanford, Emmer, & Clements (1983) offer a typical definition:

> Classroom management includes all the things teachers must do to foster student involvement and cooperation in classroom activities and to establish a productive working environment (p. 56).

These authors emphasize teacher decisions regarding the arrangement of physical space, selection of classroom rules and procedures, planning and implementing instruction, managing student work, maintaining appropriate

student behavior, employing good communication skills, handling problem behaviors, and managing special groups.

Similar themes focus upon the teacher's skills in classroom management. Johnson and Bany (1970) write:

> …management tasks are seen as those highly skilled actions of the teacher based upon understanding the nature of groups and the forces that operate in them, on the ability to perceive and diagnose classroom situations, and the ability to behave selectively and creatively to improve conditions (p. 3).

Brophy (1988) links the tasks of classroom management to learning and instruction:

> The actions taken to create and maintain a learning environment conducive to attainment of the goals of instruction (p. 2).

Other definitions connect the teacher's decisions regarding classroom management and instruction and learning to student involvement in the learning process.

> …a set of "techniques" related to student involvement in work and misbehavior in learning situations (Kounin, 1970, p. 74).

> …teacher behaviors that produce high levels of student involvement in classroom activities, minimal amounts of student behaviors that interfere with the teacher's or other students' work, and efficient use of instructional time (Emmer & Evertson, 1981, p. 342).

> …the set of activities and behaviors directed at establishing a setting in which students engage in learning activities and in which disruptive behavior is kept at a minimum (Emmer, 1984, p. 1).

As the preceding comments suggest, effective classroom management minimizes behaviors that interrupt the learning process. Doyle (1990) states:

> To say a classroom is orderly, then, means that students are cooperating in the program of action defined by the activity a teacher is attempting to use. Misbehavior, in turn, is any action by students that threatens to disrupt the activity flow or pull the class toward an alternative program of action (p. 115).

Evertson & Weinstein (2006) expand upon the previous definitions of classroom management to include social and emotional learning:

> …the actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning (pp. 4-5).

Of five tasks necessary for establishing and sustaining an orderly environment that supports and facilitates both academic and social-emotional learning, the authors identified one task related to teacher-student relationships, "…develop caring, supportive relationships with and among students;" and, two tasks directly related to behavior: "…promote the development of students' social skills and self-regulation; and use appropriate interventions to assist students with behavior problems (p. 5).

Brophy (2006) states,

> Successful classroom management requires more than creating appropriate physical settings and managing the class as a group. It also includes establishing and working within personal relationships with students (or at least, those students whose special needs or personal characteristics frequently make them unable or unwilling to comply with instructions that are sufficient for the rest of the class) (pp. 17-18).

Summary

Effective classroom management functions as a multifaceted combination of teacher behaviors and decisions related to the physical organization of the classroom, instructional activities, management of student work, behavior management, and meeting the unique, individual needs of all children. Many of the mentioned definitions of classroom management imply that the teacher's

decisions are done “to the student” and do not suggest the give-and-take of a teacher-student relationship in which the student is a partner in the management of the classroom. This dissertation will delve further into Brophy’s definition that includes “…establishing and working within personal relationships with students,” (Brophy, 2006, p. 17) particularly those students whose behaviors present a challenge to the smooth running of a classroom.

2.3 Behavior Management/Discipline

Discipline is at the heart of classroom management and “…must be approached with the same dedication to preparation and planning as any other aspect of teaching” (Deitz & Hummel, 1978, p. 5). O. L. Davis reminds us that “Some circumstances of schooling will not disappear…Discipline is one of these hardy, tenacious concerns” (in D. L. Duke, 1982, p. v).

The term “discipline” has evolved into a negative connotation of punishment; therefore the term “behavior management” has become the more widely accepted term. However, reflection upon the original sense of the word, *to lead* or *to teach*, brings a more favorable understanding to the role of discipline in the classroom. As the teacher teaches her students, she leads them to more appropriate behaviors that guide them not only to academic success but also to social achievements and accomplishments that will benefit them through life. Both terms are found throughout the literature and are commonly used

interchangeably. This dissertation follows that trend and the term used in the literature remains intact.

Classroom and behavior management instruction in Texas teacher preparation programs

Teacher preparation programs in colleges and universities differ in their inclusion and emphasis upon behavior management. An online review of seven Texas universities with large teacher preparation programs revealed a variety of course offerings.

1. Baylor University, Texas Tech University, and The University of Texas at San Antonio have no discernible courses offered or required in classroom management.
2. Baylor University offers, but does not require, a course in cultural and social issues that influence education (http://www.baylor.edu/content/services/document.php/64660.pdf).
3. The University of Texas at San Antonio requires a variety of courses related to sociolinguistic and sociocultural principles that are central to culturally diverse educational settings and a special education course introducing preservice teachers to students with exceptional needs (http://www.utsa.edu/ucat/Chapter4/BAIdsk-4gencert.html).
4. The University of Houston's QUEST program (Quality Urban Education for Students and Teachers) requires two courses that provide the

preservice teacher with opportunities to learn about classroom and behavior management. One course in classroom management emphasizes behavior modification, socioemotional climate, and group process strategies. The second course on organizing an environment for young children focuses on group settings and how behavior affects those settings (http://www.coe.uh.edu/quest/program.cfm).

5. University of North Texas does not offer a course in classroom management; however, three courses address behavior, at least peripherally. One course looks at behavior in the context of family, culture, and social practices. A course in play theory examines developing social competence and self-esteem. A third course examines strategies to support diverse learners in inclusion classrooms (http://www.coe.unt.edu/sao/Handouts/New%2007-08%20KGEC.pdf).
6. Texas State University requires a course in classroom management that includes behavior management. An elective course in special education focuses upon classroom and behavior management for students with disabilities (http://www.education.txstate.edu/advising/undergraduate-majors-minors/majors/contentParagraph/00/content_files/file/EC4Gen.pdf).
7. The University of Texas at Austin requires one course in school organization and classroom management, including a component on

behavior management. Additional required courses may address behavior as a peripheral topic: applied human learning, cultural and linguistic diversity, and sociocultural influences on learning. (http://www.edb.utexas.edu/education/assets/files/coe/degreeplans/EC4_Gen.pdf).

What becomes apparent in this review of seven teacher preparation programs is the spotty nature of inclusion or emphasis, not only on classroom management, but also on behavior management. While behavior may be addressed in the context of other topics, such as family, culture, diversity, group dynamics, and special needs, a focus on behavior in general and problem behaviors specifically appears minimal at best.

Behavior management/discipline in the classroom

Even though considerable research has been conducted on behavior management and/or discipline, other research findings confirm that both new and experienced teachers consistently show a lack of theoretical base for how they address behaviors that disrupt the learning and teaching process.

As Brophy & Evertson (1976) point out,

> Undergraduate education majors all too frequently learn only a smattering of principles and methods, many of which are vague and some of which are contradictory…Typically, when they begin

> student teaching, they find that little of what they learned in their teacher education courses is clearly applicable, so that they end up imitating what their supervising teachers do (p. vii).

Brophy (1983) called for a comprehensive, systematic approach to classroom management, including specific principles for working with individual children with special needs or problems. Subsequent research by Brophy & McCaslin (1992) reinforced earlier findings:

> …it appears that elementary teachers who differ in formal preparation and work at different grade levels and in different teaching settings develop and work from generally similar ideas about chronic student behavior problems and how to cope with them. Typically these are loosely connected and often tacit ideas developed through experience, not well-articulated theories learned through formal education (p. 58).

The responsibility for managing the classroom and the behavior of students in the classroom rests with the teacher. Because most special needs students are now mainstreamed into regular classrooms, the needs of more challenging students must now be met in those classrooms. Thus, teachers must acquire knowledge about and strategies for meeting those needs (Brophy, 1996). However, teachers have been provided few tools to cope with

increasingly heterogeneous student populations, some of whom engage in a variety of problem behaviors (V. F. Jones, 1982).

Approaches to the study of behavior management/discipline

Scholars approach the issue of students who engage in problem behaviors from different perspectives. While some focus upon the teacher, others focus upon the student and/or their behavior. Others offer interventions or methods of organizational control.

For example, Kounin (1970) studied teachers and the ways they organized their classrooms as the means of addressing inappropriate behaviors. Deitz & Hummel (1978) and Algozzine & Kay (2002) focused on teacher behaviors and offer specific approaches to address problem behaviors that interrupt the learning process. Lawrence, Steed, & Young (1984), Brophy & McCaslin (1992), and Brophy (1996) present teachers' perceptions of problem behaviors and the techniques they used to cope with those behaviors.

Brophy (1996) examines problem students who exhibit behaviors related to achievement, hostility, role-adjustment, or social relationships. Burden (1995) refers to misbehavior, discipline, and appropriate behavior using positive terminology, but refers to students as "difficult" when the problems are considered to be of a serious nature. Burden further suggests that teachers exercise three levels of control as they manage student behavior: low, medium, and high control. Marzano (2003) offers a collection of disciplinary interventions.

Duke (D. L. Duke, 1982) discusses organizational characteristics that address "control procedures" related to problem management.

Identifying misbehavior and problem behaviors

While misbehavior is difficult to define, it can be described as any behavior that has *a* "…measurable adverse effect on classroom learning …or on an individual's appropriate behavior" (Deitz & Hummel, 1978, p. 9). The authors provide a continuum of misbehaviors ranging from "usual" behaviors, e.g., talking, out of seat, showing off, littering, and ignoring rules; mild behaviors, e.g., teasing, poor sportsmanship, crying, screaming, not doing work, or sleeping; moderate behaviors, e.g. fighting, lying, stealing, chronic failure, rebelliousness, and swearing; and, "serious" behaviors, e.g., murder, rape, vandalism, arson, drug use, and assault (p. 10).

Brophy & McCaslin (1992) categorized "problem students" into twelve descriptive behavioral types: low-achieving, failure syndrome, overly perfectionistic, underachieving, hostile-aggressive, passive-aggressive, defiant, hyperactive, distractible, immature, peer rejected, and shy/withdrawn (pp. 62-63). These and similar behaviors occur to some degree throughout schooling and children whose social-emotional needs interfere with the schooling process may require more intensive management and socialization than most other children (Brophy, 1996).

Burden (1995) describes

> …difficult students [who] are constantly disruptive, demand attention, openly confront [the teacher's] authority, or do not complete assigned work. They disrupt learning, interfere with the work of others, and may prompt other students to misbehave. [The teacher's] regular management system may not work with difficult students (p. 324).

Noncompliance and aggression characterize the behavioral excesses exhibited by difficult students.

Approaches to teacher preparation of behavior management/discipline

Kounin's (1970) described teacher behaviors that correlated with managerial success. "Withitness," overlapping, transition smoothness, and programming for learning-related variety in seatwork (p. 74), are still offered as effective approaches for behavior management in many currently used textbooks on classroom management (Burden, 1995; Evertson et al., 1981; Evertson et al., 2006).

In their manual for beginning the school year, Evertson, et al. (1981) focus primarily on preparation of the classroom, planning rules and procedures, consequences, and first day activities. In the single prescription dedicated to identifying potential problems, the majority of the described behaviors fall into groups similar to the Deitz & Hummell (1978) categories of usual, moderate, and serious moderate behaviors. The child considered "completely uncooperative

and uncontrollable" is a "rare" occurrence (Evertson et al., 1981, p. 93) and the "special problem" child who expresses hostility or defiance to the teacher is something "many teachers dread" (p. 99) but can be dealt with if the teacher keeps five simple actions in mind (pp. 99-102).

Burden (1995) provides a theoretical base upon which preservice, novice, and experienced teachers can implement behavior management in their classrooms. To address inappropriate behaviors, such as hyperactivity, inattentiveness, conduct disorder, or impulsivity (pp. 21-22), the text offers brief descriptions of a wide variety of approaches to behavior management based on levels of teacher control ranging from low to high (pp. 35-57). One chapter on challenging or violent students specifically addresses students whose behavior surpasses the typical misbehaviors of most students. For these students to become successful, the teacher must develop a "planned, sequential set of actions," including assessing the classroom management system, analyzing the behavior and the teacher's response to the behavior, and documentation for referring the child for outside help, that will "…have the student stop misbehaving and get back on task" (p. 329).

Evertson, et.al. (2006) advocate,

> The basic principles for creating an effective learning environment remain the same. What teachers must do is to adapt these core ideas to the settings in which they now teach (p. xv).

Kounin's long-established approach to behavior management is evident throughout the text. The authors' stance on managing student behavior through basic, unchanging principles address behavior in today's schools by advising the reader that media coverage of school violence pushes political agendas and that the dramatic changes in schools and classrooms as portrayed in the media do not exist or are not as serious as portrayed (p. xv).

Others disagree and see behavior management in today's schools as much more complex. Jones and Jones (2004) believe classroom management encompasses the philosophical beliefs of teachers; an understanding of psychological, social, and academic needs of the students; creation of positive relationships between students-teachers-parents; increasing student motivation; minimizing problem behaviors and altering unproductive behaviors; organizing the classroom; and delivering effective instruction. Milner (2006) suggests that the urban context of large schools, high concentrations of students living in poverty, high percentages of single-parent families, least qualified or credentialed teachers, fewest school resources, high ethnic and cultural diversity, high teacher attrition, and heavy institutional and systemic barriers must not only be considered but understood by teachers who enter the urban classroom. Even the most dedicated teacher who works to develop trusting relationships with their students and a supportive environment for their learning can be weakened by the school climate (Weiner, 2003).

Geneva Gay (2006) explicates that the racial disproportionality in school discipline is a

> …reflection of teachers not understanding and incorporating the cultural values, orientations, and experiences of African, Latino, Asian, and Native Americans into curriculum and instruction (p. 343).

Many studies (Civil Rights Project at Harvard University, 2000; Skiba et al., 2002; Skiba & Peterson, 1999; 2000) reveal that rather than compatibility between the misbehavior and the punishment, racial and gender differences, negative perceptions of students of color, academic bias, and racial inequality are more predictive of disciplinary referrals and suspensions than antisocial attitudes and misbehaviors of students.

The strategies offered in most textbooks on classroom management effectively address the vast majority of minor disruptions and behavior problems teachers commonly confront. However, some students pose problems of a more chronic nature and continue to misbehave after the teacher has attempted all preventative and coping techniques.

> These children disrupt learning, interfere with the work of others, challenge teacher authority, and often try to entice others to

misbehave on a fairly consistent basis (Burden, 1995; Levin & Nolan, 1991).

Chronic misbehavior deprives other students of their right to learn and often leads to the removal of the disruptive student from the classroom.

"Managing classrooms in today's diverse society is no small challenge" (Weinstein, 2003). As the inclusion of all students in the regular classroom increases, positive approaches to school behavior management that are consistent with inclusive education are less compatible with school or district-wide policies, known as zero-tolerance policies, that punish and exclude children from school (Soodak, 2003).

Summary

Emphasis on teacher preparation in behavior management ranges from non-existent, to peripheral to other topics, or to an identifiable element of a larger course in classroom management. The literature shows an equally broad range of approaches to the study of behavior in the classroom. However, with the growth of urban, inner-city schools, high poverty student populations, culturally and linguistically diverse student bodies, as well as the practice of inclusion of most students with learning, emotional, and behavioral difficulties in the regular classroom in all schools, the need for effective behavior management strategies and skills for managing all types of behavior problems becomes more critical for the preservice and novice teacher. This dissertation examines the substance

and significance dedicated to the study of problem behaviors in the classroom management course required of all preservice teachers seeking EC-4 Generalist certification.

2.4 Academic Freedom and Academic Responsibility

Academic freedom has been a topic of considerable discussion and concern in the academic community for more than a century. The Richard Ely case of 1894 placed the University of Wisconsin in the forefront of debate regarding academic freedom. In defense of economics professor Richard T. Ely, accused of "…fomenting labor unrest and discussing 'dangerous' theories in his classes," the Board of Regents issued the following statement,

> The University of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found (University of Wisconsin-Madison News, 1998)

In 1925, the American Association of University Professors (AAUP) and the Association of American Colleges issued a *Conference Statement on Academic Freedom and Tenure*. This was followed by a series of joint conferences held between 1934-1940, at which time the two organizations agreed upon a *Statement of Principles on Academic Freedom and Tenure.* The purpose of this statement, which most recently was revised, adopted, and endorsed in 1987, is

> …to promote public understanding and support of academic freedom and tenure and agreement upon procedures to ensure them in colleges and universities. Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition.
>
> Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights (American Association of University Professors (AAUP), 1940).

The AAUP further states, "…membership in the academic profession carries with it special responsibilities." Those responsibilities include, among others:

1. …to seek and to state the truth as they see it…
2. …encourage the free pursuit of learning in their students…[and holding] …before them the best scholarly and ethical standards

> of their discipline (American Association of University Professors, 1987b).

Academic freedom is now protected by the First Amendment, as determined by the Supreme Court in *Keyishian v. Board of Regents* in 1967. One of the findings of this case states,

> Academic freedom is a special concern of the First Amendment, which does not tolerate laws that cast a pall of orthodoxy over the classroom (FindLaw for Legal Professionals, 1967).

An examination of current faculty policies, handbooks, and manuals from Harvard University (Harvard University Office of the Provost), Princeton University (Princeton University: University-wide Regulations), Stanford University (Stanford University: Faculty Handbook), The University of Texas at Austin (The University of Texas at Austin: Handbook of Operating Procedures) , and Vanderbilt University (Vanderbilt University: Faculty Manual) finds academic freedom and professional ethics as a centerpiece of university, professor, and student rights.

"The concept of academic freedom, however, must be accompanied by an equally demanding concept of academic responsibility" (Manning-Walsh, 2004). Academic responsibility includes, "…defining one's philosophy of adult education, the design, implementation and evaluation of curriculum, preparation of course

materials, [and] teaching and evaluating in the classroom" (J. Thompson, Kershbaumer, & Krisman-Scott, 2001, pp. 166-167). In support of student rights, Vanderbilt University states that the faculty is committed to

> …the promotion of collegial relationships among students, faculty, and administration…providing opportunities for the free and open exchange of ideas…the consideration of views expressed by students on matters of student concern…the provision of resources of high quality for aiding students in the pursuit of their academic and intellectual development, including both varied and complementary curricular offerings, a qualified faculty…the pursuit of excellence in the education of its students…[and]…academic honesty and to the effective and just implementation of a system designed to preserve and protect it (Vanderbilt University: Faculty Manual).

In addition to the privileges of academic freedom, the faculty of The University of Texas at Austin also have classroom responsibilities that include:

> …the obligations to organize each course so as to give a competent and judicious treatment of its subject matter consistent with its catalogue or departmental description and to avoid giving undue weight to his own political or moral judgements (The University of Texas at Austin: Handbook of Operating Procedures).

Summary

The academic profession relies on the concept of academic freedom for its continued research and teaching. Faculty members' academic freedom in teaching must unite with the equally important concept of academic responsibility to meet the documented needs of their students. The principles of academic freedom and responsibility are considered throughout this dissertation and its analysis of the content of the classroom management course.

2.5 The Syllabus

The term *syllabus* finds its origins in the Greek "*syllibos*." Webster defines the syllabus as "…a summary or outline, containing the main points, especially of a course of study" (Webster's New Universal Unabridged Dictionary, 1983). While the summary or outline often remains as one of many purposes of the syllabus (Grunert, 1997; Hockensmith, 1988; Lovell-Troy & Eickmann, 1992; Matejka & Kurke, 1994; McKeachie, 1969), the syllabus has evolved into multifaceted document serving multiple functions (B. Thompson, 2007) to guide the student through the course. These functions include, but are not limited to, facilitating teaching and learning; communicating the overall pattern of the course; and clarifying the relationship between goals and assignments (Slattery & Carlson, 2005).

Syllabi have been described as a communication tool (Habanek, 2004; Matejka & Kurke, 1994; B. Thompson, 2007) or a contract (Grunert, 1997;

Habanek, ; Matejka & Kurke, ; McKeachie, 1969; Parkes & Harris, 2002; Slattery & Carlson, 2005; B. Thompson). As such a tool, the syllabus details student responsibilities for learning, the professor's expectations for students' learning outcomes, and clear connections between expectations and outcomes (Habanek). It presents the professor's intent, seriousness, and expectations; answers anticipated questions; and, establishes an overall tone for the course (Habanek, ; Matejka & Kurke, ; Slattery & Carlson). In addition, the syllabus details information such as course mission, goals, objectives and assignments; assignments; due dates; textbook information; rules and regulations, such as grading, attendance, late assignments, and make-up exams; and, institutional policies such as academic honesty and accommodation of disabilities (Grunert, ; Habanek, ; Matejka & Kurke, ; McKeachie, ; Parkes & Harris, ; Slattery & Carlson, ; B. Thompson).

As a teaching tool, the syllabus outlines the topics that will be covered during a specified period (Hockensmith, 1988). As a learning tool, students use the syllabus to plan the time they must spend outside of class, thus giving the student control over their own learning rate (Grunert, 1997; Hockensmith, 1988; Parkes & Harris, 2002; Slattery & Carlson, 2005).

Course objectives identify what students are expected to gain from the course and what they will be held accountable for learning. Course objectives inform the students where the course leads, what they will know at the end of the

course, and how they will demonstrate what they have learned. All other decisions, such as the selection of textbook and/or supplementary reading materials, choice of assignments, methods of evaluation, and, preferred instructional approaches, are developed in the context of the course objectives (Grunert, 1997; McKeachie, 1969).

A well-chosen text should agree, as closely as possible, with the teacher's own views and may serve to provide basic content and structure of the subject matter, while supplementary reading materials offer flexibility, diverse viewpoints, and a range of sources (Besser, Stone, & Nan, 1999; McKeachie, 1969). The text is "…a crucial element in the teaching-learning situation" (Besser et al., 1999, p. 6) as it meets the needs of both the course instructor and the students. A survey of 568 college students concluded that students strongly consider their textbooks as an important part of their college courses and they are most concerned with the quality of writing and cues that help them interpret the writing (Besser et al., 1999).

Summary

For this dissertation, the syllabus serves not only as a source for identifying data sources, but also as a means of establishing the researcher's preliminary understandings of the course instructor's intent and seriousness devoted to the study of problem behaviors in the classroom management course. Course objectives inform the students of what they are expected to know about

problem behaviors by the end of the course. The outline of topics communicates the amount of time the student may anticipate dedicating to the study of problem behaviors through reading and other assignments. In other words, the initial documentation of the course reveals the scope of their study and opportunities for engaging with the topic of problem behaviors.

Chapter 3: Research Methodology

This dissertation seeks an in-depth understanding of preservice teachers' preparation for managing problem behaviors in the classroom. The classroom management course required for EC-4 Generalist certification at State University provides the framework within which this preparation occurs. The course catalog describes the course as:

> Administrative structure of elementary schools; concepts, principles, and strategies for establishing an orderly classroom environment, preventing inappropriate behavior, and promoting student involvement in academic work (Office of the Registrar, 2008-2010).

Qualitative analysis within the interpretivist paradigm offers a natural platform for this study. Drawing from multiple data sources, the content of data is searched for important patterns or categories (Cohen, Manion, & Morrison, 2007; Holsti, 1969). Concurrent analysis of interviews with the course instructors and qualitative content analysis of the course materials developed and used by the course instructors, including textbooks, projects, assignments, and the simultaneous requirements of fieldwork and formative assessment provide the opportunity to establish the rigor and trustworthiness of the research design and implementation of the processes of that design.

This chapter details the methods and processes of the study. The conceptual framework, research design, research methodology, the context of the study, data collection, and data analysis will be discussed. The chapter concludes with a description of the progress of the study.

3.1 Conceptual Framework

Jere Brophy's work on classroom management (Brophy, 1983) and the *Classroom Strategies Study* that focused on teaching students who exhibit problem behaviors (Brophy, 1988, 1996; Brophy & McCaslin, 1992; Brophy & Rohrkemper, 1981) guides this dissertation. Brophy's extensive body of work agrees with the need for purposeful and planned classroom management strategies; however, he looks beyond the generally accepted strategies for effective classroom management to include meeting the needs of students whose behavior does not meet the expectations for the average student. Current policies for mainstreaming and inclusion have "…increased the range and severity of the chronic personality, behavioral, and school adjustment problems facing regular classroom teachers" (Brophy, 1996, p. v). Brophy recognizes the importance of teacher preparation for dealing with students who present behaviors beyond the realm of normal childhood misbehaviors. In addition to the classroom management decisions that are appropriate and sufficient for most children, these children require much more of the teacher's time, energy, and patience.

The *Classroom Strategies Study*, began at the request of classroom teachers who sought information on how to "…cope with students who are unusually time-consuming, difficult, or frustrating to teach" (Brophy, 1996, p. 51). Brophy analyzed the views of ninety-eight teachers with a minimum of three years experience who taught grades K-6 in small city school systems and inner-city schools. School principals nominated the participating teachers based on their ability to cope with problem students. Approximately 10% were rated as truly outstanding, 10% as overwhelmed, and 80% as average or typical in their abilities in coping with problem students (p. 54).

By synthesizing the scholarly literature in child development and education, helping strategies developed by treatment professionals, and the wisdom of classroom teachers' practice, Brophy offers principles and strategies that allow regular classroom teachers working under typical conditions to conduct realistic assessments of their current attitudes about and preparedness for meeting the needs of problem students. This synthesis of literature, strategies, and classroom practice provides the framework for qualitative content analysis of the curriculum content of four sections of the classroom management course required of the preservice teacher seeking EC-4 Generalist certification at State University. The identification of specific behaviors found problematic by classroom teachers underscores the need for preservice teacher preparation, both theoretical and practical, in managing such behaviors.

3.2 Research Design

The interpretive nature of this study is grounded in the field of qualitative research. As described by Miles and Huberman (1994), qualitative research reflects certain recurring features (pp. 6-7):

1. Qualitative research is conducted through an intense and/or prolonged contact with a “field” or life situation;
2. The researcher’s role is to gain a “holistic” (systemic, encompassing, integrated) overview of the context under study;
3. The researcher attempts to capture data on the perceptions of local actors “from the inside” through a process of deep attentiveness, of empathetic understanding, and of suspending or “bracketing” preconceptions about the topics under discussion;
4. The researcher may isolate certain themes and expressions that can be reviewed with informants, but that should be maintained in their original forms throughout the study;
5. A main task is to explicate the ways people in particular settings come to understand, account for, take actions, and otherwise manage their day-to-day situations;
6. Most analysis is done with words. The words can be assembled, subclustered, broken into semiotic segments. They can be organized to permit the researcher to contrast, compare, analyze, and bestow patterns upon them.

Relying upon these features of qualitative research, data for this study were identified through the syllabi used by the participating classroom management course instructors. Multiple data sources were collected and interpreted using distinct interpretive methods. Silverman (1993) suggests that small numbers of texts and documents may be qualitatively analyzed to understand categories and to see how those categories are manifest in concrete activities. In other words, the researcher uses qualitative content analysis for establishing and understanding categories, the concrete use of those categories, and the meaning of those categories.

The term “content analysis” defines a systematic procedure for summarizing and reporting the content of written data and their messages (Cohen et al., 2007). Generally considered a basic tool for quantitative research (Berelson, 1952), Kracauer (1952) envisioned a broader use of content analysis in qualitative research due to its focus on the underlying intentions of communication rather than the content of communication. According to Kracauer, as communications become more complex, latent meanings cannot be isolated into precise, numerical, countable categories or characteristics relied upon by the quantitative researcher. Instead, the “…qualitative analyst explores the whole of the content in quest of important categories” (p. 638).

Holsti (1969) further criticized the equation of content analysis with numerical procedures because quantitative investigations limit the problems

available for investigation. With an emphasis on numerical precision, issues of problem significance are ignored. Therefore, he offers a broader definition that includes qualitative content analysis:

> Content analysis is any technique for making inferences by objectively and systematically identifying specified characteristics of messages…a rigid qualitative-quantitative distinction seems unwarranted for the purposes of defining the technique, for excluding certain studies from consideration as examples of systematic analysis of documentary data… Nor do we include the stipulation that content analysis must be limited to describing the manifest characteristics of messages… Inferences about the latent meanings of messages are therefore permitted…but they require corroboration by independent evidence (Holsti, p. 14).

Smith (1981) advances Holsti's definition of qualitative content analysis by equating qualitative analysis with an emphasis on problem "significance" as opposed to quantitative analysis' emphasis on "precision of measurement" (p. 147).

Lincoln and Guba (1985) recognize the naturalistic researcher's interest in the symbolic meanings of texts that necessitates considering context and the latent meanings of the text in the study of content.

> We see then that the naturalistic data processor, while feeling a certain kinship with the conventional content analyst, departs from

> "doctrine" in several important ways, including the timing of rule formulation, need for a priori guiding theory (and deduced categories), utility of generalizable findings, and rejection of constraint to the quantitative arena…Thus naturalistic data processing may be guided by but should not be constrained by the conventional modes of content analysis; while there is much commonality there are also many crucial differences (Lincoln & Guba, pp. 338-339).

Since student behavior constitutes one component of the classroom management course, attention to problem behaviors should occur within this context. Thus, while the content of the course texts and materials is important, the underlying meanings and inferences that may be drawn from those meanings offer more significant implications to this study. Accordingly, qualitative content analysis of the required and optional course textbooks, projects, assignments, and other requirements of fieldwork and formative assessment, as required by the College of Education and the participating course instructors, allowed patterns and themes in the preparation of preservice teachers regarding the management of problem behaviors to emerge.

Semistructured interviews allowed for the reconstruction and verification of the purpose and intent of course readings, assignments, and projects in the context of the course materials used in the classroom management course.

Interviewing has been described as a *"conversation with a purpose"* (Lincoln & Guba, 1985, p. 268) or a process of *"getting words to fly"* (Glesne, 1999, p. 67). The purpose of the interview may include:

> …obtaining here-and-now constructions of persons, events, activities, organizations, feelings, motivations, claims, concerns, and other entities; reconstructions of such entities as experienced in the past; projections of such entities as they are expected to be experienced in the future; verification, emendation, and extension of information…obtained from other sources, human and nonhuman; and verification, emendation, and extension of constructions developed by the inquirer… (Lincoln & Guba, 1985, p. 268).

In the interview, the researcher asks questions that reflect the purposes of the study and the interviewee possesses the information to answer those questions in the "…context of dispositions (motives, values, concerns, needs) that researchers need to unravel in order to make sense out of the words that their questions generate" (Glesne, p. 68).

The interview, a common form of data collection used in naturalistic inquiry is, most often, unstructured because the researcher "…does not know what he or she doesn't know and must therefore rely on the respondent to tell

him or her" (Lincoln & Guba, 1985, p. 269). The interview enables the researcher to

> …capture the unseen that was, is, will be, or should be; how respondents think or feel about something; and how they explain or account for something…The elaborated responses you hear provide the affective and cognitive underpinnings of your respondents' perceptions (Glesne, 1999, p. 92).

The design of this dissertation follows Miles & Huberman's (1994, pp. 10-11) themes of qualitative analysis:

1. *Data reduction*: "the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions… a form of analysis that sharpens, sorts, focuses, discards, and organizes data in such a way that "final" conclusions can be drawn and verified."
2. *Data display*: "an organized, compressed assembly of information that permits conclusion drawing and action… a major avenue to valid qualitative analysis."
3. *Conclusion drawing and verification*: an ongoing process of "noting regularities, patterns, explanations, possible configurations, causal flows, and propositions…[becoming] increasingly explicit and

> grounded…[as] meanings emerging from the data have to be tested for their…*validity*."

As the study progressed, these interrelated themes were continually revisited to maintain progress and avoid digression from the topic, irrelevant data, mismanagement of the data, bias, and weak analysis.

3.3 Research Methodology

This dissertation employed qualitative content analysis, defined as "…the process of summarizing and reporting written data…it defines a strict and systematic set of procedures for the rigorous analysis, examination and verification of the contents of written data" (Cohen et al., 2007, p. 475) , a method that is useful when data is limited to documentary evidence. Interviews provided concurrent "…verification, emendation, and extension" of information obtained from other sources (*triangulation*) or of constructions developed by the inquirer (*member checking*)" (Lincoln & Guba, 1985, p. 268).

The study was bounded by and situated within the interrelated content and contexts of the required and supplementary/optional textbooks, assignments, and projects required by the course instructors; fieldwork; components of the formative assessment by which student interns are evaluated on their developing skills in classroom management; and, interviews with the course instructors. Employing qualitative research methods, the relationships between these elements reveal how the classroom management course develops a framework

of knowledge and skills to support the preservice teacher's ability to meet the challenges presented by children with problem behaviors during two semesters of fieldwork as a student intern, one semester as an apprentice teacher, and then as a novice teacher during the first few years of teaching.

Written in narrative form, the analysis provides the reader with improved understanding and insight into the preservice teacher's preparation for managing problem behaviors in the classroom.

> "Qualitative research tries to establish an empathetic understanding for the reader, through description, sometimes thick description, conveying to the reader what the experience itself would convey" (Stake, 1995, p. 39).

Dependent upon organization, flexibility, and careful data collection, the resulting rich narrative describes the planned instruction and practical experience made available to the preservice teacher.

3.4 Context of the Study

Setting

This study took place at State University, a major research institution with a large teacher preparation program located in the southwestern region of the United States. The university is home to

> … a diverse learning community, with students from more than 100 countries and a student body that reflects the face of our society.

> African American, Hispanic, and Asian American students make up more than 32 percent of the enrollment, and 9 percent are international students (Office of the President: The University of Texas at Austin).

The university

> …values diversity and fosters a climate that is grounded in respect and inclusion… Our mutual commitment to work toward an environment that values diversity requires that we create, promote, and maintain activities and programs which further our understanding of individual and group diversity (Office of Diversity and Community Engagement: The University of Texas at Austin).

The Professional Development Sequence (PDS) at the university requires all preservice teachers working toward EC-4 Generalist Certification to complete the classroom management course, which is the focus of this analysis.

Sample

Samples for qualitative content analysis originate from three sources (Holsti, 1969; Weber, 1985): communication sources, documents, and text within documents. In this study, interviews with the participants of the study and their course syllabi served as initial communication sources. Each syllabus detailed the documents that were analyzed for content related to behavior management

and problem behaviors, including required and supplementary/optional textbook(s), assignments, and projects that are required for successful completion of the course. Relevant content, the text within documents, related to problem behaviors was identified and analyzed.

Participants

All classroom management course instructors for the fall and spring semesters between Fall 2005 and Fall 2007 were identified through archived course schedules. E-mail contact requested permission to include their syllabi and any supplementary reading lists, forms, grading rubrics, assignment instructions, etc. in the study. Four course instructors favorably responded and agreed to participate in semistructured interviews.

In addition to teaching one course per semester, each participant also served as a Cohort Coordinator responsible for the fieldwork placement of a group of approximately twenty-five preservice teachers in local schools for two semesters of internship and a third and final semester of apprenticeship teaching. Each cohort of preservice teachers remains together for the three semesters of fieldwork. Cohort Coordinators are also responsible for regular observations of their cohort students. This program design, in conjunction with the coursework in the PDS, supports the knowledge and skills the preservice teacher is expected to develop and forms the basis of their end-of-semester fieldwork formative and summative evaluations.

The participants (identified by pseudonyms) for this study offered a variety of educational and professional backgrounds including two with PhDs, one with two masters degrees, and one who was completing her dissertation. All were adjunct, part-time instructors. Public school experience included three participants with experience at the elementary level and one with experience at the secondary level. Two also served as elementary school principals. Experience teaching at the college or university level ranged from six to nineteen years.

Dr. Lewis earned her Bachelor of Science and Master's degrees in mathematics prior to teaching math for three years in public middle and high schools. Following eighteen years with a major communications corporation, she began her academic career, first as a doctoral student in education, then as an instructor at a large community college and, later, at a small, private university where she taught both undergraduate and graduate courses in math. Simultaneously, she worked for a state government agency and the state Governor's office. After thirteen years, she joined the faculty in the College of Education at State University in 2002 as an adjunct instructor and Cohort Coordinator of preservice teachers. She has worked with four cohorts of preservice teachers and in addition to the classroom management course, she has taught many mathematics courses and an early childhood course.

Dr. Richards earned her Bachelor of Science in Elementary Education prior to teaching a total of nine years in public schools in Texas and Colorado. She taught two years in a gifted and talented pull-out program for K-8 and seven years as a classroom teacher in grades four and five. She was accepted into the College of Education at State University where she earned her master's degree and Ph.D. in education. While working on both degrees, she served as a teaching assistant to a well-known educator and author with an interest in secondary classroom management. Upon graduation, she began working part-time teaching a course in human learning to undergraduate students. During the fourteen years of her university work, she has served as a Cohort Coordinator to two cohorts of preservice teachers, teaching courses in applied human learning and classroom management. Dr. Richards published a chapter in the 2006 *Handbook on Classroom Management and Organization* and an article on cooperative learning.

Professor Edwards earned a Bachelor of Science and Master's degree in elementary education and a second Master's degree in mid-management certification. She taught grades four, five and six for ten years in public schools in several states. After serving as school principal for fifteen years in three different states, she retired from the public school sector and began working part-time at State University as an adjunct instructor and Cohort Coordinator in the College of Education. During her seven years at the university, she supervised

five cohorts of preservice teachers and taught courses in early childhood development and classroom management.

Professor Stanton earned her Bachelor of Science in elementary education prior to teaching seventeen years as a reading teacher for Chapter 1 eligible students or as a classroom teacher for grades four, five, and six. Those years were spent in a single school that became increasingly diverse. During this time, she earned a Master's degree in educational administration. She served as an assistant principal for three years and nine years as principal. Before retiring, she participated in a partnership program between State University and a local independent school district that allowed her to begin work on her Ph.D. with no tuition expense for the first six hours of the program. Upon retirement from the school district, Professor Stanton made the decision to return to the university full-time to complete her doctorate. She taught part-time for one year at another local university working with their preservice teachers and teaching a beginning curriculum course. While working on her dissertation, she began working part-time at State University, serving as a Cohort Coordinator for two cohorts of preservice teachers and teaching courses in reading methods, writing methods, and classroom management.

Researcher positionality

"All researchers have great privilege and obligation: the privilege to pay attention and the obligation to make conclusions drawn from choices meaningful

to colleagues and clients" (Stake, 1995, p. 49). This privilege and obligation extends to the disclosure of the researcher's positionality and ethical conduct in the process of conducting research.

I come to this study with a wide range of professional experience. I enjoyed ten years of classroom experience in preschool through grade 3 in both public and private schools. I then served two years as assistant school administrator responsible for the academic program in a disciplinary alternative education program (DAEP) for middle and high school students who had been removed from their home schools for disciplinary reasons and because they were two or more years behind academically. Simultaneous with that position and for an additional three years, I worked with the Chief Academic Officer of the DAEP in developing the individualized program of study for all academic courses for middle and high school. This program was developed for students from multiple school districts surrounding Houston and Dallas, TX and Philadelphia, PA. I completed a Bachelor of Science in Elementary Education from The University of Houston in 1969 and a Master of Arts in Curriculum Studies from The University of Texas at Austin in 2003.

During my years in the Curriculum Studies master's and doctoral program, I served as a teaching assistant, research assistant, and as a university facilitator. As a university facilitator, I reported to a Cohort Coordinator and was responsible for supervising the fieldwork of approximately fifteen preservice teachers. Fieldwork consisted of two semesters of internship: one and one half

days per week the first semester and two days per week the second semester; and, five days per week for one semester of apprentice teaching. Supervisory duties included regularly scheduled observations; review, comments, and suggestions for improving lesson plans prior to presentation; observation of the lesson; follow-up meetings to discuss strengths and weaknesses of the prepared lesson and ways to improve future lessons; counseling with both preservice and cooperating teachers when necessary; and, completing formative assessments of all students, including a final meeting with each preservice teacher and the cooperating teacher.

My interest in conducting this study began with my classroom experiences with young students in PreK-grade 3 who had difficulty achieving academic success in regular classrooms yet they had no identifiable learning or behavioral disabilities. However, it was my work with older, culturally diverse, low socioeconomic students attending large, urban, inner-city schools who were unable to fit into the regular classrooms of their home schools because of their behavior and poor academic achievement, that provided the defining motivation for much of my graduate school research.

Believing that these students would be better served if able to remain in their home schools and that teachers hold the key to accomplishing that goal, I combined my interest in students with problem behaviors with my interest in preservice teacher preparation. My theory is that if problem behaviors can be identified at an early age and effective strategies and interventions put in place,

many children will learn to recognize and manage their own behavior before they develop behaviors that are so serious that the student must be removed from the classroom and ultimately the school. My objective in this dissertation is to identify the current scope of elementary preservice teacher instruction on managing problem behaviors in the classroom management course.

Teacher preparation programs strive to provide the highest quality program to help teachers meet the needs of children in today's schools. As the numbers of students attending inner-city, urban schools increase and the cultural, ethnic, and linguistic diversity of the general student population changes, the teacher preparation program must keep up with those changes. If the findings of this study indicate that preservice instruction on managing problem behaviors could improve, I hope that, through the research process, suggestions to accomplish that end will emerge.

3.5 Data Collection

Data collection began with a pilot study during Spring, 2008 with one informant and continued with an additional three participants during the Summer and Fall of 2008. Conforming with qualitative research practice (Denzin & Lincoln, 2008; Lincoln & Guba, 1985; Merriam, 1998) multiple data sources were collected. Data sources included interviews with the four classroom management course instructors, content related to behavior management and the management of problem behaviors found in the required and optional

textbooks; course syllabi; course projects and assignments; and other content sources, e.g. guest speakers, additional observations, etc. All data was collected with explicit permission from the participating course instructors and in full compliance with Institutional Review Board (IRB) guidelines.

In the Professional Development Sequence for preservice teachers, fieldwork and the formative assessment occur simultaneously with the classroom management course and are included in the study. Fieldwork provides the setting for many course assignments and projects and offers practical opportunities for engaging with students who exhibit problem behaviors and the development of individual behavior management plans. The preservice teachers' developing practical skills are evaluated using the Formative Assessment instrument that includes one component on classroom management and multiple items related to student behavior. The instrument allows the evaluator to include additional comments where appropriate.

"Purposive sampling" (Lincoln & Guba, 1985, p. 40) began by developing a list of keywords created in conjunction with the literature review were used to analyze the data sources. The keywords included troubled students, problem students, discipline, misbehavior, problem behaviors, chronic misbehavior, serious misbehavior, and the twelve specific behaviors included in Brophy's *Classroom Strategies Study*.

The course syllabi for the classroom management course provided an initial glimpse into the amount of in-class time and out-of-class time the student might expect to devote to behavior management and problem behaviors. Course syllabi also provided insight into the course instructors' goals for the course. Relying on the keywords, the relevant reading assignments, projects and/or other assignments devoted to behavior management or problem behaviors were identified.

The first level of analysis of all required reading assignments included a search for references to any of the keywords in the chapter and topical descriptions found in the tables of content and in text index. If no keywords or related terminology were identified, the reading was eliminated from further consideration.

Interviews, common to qualitative research (Bernard, 1994; Glesne, 1999; Lincoln & Guba, 1985; Merriam, 1998), provided a look into the participants' personal beliefs, point of view, and perspectives regarding student behavior in general and problem behavior in particular. Thus, the interviews served multiple purposes. In addition to providing additional documentation for analysis that is useful for triangulation and member checking, the information gained from the interview became subject to triangulation and member checking (Lincoln & Guba). The interviews offered the opportunity to establish or verify a categorization framework for the document and text within document analysis

(Glesne, pp. 143-144). The interviews provided further insight into the intent, which was not always readily recognizable in the syllabus, required readings, assignments, and projects.

Semistructured interviews (Bernard, 1994; Glesne, 1999; Lincoln & Guba, 1985) were conducted at a time and location convenient for each participant. An interview guide of approximately fifteen questions guided each session that lasted approximately one and one half hours (See Appendix A). Each interview was digitally recorded and transcribed and the participants received a copy of the transcription for member checking. Through the interview, the participants assisted in the triangulation of my understandings and interpretations of the content analysis of the texts, assignments, and projects required for course completion. Relevance of fieldwork to those projects and assignments was discussed. Follow-up questions were conducted via email.

3.6 Data Analysis

The huge amounts of raw data collected in this qualitative research required an organized plan that was executed in a timely manner (Denzin & Lincoln, 2008; Merriam, 1998; Miles & Huberman, 1994). Data was analyzed "simultaneously with data collection" (Merriam, p. 162), continuously interpreted (Stake, 1995), or constantly compared (Lincoln & Guba, 1985).

Coding of qualitative data is the process by which raw data is "…systematically transformed and aggregated into units which permit precise

description of relevant content characteristics" (Holsti, 1969, p. 94). The selection and definition of categories into which content units are classified was critical to the success of this study. "…categories should reflect the purposes of the research, be exhaustive, be mutually exclusive, independent, and be derived from a single classification principle" (p. 95). The conceptual framework and research questions guided the development of categories and the selection of relevant content (Miles & Huberman, 1994)

Coding, described as the meaningful dissection of descriptive or inferential information into "chunks" (words, phrases, sentences, paragraphs), keeps the relationship between the parts intact. Codes serve as tags or labels to assign units of meaning to the chunks. However, rather than being concerned with the meaning of the individual words, the focus is on the significance of the words in a given context. In other words, how is the word or phrase "…embedded in the particular logic or a conceptual lens?" (Miles & Huberman, 1994, pp. 56-57).

Appendix B presents the initial coding list and legend. *Descriptive* codes were used to retrieve and organize the chunks. As the research progressed, codes were eliminated, merged with other codes, and additional codes were added. *Interpretive* codes were employed as the complexities of the content requiring interpretation emerged. Finally, *pattern* codes illustrated emerging patterns, themes, or causal links (Miles & Huberman, 1994).

3.8 Summary

Through rigorous qualitative research methods, the purpose of this interpretive study, bounded by interviews with course instructors and the qualitative content analysis of classroom management course materials, was to reveal the substance and significance placed upon the instruction of preservice teachers on managing students with problem behaviors. This chapter presented and justified the procedures and operational details of the study. Guidelines for maintaining high standards of research and analysis were provided.

Chapter Four: Results

A child's success or failure in school depends upon the "teachers' ability to understand how, when, and what is needed for particular children in specific situations" (Sheets, 2004, p. 163). As the student population has become more and more diverse, the teaching profession remains decidedly white (National Center for Education Statistics, 2007, 2008). When teachers do not understand the varied cultures of their students and the values of their families and communities, academic and behavioral problems may develop in the classroom (Ladson-Billings, 1994; Landsman, 2001; Lewis, 2006; Taylor & Dorsey-Gaines, 1988). Research consistently demonstrates that preservice, novice, and experienced teachers feel inadequately prepared to cope with the realities of classroom life, with behavior management/discipline reported as one of the major areas of insufficient preparation (Erwin, 1998; Fuller, 1969; Houston & Williamson, 1992; Poulou, 2007). As teachers, particularly novice teachers in their first few years of teaching, attempt to cope with problems they feel inadequately prepared to manage, many choose to leave the profession (Haberman, 1995; Haberman & Rickards, 1990; Howard, 2003; Ingersoll & Smith, 2003).

The teacher preparation program at State University, a traditional program including more than nine hundred hours of fieldwork over three semesters, has

modified the Professional Development Sequence (PDS) in recent years to provide the preservice teacher with coursework and field experiences to prepare them for teaching diverse student populations. In addition to methods courses in reading, language arts, mathematics, social studies, and science, students also participate in courses in culture/diversity, child psychology, sociocultural influences, applied human learning, individual differences, and classroom management.

While behavior management may be addressed within the context of any or all of these courses, the classroom management course description includes, among other things, instruction on concepts, principles, and strategies for creating an orderly environment in the classroom and preventing inappropriate behavior. Thus, the classroom management course offers a logical opportunity in which to engage students in a systematic study of behavior in general and specific instruction on behaviors that are known to be problematic to the classroom teacher. As Doyle (1990) suggests,

> To say a classroom is orderly, then, means that students are cooperating in the program of action defined by the activity a teacher is attempting to use. Misbehavior, in turn, is any action by students that threatens to disrupt the activity flow or pull the class toward an alternative program of action (p. 115).

In other words, the innate link between instruction, classroom management and behavior management suggests that the study of one must be integrated with the other.

Brophy & Evertson (1976) found that preservice teachers received

> …only a smattering of [classroom management] principles and methods, many of which are vague and some of which are contradictory…so they end up imitating what their supervising teachers do (Brophy & Evertson, p. vii).

Brophy & Rohrkemper (1981), Brophy (1983), and Brophy & McCaslin (1992) drew attention to the need for a comprehensive, systematic approach to classroom management that included specific principles for working with individual children with special needs or problems. Following this extensive work with classroom teachers, Brophy and his colleagues grouped problem behaviors into four categories of students who exhibit twelve behaviors described as problematic by classroom teachers. Students with achievement problems are described as low-achieving, failure syndrome, overly perfectionistic, and underachieving. Hostile-aggressive, passive-aggressive, and defiant behaviors illustrate students with hostility problems. Students who exhibit role-adjustment problems are hyperactive, distractible, or immature. Students with social relationship problems exhibit shy/withdrawn or peer rejected behaviors (Brophy, 1996, pp. 62-63).

The *Classroom Strategies Study*, the culminating result of Brophy's (1996) comprehensive work that serves as the theoretical foundation for this analysis of the classroom management course, draws from the needs of classroom teachers, their understandings of problematic classroom behaviors, and the strategies they used to manage the behaviors; suggestions from mental health professionals; and, the scholarly literature on child-rearing, teacher modeling, expectations and social labeling effects, cognitive-behavior modification and strategy training, and school improvement to meet the needs of all students in general and at-risk students in particular. This model for developing appropriate strategies for coping with problem behaviors integrates identification of the behaviors, understanding the possible causes of the behaviors, and the effects of those behaviors on the child.

Adjunct instructors form the core teaching staff, approximately ten of thirteen course instructors, for the preservice teacher program at State University. Based on interviews with the four participants of this study, none received departmental guidance on the content of the course when they began teaching the course. As a result, they relied on their professional experience and personal beliefs regarding effective classroom and behavior management, their independent knowledge of books, programs, and other literature used in professional development sessions during their public school experience, and recommendations for content and textbooks from other professors teaching the

course. The course instructors were accorded full academic freedom to develop the course as they deemed appropriate.

The four adjunct instructors who participated in this study brought very different professional experiences and educational backgrounds to the university and to the classroom management course. These differences influenced the development of their personal beliefs about how classrooms are most effectively managed. Just as a teacher's beliefs influence the decisions they make in the public school classroom (Fang, 1996; Vartuli, 1999), their own behavioral style (Muijs & Reynolds, 2002), and the ways they respond to student behavior (Cunningham & Sugawara, 1988), these beliefs extend into the university classroom and the content of the courses they teach. Consequently, the course instructor's personal beliefs influence what the preservice teacher is exposed to and, ultimately, what they will perceive as important to classroom management. While none of the participants suggest to their students that there is "a right way" or "a wrong way" to manage a class, their personal beliefs are reflected in the way each designs their course of study, including the description of the course through the syllabus, course goals, the choice of texts, selection of reading assignments and projects, and the ways they link coursework with fieldwork.

4.1 Getting to Know my Participants: What Makes Them Tick?

Dr. Lewis

Dr. Lewis and I met for the first time on an early spring day in her campus office. Her energy and enthusiasm filled the small room that was loaded with the overflowing desk and stacks of books and papers typical of most university professors. This day was the first time we had met, yet I instantly felt comfortable with her obvious dedication and caring attitude toward her students and the children they came to know during the fieldwork required by the PDS.

Dr. Lewis is the only participant to have taught middle and high school age students and the only participant to have earned degrees in mathematics, a content area. She brings to this study the fewest number of years of classroom teaching and the greatest number of years of teaching in various settings of higher education. She has supervised five cohorts of preservice teachers. In addition to the classroom management course, Dr. Lewis has taught a variety of math methods, learning development, and early childhood courses. She teaches the classroom management course because it is a required course for all students seeking EC-4 Generalist certification.

Brophy (1988) described classroom management as “The actions taken to create and maintain a learning environment conducive to attainment of the goals of instruction” (p. 2). Like Brophy, Dr. Lewis sees a direct and strong connection between classroom management and learning. While the classroom

management course is only one of many courses Dr. Lewis teaches, she clarifies the importance of the course and the approach she employs when she states,

> *…I try to help them [preservice teachers] discover what is important to them to create a successful learning experience as first-year teachers. There are certain fundamentals of organization and classroom management that absolutely must be thought out and prepared before that first day of class* (Lewis interview, March 18, 2008).

Those fundamentals include positive expectations for all students, good classroom management, and designing lessons for student mastery.

Dr. Richards

Dr. Richards and I met in the office she shares with another professor. Two desks and chairs, bookcases crammed with books, student papers, and stacks of CDs filled the small, crowded office. Her varied teaching experiences prior to returning to State University to earn both her master's and doctorate degrees suggested similarities to my own experiences and provided an immediate connection between us.

Dr. Richards has served as a cohort coordinator for the Curriculum and Instruction teacher preparation program twice, the first time in 2005, during her fourteen years as an adjunct instructor. In addition to the classroom

management course, Dr. Richards also teaches courses in applied human learning. The classroom management course included an area of particular scholarly interest to her and enabled her to maintain a close connection with her cohort of students during the second semester of the PDS.

Dr. Richards is the only participant to comment on the defining role her position as a teaching assistant, during the years she worked on her graduate degrees, and the subsequent collegial relationship as a professor played in her position as a cohort coordinator for the preservice teacher program and course instructor for the classroom management course. During her four years as a graduate student, she was mentored by and worked with a noted educator and author on classroom management. As his teaching assistant, she conducted discussion sessions for his students in classroom management for secondary teachers. As a colleague and in cooperation with her mentor, she published an article on cooperative learning and wrote a chapter in the 2006 *Handbook on Classroom Management and Organization*.

Dr. Richards' description of classroom management reveals her belief in the intimate relationship between classroom and behavior management. She states that classroom management is

> *…developing a relationship, a personal relationship, with each child, because I don't want to manage them. I want them to manage themselves. This was something I really focused on in my*

> *classes…that you are not there controlling them. What we know, in terms of teaching and learning and, really, management is the best thing to do is to get the kids to control themselves* (Richards interview, August 5, 2008)

She speaks consistently about motivation, motivating students to learn, and developing relationships between teacher and student because it

> *…all works together and is part of how you manage and how you discipline a classroom* (Richards interview, August 5, 2008).

As teachers build relationships with their students, Dr. Richards also speaks of the importance of building a community. The classroom is

> *…not my classroom, it's our classroom. We build a community and students want to be part of that community, that sense of belonging…[the teacher must ask her/himself]…how am I going to work with this child to make the kid want to do what everybody else is doing? To feel part of the group* (Richards interview, August 5, 2008).

Professor Edwards

Professor Edwards met me in her campus office in mid-August during her preparation for the upcoming fall semester. She presented herself as a no-nonsense, practical, get to the issues to solve the problem type of person.

Though she never pursued a doctorate degree due to multiple moves because of her husband's employment, she earned two master's degrees, one in elementary education and one in mid-management certification. Her many years experience as a classroom teacher and school principal brings a great deal of practical experience to her students of the past seven years and is the reason she counts the classroom management course as her favorite course to teach.

With the five cohorts Professor Edwards has supervised, she has taught the classroom management course four times. She also teaches a course in early childhood. While the classroom management course offers her a required course to teach during the second semester of the PDS, her practical experience makes the course of particular interest to her. The following comments reveal her strong belief in the essential elements of effective classroom management.

> *I just love classroom management because I feel like I have a lot of expertise in that area. Having been a principal and a teacher for many years, I feel like I've seen it all and I have a lot of good insight for the students and I give them a practical approach to classroom management…The main thrust of my classroom is prevention of problems in the classroom. It's the prevention. In fact, I teach about thirteen classes a semester and I bet you ten of them are on how to avoid having problems in the classroom* (Edwards interview, August 11, 2008).

Rules and procedures play a critical role in classroom management for Professor Edwards. The teacher must set up classroom rules from the beginning of the school year and they must be consistently enforced. As she states,

> *It is consistency…you are completely and totally consistent to the point that every child in that room knows exactly what the outcome of everything he does is going to be. You are going to respond the same way every time. And love, you've got to show them that you love and care about them so much and any correction to that child is done in a loving way. Firm, but in a loving way. And that is what I try to teach my [students]* (Edwards interview, August 11, 2008).

Professor Stanton

I met Professor Stanton in the bright, sunny office she shares with another adjunct instructor on a hot, sultry morning in mid-August. Though large, the office was filled with the usual accoutrements of a university professor and I had difficulty finding a place to sit and to place my recording device. Professor Stanton's infectious personality quickly put me at ease and we established an instant rapport.

With seventeen years experience as a classroom teacher, three years as an assistant principal, and nine years as a school principal, Professor Stanton brings the greatest number of years experience in public schools to this study. During her years in public schools, Professor Stanton earned a masters degree

in educational administration and began work on her doctorate in education. Upon her retirement from the public school system, she enrolled full time to complete the doctoral program while also teaching and supervising interns and student teachers part-time at two different universities. She is currently completing her dissertation and participating in a Diverse Schools Study for State University's teacher preparation program.

Professor Stanton has taught the classroom management course twice with two cohorts of preservice teachers. Not only does she teach this particular course because she was asked to teach it but she also has a particular interest in classroom management due to her classroom and administrative experience and various training sessions through the school district or professional conferences. She also teaches writing and reading methods courses.

Professor Stanton's years as a classroom teacher were spent in the same school in a neighborhood that became increasingly diverse through the years. With her experience as a white teacher of a highly diverse student population, she offers her current students an important perspective on teaching and managing a classroom in today's schools. She has chosen to

> *…weave classroom management throughout [the] first two semesters [the writing and reading methods courses]" so that during the third semester, they engage in a study of "…models that go from pretty traditional models to more quality schools/Glasser*

models…I tell the students that no matter what, their classrooms are going to be reflections of themselves and that whatever they choose, it's got to fit with them…there is not a right or wrong way…it has to work for them or it's not going to work (Stanton interview, August 12, 2008).

When describing classroom management, Professor Stanton commented that managing a classroom is

…building relationships with your students. Once we build relationships with our students, we're going to be much more successful in our classrooms and the students are going to be a lot more successful…the class would be respectful and everyone would participate in the responsibility for learning. (Stanton interview, August 12, 2008).

This idea of teacher and students working together to create a well-managed and smoothly running classroom and to solve problems forms a core principle in Professor Stanton's belief in effective management of the classroom. However, the teacher has the added responsibility of knowing and understanding the diverse nature of his/her students. Professor Stanton's students

…have got to have an awareness of diversity and what a blessing diversity is. It is not something that we should try to shy away from

or stick your head in the ground about…We need to embrace those things as incredible opportunities. (Stanton interview, August 12, 2008).

4.2 Revisiting the Research Questions

The research questions for this study were designed to identify how teacher educators prepare preservice teachers to identify, understand, and manage problem behaviors. The relationship between the course instructor's personal beliefs regarding classroom and behavior management and the content they offer their students establishes the foundation to classroom and behavior management their students take with them into their apprentice teaching semester and first years of teaching. Likewise, the importance placed on instruction regarding problem behaviors establishes how prepared students will be to manage problem behaviors in their classrooms.

The first question, "How do teacher educators incorporate and implement the topic of problem behaviors in the design and development of the classroom management course?" integrates the interviews and follow-up questions with the four participants with the design of each class as communicated through the syllabus, the choice of texts, the reading assignments, instructions for projects, and the connections drawn between coursework and fieldwork. The second question, "How is the topic of problem behaviors addressed in the required textbooks, ancillary content sources, assignments and projects, fieldwork and

assessment? focuses on the content of the various sources of information related to student behavior, problem behavior, and related topics that the preservice teacher is exposed to.

4.3 Integrating Themes: Context, Content, Choices

Relying on qualitative data analysis as described by Miles and Huberman (1994) and content analysis explicated by Holsti (1969) and Cohen, Manion, & Morrison (2007), themes emerged and were developed. Multiple data sources, including transcribed audio interviews and follow-up questions communicated via e-mail, syllabi, required and optional texts, course assignments and projects, and the formative assessment, were read and reread and categorized into common concepts. Words, phrases, and contextual ideas were repeated, such as rules and procedures, teacher-student relationships, and community.

The huge quantities of data necessitated a series of organizational steps. First, the data were organized by course instructor, then by type, such as transcribed interview, textual content, course assignment or project, fieldwork, or formative assessment. Constant comparison of all data sources allowed themes both within and across participants began to emerge. The data were then reduced to a list of topics that were ultimately merged and developed into common themes with illustrative examples.

The emergent themes highlight the complexities of course development and the factors that influence that development. These themes incorporate

issues of the course instructors' personal beliefs, selection of course textbooks, and choices of instructional activities that engage preservice teachers in experiences that are important to their preparation for teaching. Content of interviews, reading assignments, instructions for course projects, and the formative assessment establish the foundation upon which students approach the requirements for successful completion of the course, which in turn forms the basis by which they approach the children enrolled in their field placement classroom and ultimately their first year of teaching. While preparation for behavior in general is analyzed, preparation for managing problem behaviors is the major focus of analysis.

Theme One examines how the course instructors personally perceive or understand classroom management, how they distinguish between misbehaviors and problem behaviors, and the importance they place on behavior and problem behaviors in the development of their section of the classroom management course. Theme Two explores the reasons the course instructors selected their required and optional/supplementary textbooks. Theme Three analyzes the content related to behavior and problem behavior within the required and optional/supplementary texts to determine how each addressed behavior, in general, and problem behaviors, specifically. Theme Four examines the relationship between the course instructor's personal beliefs about student behavior and problem behaviors and the choices they make to link the literature

on behavior management and problems behaviors with the course projects and fieldwork required for completion of the course. Assessment of the preservice teacher's developing practical skills as related to behavior management and problem behaviors is included in this section. Finally, Theme Five re-examines the data collected in Themes One-Four from the perspective of academic freedom, the cornerstone for the pursuit of knowledge, and academic responsibility to determine how the classroom management course meets the needs of the preservice teacher.

4.4 THEME ONE: Classroom Management, Behavior Management, and Problem Behaviors in the Context of Personal Beliefs.

Brophy (1988) described classroom management as

> The actions taken to create and maintain a learning environment conducive to attainment of the goals of instruction (p. 2).

Evertson & Weinstein(2006) expanded upon that definition to include social and emotional learning,

> …the actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning… (pp. 4-5).

Brophy (2006) further incorporated the teacher-student relationship into the management of the classroom,

> Successful classroom management requires more than creating appropriate physical settings and managing the class as a group. It also includes establishing and working within personal relationships with students… (pp. 17-18).

The four participants in this study agree with each of these three definitions, sometimes more implicitly than explicitly.

Understandings of the fundamentals of classroom management

Before planning the content of the classroom management course, the course instructor must have an understanding of what constitutes classroom management, how they define or describe classroom management. These understandings are influenced by the personal beliefs that each course instructor developed during their years of professional experience as classroom teachers and school administrators. Teacher characteristics, e.g., the way the teacher defines her/his role as a teacher, the teacher's locus of control over the outcomes of her/his actions, and the way they design and maintain the learning environment, influence the development of teacher beliefs (Brophy & Evertson, 1976).

Not only did the course instructor's beliefs as a teacher influence the decisions they made in the public school classroom (Fang, 1996; Vartuli, 1999), their own behavioral style (Muijs & Reynolds, 2002), and the ways they responded to student behavior (Cunningham & Sugawara, 1988), their beliefs

influence what the preservice teacher is exposed to and, ultimately, what they will perceive as important to classroom management. Two representative descriptions indicate how different course instructors emphasize different elements of classroom management.

Professor Edwards, in keeping with Sanford, Emmer, & Clements' (1983) more traditional definition of classroom management that emphasizes the arrangement of the physical space, selection of rules and procedures, managing student work, etc., states:

> *… everything involved within a classroom that makes it work well… how you arrange the room, how you handle the students, how you treat the students, how you organize the day, how you plan every single part of the day, how you line the children up for recess…it is everything you do in the organization of that classroom, short of the actual teaching. To me, it's the foundation for the whole thing* (Edwards interview, August 11, 2008).

On the other hand, Dr. Richards' description of classroom management offers similarities to Evertson & Weinstein's (2006) definition that includes developing supportive relationships with and among students, promoting the development of social skills and self-regulation, and using interventions to assist students with behavior problems.

"…the first thing that comes into my mind would be developing a relationship, a personal relationship with each child, because I don't want to manage them. I want them to manage themselves…They want autonomy, they need it, and everyone will be better off for it…So, the focus is on imparting to the students a form of self control; but they have to want to do that. If they don't like you and they don't have a reason to care about you, it's going to be an uphill battle so there needs to be a connection" (Richards interview, August 5, 2008).

Such fundamental philosophies and beliefs about classroom management (and everything between) influence the course instructor's foundation they rely upon in developing the classroom management course and, in turn, influence how the novice teacher understands classroom management. If the course instructor places greater emphasis on the physical organization and management of the classroom, students are likely to enter their first year of teaching with a similar emphasis on their own classroom management plan. Alternatively, students who learn to manage classrooms with an emphasis on teacher-student relationships may be expected to begin their first year of teaching with a philosophy of mutual responsibility for effectively managing the classroom.

Setting goals for the classroom management course

With an underlying philosophy of what constitutes classroom management, the course instructor develops goals, sometimes referred to as objectives or purposes, for the course. Goals communicate to the student the overall pattern of the course, the relationship between goals and assignments (Habanek, 2004; Slattery & Carlson, 2005), and the professor's intent, seriousness, and expectations for the course (Habanek, ; Matejka & Kurke, 1994; Slattery & Carlson). Course goals are typically communicated to the student through the course syllabus (Grunert, 1997; Habanek, ; Matejka & Kurke, ; McKeachie, 1969; Parkes & Harris, 2002; Slattery & Carlson, ; B. Thompson, 2007). Course goals, as stated in the syllabi of the four participants in this study demonstrate the connections between classroom management and learning (Brophy, 1988), social-emotional learning (Evertson & Weinstein, 2006), and teacher-student relationships (Brophy, 2006) but none of the four explicitly make all of these connections.

Course goals, as stated in the syllabus, may make strong and direct connections between classroom management and learning and suggest a connection with social-emotional learning (positive expectations):

> *Many educational researchers have concluded that the single most important factor that influences student learning in classrooms is classroom management (Educational Leadership, December*

*1993/Jan 1994). To be an effective teacher, you must become an effective classroom manager, teach for lesson mastery, and practice positive expectations (Good & Brophy, 1994). This course will help you achieve these goals (*Lewis syllabus, Fall 2007).

Put more concisely, classroom management links the physical arrangement of the class with the emotional needs of students.

To prepare preservice teachers to manage their classrooms by helping them to consider all aspects of the physical and emotional environment (Richards syllabus, Spring 2006).

Classroom management may also reference behavior:

Effective instruction and effective classroom management are dependent on each other. One cannot exist without the other. Prevention is the key to establishing and maintaining an environment where students are free to learn with minimal disruption (Edwards syllabus, Fall 2007).

Course instructors' personal beliefs regarding classroom management are reflected in the goals they establish for the course and publish in their syllabus. For example, Professor Edwards emphasized classroom organization and procedures to prevent problems from occurring as she described classroom management and similarly, emphasized problem prevention in her stated

objectives in the course syllabus: "*Prevention is the key to establishing and maintaining an environment where students are free to learn with minimal disruption"* (Edwards syllabus, Fall 2007). Likewise, Dr. Lewis stressed the importance of practicing positive expectations both personally and in her course goals: *"To be an effective teacher, you must…practice positive expectations"* (Lewis syllabus, Fall 2007). While Dr. Richards spoke passionately about strong personal relationships between teacher and student as she described classroom management, she quietly alluded to that relationship when she informed students that they would *"…consider all aspects of the… emotional environment"* of the classroom as one of the purposes of the course (Richards syllabus, Spring 2006).

This analysis suggests that personal beliefs regarding classroom management influence the setting of goals for the classroom management course. These goals communicate the overall pattern of the course and the course instructor's intent and expectations to the student (Slattery & Carlson, 2005). Thus, the course instructor's personal beliefs guide not only the course goals but also establish the student's expectations of what they will learn.

Understandings of behavior in the classroom

The study of behavior management takes many forms. While some approaches center on methods the teacher may use to control misbehaviors (Kounin, 1970), others focus on teacher behaviors (Algozzine & Kay, 2002), or

teacher perceptions of student behavior (Brophy & McCaslin, 1992). This section reveals the participants' personal beliefs of how student behaviors are most effectively managed and to a lesser degree the identification of specific examples of misbehavior in the classroom.

The participants offered a wide range of philosophies on the effective management of behavior in the classroom.

> *"It is consistency…you are completely and totally consistent to the point that every child in that room knows exactly what the outcome of everything he does is going to be"* (Edwards interview, August 11, 2008).

> *"...if you have students engaged in learning, you are not going to have very many, if any behavioral difficulties…"* (Lewis interview, March 18, 2008).

> *"I want them [students] to manage themselves…you are not there controlling them…"* (Richards interview, August 5, 2008).

> *"…our rules and commitments that we did together…the children knew they were going to have a whole lot more fun basically if they complied or stayed within the boundaries of what was acceptable in the classroom…"* (Stanton interview, August 12, 2008).

Identifying explicit examples of misbehavior in the classroom proved to be a more difficult task. Dr. Richards offered very specific examples; however, the other three participants could not offer specifics, offered ambiguous generalities, or had difficulty naming specific instances of misbehavior. Multiple attempts to gain examples that were more explicit provided no further specific instances of misbehavior.

Dr. Richards offered the most specific examples of student misbehavior:

> *The most common misbehavior is being off task. They are talking when they are supposed to be working, they are wandering around the room, they are not focusing on their work when they need to be focused on their work...That's where your biggest problems are going to be, that kid or the few kids that never seem to be on task* (Richards interview, August 5, 2008).

Dr. Lewis declined the opportunity to address specific instances of student misbehavior.

> *I think the classroom teacher is the one who makes that decision because what might be misbehavior to me could be disruptive behavior to you. So, I don't clearly define…there's a lot of varying shades…* (Lewis, interview, March 18, 2008).

Professor Edwards would only offer a generic description of student misbehavior.

> *…anything that disrupts your ability to teach in the classroom* (Edwards interview, August 11, 2008).

After extensive questioning, Professor Stanton offered a single, specific example of misbehavior when she commented on children who might be

> ...interrupting the group... (Stanton interview, August 12, 2008).

While each of the participants holds specific opinions on how to manage student behavior, they reveal very little to illustrate what they perceive as student misbehavior. Due to the unsuccessful but multiple efforts to draw additional information from the participants, reasons for their reluctance can only be inferred or suggested. Perhaps their years of varied experience has made many student behaviors seem less worrisome than they might seem to less experienced classroom teachers. Perhaps their years in higher education have modified how they recognize and discuss student behavior with preservice teachers. Or, they may choose not to draw attention to the difficulties of managing problem behaviors so as not to frighten preservice teachers about the more challenging behaviors they may confront.

Rules and procedures

Thus far, the data have provided evidence of how course instructors' personal beliefs related to classroom management influence the goals they set for the classroom management course. The course instructors' personal beliefs also influence their understandings of student behavior and misbehavior and the management of those behaviors. This section examines the management of student behavior through classroom rules and procedures that provides insight into the course instructor's personal beliefs and the practical implementation of the well-managed classroom.

Evertson, et. al (2006). states,

> A carefully planned system of rules and procedures makes it easier for you to communicate your expectations to your students, and it helps ensure that the procedures you set up will be workable and appropriate…An effectively managed classroom is one that runs smoothly, with minimal confusion and downtime, and maximizes opportunities for student learning. An effective classroom has patterns and routines in place that make interaction and movement easy to organize and accomplish (p. 20).

Similarly, Wong & Wong (2004) state,

> To have a safe and effective learning environment, first establish firm rules that students are expected to follow (p. 143)(p. 143).

In both instances, the planning and implementation of rules and procedures are the responsibility of the teacher and, by implication, students are expected to comply. On the other hand, Burden (1995), who agrees that teachers must "…provide clear rules and procedures to guide student conduct," also suggests that the teacher should "…involve students meaningfully in making decisions," including the selection of classroom rules and procedures (p. 12). Participants in this study provide examples of both teacher-centered rules and procedures and student-centered development of classroom rules and procedures.

Reflecting a teacher-centered position, Professor Edwards explains the need for the teacher to set up classroom rules from the beginning of the school year. She states that if a teacher has

> *…set up certain rules for the classroom and…handled things [behavior issues] properly at the beginning of the school year, you don't have to address those problems as time goes by…* (Edwards interview, August 11, 2008).

Dr. Lewis spoke about her personal preference for student involvement in the development of classroom rules and procedures:

> *I believe in participative management… for the entire class to decide at the beginning of school, let's decide what do we want to accomplish this year and how do want to accomplish our goals* (Lewis interview, March 18, 2008).

However, in contradiction to her stated personal preference for student involvement, her syllabus offered no evidence that she expects her preservice teachers to consider student participation in the generation of classroom rules and procedures. In fact, when commenting on class discussions regarding behavior incidents her preservice teachers observed in their field experience, rather than talking about ways to involve students in managing their own behavior, she has her preservice teachers

> *…come up with all kinds of rules and procedures and strategies for handling classroom management situations* (Lewis interview, March 18, 2008).

On the other hand, Professor Stanton offered an alternative approach to the development of classroom rules and procedures that positioned teacher and students developing *"…rules and commitments together…"* (Stanton interview, August 12, 2008). She spoke of the need for rules in the context of children gaining an understanding of the purpose of the rules. She described telling her preservice teachers:

> *…if your students have a clear understanding of your expectations about your routines and procedures, they are not going to be floundering or trying to figure out where that line is you won't let them cross, instead you are going to be very specific about helping them understand that. Explaining things like the reason we don't go running down the hallway yelling and screaming is that we want to be respectful of the other classrooms…not just "don't talk in the hall." Children don't understand why, other than the teacher is just a meanie, but is instead trying to help them understand that it is because there is learning going on and if we go to the cafeteria having a great time screaming, and skipping, and running then we are being disrespectful of the other children* (Stanton interview, August 12, 2008).

Each of these participants embraces the need for rules and procedures for the effective management of the classroom. However, responsibility for developing those rules and procedures may rest entirely with the teacher or students may participate in the planning and development of the classroom rules and procedures. The fundamental differences of teacher imposed rules and procedures and student involvement in developing rules and procedures are reflected in the personal beliefs regarding classroom management of each of the participants. Course instructors who focus on the teachers' responsibilities for

arranging the classroom and planning *"…every single part of the day"* (Edwards interview, August 11, 2008) are more likely to take responsibility for developing the rules and procedures that allow those plans to be implemented. On the other hand, those who focus on students learning *"…to manage themselves"* (Richards interview, August 5, 2008) are more likely to involve students in the development of rules and procedures.

Understandings of problem behaviors in the classroom

Sometimes teachers have students who do not comply with the rules and procedures that have been established for the classroom. While teachers have always had to meet the unique needs of students who required special management and motivation beyond what was sufficient for most students, those needs have expanded in recent years. Inclusion of "…all but the most extreme categories of special needs students…" as well as recent increases in the "…social and economic stresses and transitions…" that have become evident in all types of schools (Brophy, 1996, p. 4) has compounded the demands on teachers' time and skills. For many of these children, their unique "social-emotional needs…interfere with their attempts to meet the challenges of school" (p. 5).

Problematic behaviors can be found in any school; therefore, the need for preservice teacher preparation to include instruction on these behaviors has become more important than ever. As has been shown, the four participants of

this study have different understandings of what kinds of behaviors are considered misbehaviors and how to manage those behaviors. Those understandings influence what their students learn about behavior management in the context of their classroom management course. This section explores similarities and differences in their understanding of problem behaviors.

Two participants, when asked how they address the topic of students with problem behaviors, described special needs children who have qualified for special education interventions:

> *…children with special needs, such as autism, hearing impairment, hyperactivity, and downs syndrome…* (Edwards interview, August 11, 2008).

> *There are special needs students that for whatever reason cannot behave appropriately in the classroom. There can be a variety of factors for this type of unusual behavior, but other than that, if you have students engaged in learning, you are just not going to have behavioral difficulties… [Students who exhibit] behavior that is unusual…and…hasn't been diagnosed," those children should be "properly diagnosed…[for] extraordinary problems that need special treatmen"* (Lewis interview, March 18, 2008).

Both Dr. Lewis and Professor Edwards maintained that a well-organized classroom space, carefully planned and consistently implemented rules and procedures, and the practice of positive expectations for all students result in effective classroom management and minimal behavior problems that may disrupt the learning and teaching that take place in the well managed classroom. The teacher should expect and seek help from the special education teacher for those children who qualify for special education services.

While Dr. Lewis brings special education guest speakers to her students to answer their questions and provide information on available resources, Professor Edwards does not deal with the needs of special education students.

> *…when it comes down to how you deal with an autistic student, I don't deal with it because I believe every autistic child is very unique and I think giving rules would be a mistake. I talk mostly about going straight to a resource.… in a good school, you have a wonderful resource in your special ed department and your special ed department will give you the specifics as to how to treat an individual problem and you follow that because they know better than you do on how to deal with this autistic kid, this child with down syndrome, what you do with these different children* (Edwards interview, August 11, 2008).

Dr. Richards and Professor Stanton understand problem behaviors from a different point of view:

> *…I think of the child who is angry, who fights with other kids, who is antagonistic toward the teacher, there might be a power struggle going on there. Those kinds of things, to me, are more problematic because it's not the kind of thing where you can easily get control of it when you have a child, who's got maybe other issues that cause difficulties for him or her, to work successfully in the classroom. There are lots of things…it could be a home issue, it could be a learning issue. That, to me, is more what I would call problematic because it doesn't go away quickly or easily* (Richards interview, August 5, 2008).

Similarly, Professor Stanton states, that problem behaviors would be:

> *…very disruptive, whether it would be throwing a fit, or hurting others, screaming… and I'm thinking of a child at my last school throwing fits….who was just so angry, that if he didn't get his way… It seems like the majority of kids who came to my office, it really was just pent up anger more than anything else. Or, hitting another child…* (Stanton interview, August 12, 2008).

Once again, two fundamentally different understandings of problem behavior in the classroom emerge. Course instructors, whose personal beliefs regarding classroom management focus on the teacher's more traditional role of responsibility for classroom organization and management and for student behavior, are more likely to place responsibility for managing problem behaviors on the special education teacher or others. Course instructors whose personal philosophies of classroom management focus on joint responsibility shared by teacher and students are more likely to look for ways to meet the needs of the child within the established classroom environment.

Building teacher-student relationships for a sense of community

Classroom management encompasses not only the philosophical beliefs of teachers, delivering effective instruction, and organization of the classroom but also an understanding of the psychological, social, and academic needs of all students, creating positive relationships between students and teachers, increasing student motivation, minimizing problem behaviors, and altering unproductive behaviors (V. F. Jones & Jones, 2004). As many new teachers find their first teaching positions in urban schools with diverse cultures and ethnic groups, the novice teacher faces even greater demands (Milner, 2006). If white teachers, who constitute the majority of the teaching population, are not prepared to meet those challenges, students of color, the majority of the student population, face the risk of racial disproportionality in school discipline when

teachers do not understand and incorporate "…the cultural values, orientations, and experiences of African, Latino, Asian, and Native Americans into curriculum and instruction…" (Gay, 2006, p. 343).

Revisiting Dr. Richard's and Professor Stanton's descriptions of classroom management, the intimate relationship between classroom and behavior management and learning that leads to a greater sense of community is revealed.

> *…developing a relationship, a personal relationship, with each child, because I don't want to manage them. I want them to manage themselves…* (Richards interview, August 5, 2008).

When students are motivated to learn and behave and to participate in a strong relationship with their teacher, it

> *…all works together and is part of how you manage and how you discipline a classroom* (Richards interview, August 5, 2008).

Professor Stanton mirrored that comment when she stated that managing a classroom is

> *…a whole lot more…it's building relationships with your students. Once we build relationships with our students, we're going to be much more successful in our classrooms and the students are*

> *going to be a lot more successful…* (Stanton interview, August 12, 2008).

Professor Edwards takes a more individual approach. She laces her no-nonsense, practical approach to classroom management with her individual approach of love and care. She related the story of a fourth grade student who was considered

> *…absolutely incorrigible by the rest of the school."* Expecting this child to be assigned to her class the next year, she decided to *…solve this problem or he [would] absolutely do me in.* Learning that he loved to play softball, she told him that she was planning to come to his game *…to watch him play.* She attended several games during the remainder of the school year and by the time (sure enough!) he entered her fifth grade class, *…he was the most wonderful child to deal with I have ever seen in my life. No problem at all. He never misbehaved for me, not once…to me, that is a way of solving a problem before it occur (emphasis added)"* (Edwards interview, August 11, 2008).

By proactive prevention of a problem, she cared enough to develop a relationship with a student who had been written off as "incorrigible" by everyone else during his previous five years of school.

"Positive expectations" (Lewis interview, March 18, 2008) provide another approach to building relationships with students by focusing upon what the teacher does or expects of the students. While positive expectations "…greatly influence their achievement in your class and in their lives" (Wong & Wong, 2004, p. 35), preservice teachers need clarity on several issues if positive expectations are to be meaningful. Does the teacher hold the same positive expectations for all students? Are individual differences or ethnic and cultural differences taken into account? Is a color-blind approach, a child is a child no matter what their color, applied?

The concept of teacher-student relationships covers a wide range of personal beliefs directly related to classroom management. Course instructors who hold a more traditional philosophy of classroom management tend to establish more generic, class-wide relationship with students or, when necessary to develop an individual relationship with specific students who require special attention. Course instructors who practice a more student-centered approach to teacher-student relationships emphasize the need for strong, personal relationships with each student.

Building a sense of community with diverse students

As teachers build relationships with their students, Dr. Richards speaks of the importance of building a community. The classroom is

…a community and students want to be part of that community, that sense of belonging." The teacher must ask her/himself, *"…how am I going to work with this child to make the kid want to… feel part of the group* (Richards interview, August 5, 2008).

In addition to teachers and students working together to create a well-managed and smoothly running classroom and to solve problems, the teacher has the added responsibility of knowing and understanding the diverse nature of his/her students. Professor Stanton tells her students that they:

…have got to have an awareness of diversity and what a blessing diversity is…it's like the problem child in your classroom. It does indeed add a richness to our class and our lives when we know what this can look like for us…you don't have to be in a high minority school for these issues to be very important (Stanton interview, August, 12, 2008).

In contrast, developing a sense of community in Dr. Lewis' and Professor Edwards' classes is not apparent in their course goals or through our conversations. Although both mentioned diversity during our interviews, it was in the context of the assigned readings and/or fieldwork. Lewis stated,

…in the text, diversity and different cultures and differences are addressed to some extent. Of course, the course isn't just on

> *diversity, but that is certainly an important part. And, ideally students in the first, second, and third semesters are going to have the opportunity to see a diverse group of schools in those three semesters* (Lewis interview, March 18, 2008).

While Dr. Lewis relies on her chosen texts and fieldwork to support students in their connections between classroom management and diverse students, Professor Edwards advocates approaching the issue through discussion.

> *I do involve them with diversity. We have a lot of sessions dealing with diversity and how to deal with people from different backgrounds and how you deal with that…* (Edwards interview, August 11, 2008).

This analysis divulges a dichotomy of understandings and approaches to connecting classroom management and diverse student populations. Grounded in a student-centered approach, Dr. Richards and Professor Stanton reflect upon diversity from the need to understand diverse races and cultures for the purpose of bringing students together in a learning environment where students work together for their mutual benefit. At the other end of the spectrum, Dr. Lewis and Professor Edwards approach diversity from the perspective of the teacher's responsibilities for managing student differences.

Summary

All participants of this study agree that effective management of the classroom results in a learning environment conducive to academic success. However, there exists a fundamental difference in how to manage the classroom so that students can achieve academic success. The four participants reflect two distinct approaches to an understanding of classroom and behavior management and perceptions of problem behaviors: a traditional, teacher-centered approach and a more contemporary, student-centered approach.

Dr. Lewis and Professor Edwards position their understandings from a traditional teacher-centered approach in which the teacher is responsible for establishing acceptable behavior through teacher determined rules and procedures. When the teacher fairly and consistently applies a set of carefully planned rules and procedures and the teacher plans lessons that engage all students, behavior will not be an issue. The unique needs and behavioral concerns of special education students are recognized as concerns to the effective management of the classroom, but teachers should seek out and rely on the expertise of special education specialists in understanding and managing these students. These teacher-centered characteristics of classroom and behavior management are reflected in the classroom management course goals discussed by both Dr. Lewis and Professor Edwards. Thus, preservice teachers who learn about classroom management under either of these course instructors

can expect a traditional, teacher-centered approach in the content and requirements of the course.

Dr. Richards and Professor Stanton position their understandings from a contemporary, student-centered approach in which the teacher works to establish a personal relationship with each student that encourages self-control and -management of behavior. When strong teacher-student relationships exist, all members of the class become more willing to work together to create a learning community that manages itself through mutually agreed upon classroom rules and procedures. In such a community, diversity is embraced and becomes an integral element of the curriculum. Preservice teachers who study classroom management under Dr. Richards or Professor Stanton learn to approach classroom and behavior management first from an individual student perspective and secondly from a community perspective. Students may expect the content and course requirements to encourage the student-centered approach.

4.5 THEME TWO: Reasons Course Instructors Select Texts

The goal of any teacher preparation program is to prepare its students to enter the profession as qualified credentialed teachers ready to manage the instruction, behavior, and routine organizational needs of today's diverse educational settings. That preparation occurs through the student's coursework, fieldwork, and assessment of their developing skills. Required coursework,

established by the program, defines the topics of study intended to assist the preservice teacher in developing those qualifications.

The textbook is "…a crucial element in the teaching-learning situation" (Besser et al., 1999, p. 6) as it meets the needs of both the course instructor and the students who consider their textbooks as an important part of their college courses. A well-chosen text should agree, as closely as possible, with the teacher's own views and may serve to provide basic content and structure of the subject matter, while supplementary reading materials offer flexibility, diverse viewpoints, and a range of sources (Besser et al., ; McKeachie, 1969). This section examines three topics related to the selection of course texts. First, I examine why each of the participants selected the textbooks and other reading materials they use. Second, I analyze how those choices complement the participant's beliefs regarding classroom management, behavior management, and the management of problem behaviors. Third, I explore how those choices meet the essential roles of required and supplementary texts.

Participants in this study selected the following primary and supplementary reading texts.

Evertson, C. M., Emmer, E. T., & Worsham, M. E. (2006). *Classroom Management for Elementary Classrooms*. Boston: Pearson, Allyn & Bacon. (referred to hereafter as Evertson)

Burden, P. (1995). *Classroom Management: Creating a Successful K-12 Learning Community*. Hoboken, NJ: John Wiley & Sons, Inc. (referred to hereafter as Burden)

Faber, A. & Mazlish, E. (1995). *How to Talk so Kids can Learn at Home and at School*. (1995). New York: Rawson Associates. (referred to hereafter as Faber)

Ladson-Billings, G. (1994). *The Dreamkeepers: Successful Teachers of African American Children.* San Francisco: Jossey-Bass Publishers. (referred to hereafter as Ladson-Billings)

Landsman, J. (2005). *A White Teacher Talks about Race*. Lanham, MD: Rowman & Littlefield Education. (referred to hereafter as Landsman)

Lewis, A. E. (2006). *Race in the Schoolyard: Negotiating the Color Line in Classrooms and Community*. New Brunswick, NJ: Rutgers University Press. (referred to hereafter as Lewis)

Scarpaci, R. T. (2007). *A Case Study Approach to Classroom Management*. Boston: Pearson, Allyn & Bacon. (referred to hereafter as Scarpaci)

Sprick, R., Garrison, M., & Howard, L. M. (1998). *CHAMPs: A Proactive and Positive Approach to Classroom Management*. Eugene, OR: Pacific Northwest Publishing, Inc. (referred to hereafter as Sprick)

Taylor, D. & Dorsey-Gaines, C. (1988). *Growing Up Literate: Learning from Inner-City Families.* Portsmouth, NH: Heineman. (referred to hereafter as Taylor)

Wong, H. K. & Wong, R. T. (2004). *How to be an Effective Teacher: The First Days of School*. Mountain View, CA: Harry K. Wong Publications, Inc. (referred to hereafter as Wong)

Dr. Lewis

Dr. Lewis selected *Classroom Management for Elementary Teachers* by Evertson, Emmer, & Worsham and *How to be an Effective Teacher: The First Days of School* by Wong & Wong as her required texts. By combining the foundation of classroom research provided by the Evertson text and Wong's step-by-step owner's manual approach to effective classroom management

accompanied by the explicit visual representation of key points of classroom management demonstrated in the Wong video series, Dr. Lewis believes students receive a well rounded perspective on classroom management .

> *Carolyn Evertson is just such a wonderful researcher and writer and gets to the very essential elements of what is so important about classroom management and the way she breaks that down, chapter by chapter, it's easy to understand, easy to go through, and she has accomplished this through research of gathering data from actual classrooms.*
>
> *Then, the* <u>*First Days of School*</u> *by Harry Wong,…we go through the Harry Wong video series and the* <u>*First Days of School*</u> *textbook…Wong is just a real master of classroom management* (Lewis interview, March 18, 2008).

CHAMPs by Sprick, Garrison & Howard was selected as an optional text. Several other professors and the regional education service center office recommended the Sprick text because a number of surrounding school districts implement the approach or, at least, present it to their teachers through professional development programs.

> *…with the Sprick book…we take smaller, isolated assignments from it instead of the applications for the classroom teacher or*

> *apprentice teacher…this book is valuable…it gives them a resource for the future when they are actually teaching (Lewis interview, March 18, 2008).*

As a course instructor who recognizes the strong connection between classroom management and learning, the choices of Evertson and Wong seems a logical selection. As Wong states:

> Classroom management consists of practices and procedures that a teacher uses to maintain an environment in which instruction and learning can occur. For this to happen, the teacher must have a well-ordered environment. (p. 10).

And, as Evertson states:

> …well-managed classrooms exist because teachers have clear ideas of the types of classroom conditions and student behaviors necessary for a healthy learning environment (p. xv).

As a strong proponent of active learning and the minimization of behavior problems, the Evertson text is also in keeping with Dr. Lewis' understandings of student behavior in the classroom. Evertson proposes that an effectively managed classroom "…has patterns and routines in place…" (p. 20) and to prevent misbehavior, teachers need an understanding of Kounin's (1970) concepts of "withitness", communicating a general awareness of the classroom

and identifying and correcting misbehavior promptly, and “overlapping,” attending to multiple simultaneous events (p. 101). Inappropriate behaviors that should be attended to include “…lack of involvement in learning activities, prolonged inattention or work avoidance, and obvious violations of classroom rules and procedures” (p. 137). By proactive, preventive steps, most student behavior will fall within the guidelines established by the teacher’s classroom rules and procedures and learning will occur. Behaviors that fall outside those guidelines represent a very small number and teachers must help those students “…learn how to behave” (p. 171).

Wong also expounds upon the need for teacher established rules and procedures:

> To have a safe and effective learning environment, first establish firm rules that students are expected to follow (p. 143).

If teachers do not carefully consider what they want to have happen in their classroom, do not provide proper instruction on following the rules and procedures, and do not adequately monitor their classroom, students will misbehave.

Sprick, who comments on “common misbehaviors” that are all learning oriented, similar to Evertson’s misbehaviors that must be attended to, states:

> We believe that you can avoid most (if not all) of these problems by clearly defining for yourself and then communicating to your students how you expect them to behave during each classroom activity and transition that occurs during the school day (p. 107).

The three texts selected by Dr. Lewis closely align with her stated beliefs regarding classroom management, behavior management, and the management of problem behaviors. In other words, if the classroom is organized and managed through well thought out and crafted classroom rules, procedures, and routines, students are able to learn, inappropriate behavior is minimized, and those few potential problem behaviors that may arise may be dealt with by implementing strategies that teach the student how they are supposed to behave.

The combination of the Evertson, Wong, and Sprick texts explicates a strong position of teacher-centered management of the classroom. However, none of the texts offers the reader a systematic study of alternative approaches to classroom management, behavior management, or managing problem behaviors. For example, student participation in the identification and establishment of classroom rules and expectations for student behavior, is mentioned as a way

> …to encourage students to take more responsibility for their own behavior (Evertson, 25).

However, Evertson effectively discourages the effort with a complicated description of how teachers accomplish the task

> Many teachers begin developing classroom rules with a whole-class discussion, during which the students and teacher suggest possible rules for the classroom and the teacher records suggestions on an overhead, chalkboard, chart paper, or computer monitor projected onto a TV. After all suggestions have been made, the teacher and students arrange them into broad categories, combining similar ideas and eliminating suggestions that are redundant or unnecessary. After the suggestions have been categorized, the teacher and students develop a title for each category. If everyone agrees, this title becomes a classroom rule. In early elementary classrooms (K-3), this process may take several days. In many classrooms, this activity is followed by role playing each of the rules. Role playing is crucial for students' understanding of rules *(Evertson, 25).*

This involved procedure is then followed by the simple statement,

> Many effective managers do not allow choice in rule setting. Instead, they clearly present their rules and procedures to students and provide explanations of the need for them A teacher who establishes reasonable rules and procedures, who provides an

> understandable rationale for them, and who enforces them consistently will find that the majority of students are willing to abide by them (Evertson, 25).

The texts by Wong and Sprick complement Evertson on the issue of student participation in rule setting. Wong offers a brief continuum of teacher-student roles but notes that the purpose of the text is to help beginning teachers; thus, the book presents

> …a simple plan drawn from various parts of the continuum but in which the teacher is initially more in charge of setting the limits and boundaries (p. 142).

Sprick offers the single advantage of student participation as a "…greater sense of ownership in the classroom." However, the disadvantages include no rules for the first day, difficulty maintaining multiple sets of rules for teachers who teach more than one class, and the students may not come up with the rules the teacher wants to run her class (p. 75).

Dr. Lewis has chosen three texts that strongly support her views on classroom management, behavior management, and managing problem behaviors. The texts provide basic content and structure to the topic. However, none of the texts offers her students diverse viewpoints or a range of sources. In other words, they complement each other but offer little supplementary

information. Each of these texts relies predominantly upon the research of the authors. Even though Evertson includes a brief list of suggested readings at the end of each chapter and both Evertson and Sprick offer extensive reference lists, few, if any, are cited within in the text narrative, thus, limiting the reader's ability to position the reference with meaningful context.

Dr. Richards

Dr. Richards believes that an essential element of classroom management is the relationship established between the teacher and each student in the class. The classroom does not belong to the teacher but to the community of teacher and students who work together through a mutual sense of responsibility to oneself and to others. This sense of responsibility to the community motivates students to learn to manage their learning and their behavior. Dr. Richards tries to convey this view of classroom management to her students and offers them a diverse range of information that allows them to develop their own philosophy of classroom and behavior management.

The close professional relationship between Dr. Richards and her mentor and colleague influenced her selection of the primary text, *Classroom Management for Elementary Teachers* by Evertson, Emmer, & Worsham, used in the classroom management course.

> *I know [him] and I think his book is as good as any out there…His style is to present an idea and then do case studies. It's always the*

way he writes, in his research, in book chapters, in this book, everything is that way, and I like that…he also has a focus starting with room arrangement. Not everybody does that. Lots of people launch into this model or that model, but he starts with the bare bones (Richards interview, August 5, 2008).

To supplement the Evertson text, that offers few in-text references to research on behavioral models, Dr. Richards presents a series of PowerPoint presentations on a variety of behavioral/discipline models. Those include, but are not limited to Lee and Marlene Canter's assertive discipline, Linda Albert's cooperative discipline, Curwin & Mendler's discipline with dignity, Marshall's Raising Responsibility program, and Glasser's noncoercive discipline. She introduces students to the work of Alfie Kohn, Kounin, Barbara Coloroso, and others.

Dr. Richards also requires Faber & Mazlish's (1995) *How to Talk so Kids can Learn at Home and at School*. This book, grounded in Haim Ginott's theory of congruent communication, was originally recommended by another professor who used the book in another course and after reading it, she believed *"…this is really good in terms of having a way to talk to kids"* (Richards interview, August 5, 2008). Students have had mixed reactions to the book.

The first time I taught this class, I had a fairly mature cohort. There were several students who were a little bit older, married, and a

little more settled down…and [the book] was pretty well received…I had a student … who really led the way with it. She said "You know, I have a kid in the class"…who drove her up the wall backwards and she used that with him and it worked beautifully. So that got everyone else interested in it. My second cohort, there were a few people who bought into it but others thought 'This is so goofy I would never talk to kids like that.' Which is kind of sad… it is really a good book (Richards interview, August 5, 2008).

The combination of the Evertson and Faber texts aligns with Dr. Richards beliefs regarding classroom management, behavior management, and managing problem behaviors. The Evertson text offers a concise description of the basic routines and procedures a new teacher must consider in planning and organizing a classroom. The supplementary PowerPoint presentations expand the limited discourse on behavior and problem behavior presented in the Evertson text. Finally, the Faber text explicates a method of listening and conversing with students that enhances the teacher-student relationship and motivates students to take responsibility for understanding and managing their own behavior.

Through her selected texts and supplementary materials, Dr. Richards' preservice teachers are afforded the flexibility of learning about and implementing diverse viewpoints of multiple scholarly theories and models of classroom and behavior management in their coursework and field experiences.

They assemble a broad range of sources to draw upon as they begin their first years of teaching. Even though Dr. Richards encourages a student-centered approach to classroom management, her students have the responsibility to consider multiple viewpoints as they develop their own personal philosophy for effectively managing the classroom.

Professor Edwards

Professor Edwards' practical, no-nonsense approach to classroom management grounded in proactive prevention, teacher established rules, procedures, and routines, consistency in implementation of those rules and procedures, and love defined her beliefs regarding classroom management. Her understanding of misbehavior as anything that disrupts the teacher's ability to teach and her reluctance to address problem behaviors she identifies as behaviors exhibited by special needs children influenced her approach to classroom and behavior management and the management of problem behaviors.

Professor Edwards offers a seeming contradiction in her approach to teaching and her choice in textbooks. Although her primary text, *Classroom Management: Creating a Successful K-12 Learning Community* by Burden, offers a broad research base on classroom management and discipline, she states,

> *I'm not this person who talks theory and that all these little children should just be delighted to learn because that is just not the way it*

> *works. So, we have to be practical about this and it's up to us to figure out a way to make it work* (Edwards interview, August 11, 2008).

Even though her students begin with the behavioral theories Burden presents, the focus is on how those theories define levels of teacher control.

> *Burden goes into the theory and different degrees of control and different people who use those different kinds of control, what they mean, so the students can get that theory. I do that at the very beginning. Then we go to the practical approach* (Edwards interview, August 11, 2008).

Professor Edward's choice of the Sprick text, *CHAMPs*, supports her goal of preventing problems and finding practical solutions to the problems that do occur.

> *CHAMPS…is nothing but a practical approach to how in the world you handle classroom situations…the whole first section is based on what to do before the kids get there. You have to set your goals, you have to set your visions, all these kinds of things we talk about. Then it goes into what you do on the first day of school… then it goes to what you do in the first month…it has all these different little levels of how in the world you deal with 'fixing this up'*

so you have minimal amounts of problems. Then, we move into a little bit more of the complicated problems of classroom management as far as organization of your classroom and your teaching techniques because a lot of classroom management problems are because your teaching techniques are not right…Then we go into minor discipline problems. No matter what you do, no matter how good a teacher you are, no matter how perfectly your room is arranged, you are going to have discipline problems. They start out being very normal problems, the kind you are always going to get, like Johnny going into the bathroom… (Edwards interview, August 11, 2008).

Students complete the semester as they return to the Burden book for a study of behavior and discipline problems:

…then the whole section at the end is based on responses to inappropriate behavior, dealing with challenging or violent students, helping students with special needs, addressing issues of diversity… (Edwards interview, August 11, 2008).

Even though Professor Edwards' primary text by Burden offers content on a range of scholarly behavioral models, she employs the text from the practical approach of helping preservice teachers determine the level of control with which they feel most comfortable. While emphasizing the practical nature of teacher

control, students are exposed to diverse viewpoints of theoretical models. Her secondary text by Sprick provides students with practical opportunities to apply the theoretical models and the text's limited emphasis on classroom structure complements Professor Edwards' focus on levels of teacher control. While the primary focus on teacher control supports a teacher-centered approach to classroom and behavior management, the students are provided with a broad research base from which they may draw as they develop their own philosophy of classroom and behavior management.

Professor Stanton

Professor Stanton believes classrooms are managed best when teacher and students develop relationships of mutual respect, share responsibility for learning, and embrace the diversity found within the community of the classroom. When the teacher and students jointly develop and commit to classroom rules, students are more willing to comply with those rules and stay within the boundaries of acceptable behavior. In order to follow the rules, students must have a clear understanding of the reasons for their behavior.

Professor Stanton accomplishes her goal of exposing students to *"…a wide variety of… models that have been used in classrooms"* (Stanton interview, August 12, 2008) through her primary text, Scarpaci's *A Case Study Approach to Classroom Management*. This text presents a variety of theoretical models, based on levels of teacher control, that are accompanied by a series of case

studies through which students develop solutions and strategies by employing the concepts and strategies of one or more of the models.

After studying the various models and implementing them through case studies , her students turn to the Wong text for basic classroom organization and routines to assist the beginning teacher with her/his first classroom. As a school principal, she had used the Wong text to help her teachers develop effective classroom management routines.

> *It's a little more flexible and easier to tweak for you and your personality and values and beliefs* (Stanton interview, August 12, 2008).

To facilitate students' developing understandings of strong teacher-student relationships and the connection with teaching diverse student populations, Professor Stanton engages students in a study of four books related to race, schooling, literacy, and culturally responsive teaching. Through Ladson-Billings' (1994) *Dreamkeepers*, Landsman's (2001) *A White Teacher Talks About Race*, Lewis'(2006) *Race in the Schoolyard*, and Taylor & Dorsey-Gaines' (1988) *Growing Up Literate,* Professor Stanton points out to her students that

> *…you don't have to be in a high minority school for these issues to be very important. You can be at [a predominantly white school] where there is one African American child in your room and,*

> *regardless, it is important to make sure those kinds of things are fostered in terms of curriculum you use, the books you choose for story time, when you talk about heroes…* (Stanton interview, August, 12, 2008).

The required and optional texts selected by Professor Stanton effectively support her personal beliefs about classroom and behavior management and the management of problem behaviors. The case study approach of her primary text, in conjunction with the supplementary books, offers a wide range of diverse viewpoints on classroom and behavior management, problem behaviors, and cultural diversity within the classroom. The Wong text provides the basic content and a single approach to classroom routines and effective procedures. This combination of texts not only meets Professor Stanton's needs but also meet her students' needs. The texts provide basic content on classroom management and organization; diverse viewpoints on classroom and behavior management and strategies for managing problem behaviors; opportunities to implement various behavioral strategies on real-life cases; and, important insight into the teacher's need to understand the diverse student cultures, values, and beliefs that are likely to be found in many of today's classrooms.

Summary

The preceding analysis indicates that the participants of this study selected texts and other reading materials that closely aligned with and

supported their fundamental beliefs regarding classroom and behavior management and the management of problem behaviors. However, choosing texts based on personal beliefs does not guarantee that students will be offered diverse viewpoints or a range of sources.

The four participants in this study discussed a wide range of reasons for selecting their textbooks that revealed how their personal professional experiences directly influenced those choices. Dr. Lewis and Professor Edwards both relied on suggestions from others in the selection of their texts. However, Dr. Lewis, having the fewest years of public school classroom experience, none of which were spent in early childhood grades, chose three texts that, as a whole, offered students a single point of view and approach to classroom and behavior management. On the other hand, Professor Edwards, who does not personally rely on behavioral theory, selected a primary text that offered a foundation of behavioral theory. However, her primary focus on prevention and practical solutions extended to the available theoretical study by emphasizing and reinforcing the concept of teacher control. Her second text further supported her practical approach to classroom and behavior management.

In contrast, Dr. Richards selected a primary text with which she had personal experience. To expand upon its limited exposure to diverse viewpoints, she supplemented the text with other materials to develop a more thorough theoretical foundation for behavior management. A second text guided students

in developing the tools for creating a community of learners engaged in mutual respect and responsibility. Professor Stanton conducted a personal search for a primary text that provided a full range of behavioral theory through a case study approach. She complemented the primary text with a second text she had previously found useful for planning and organizing the routines for managing the classroom. To enhance her students' understanding of teacher-student relationships, community, race, and diversity, she supplemented her required texts with four books that directly addressed these topics.

All of the participants selected texts that agreed with their personal beliefs regarding classroom and behavior management and the management of problem behaviors. They used these texts to provide basic content and structure of the subject matter. However, only three of the four participants provided required and/or supplementary/optional reading materials that offered flexibility, diverse viewpoints, and a range of sources.

4.6 THEME THREE: Content of Texts and Supplementary Reading Material

The primary textbook plays a dual role in all university courses. First, it must meet the needs of the instructor by providing the basic content and structure of the course and it should agree as much as possible with the instructor's point of view. Second, it must meet the needs of the student who considers the textbook a key component of their college course. Optional and supplementary reading materials should complement the primary text by offering

flexibility, a range of viewpoints, and additional sources of information (Besser et al., 1999).

Theme Three analyzes the relevant content of the selected texts and the supplementary and optional reading materials as it relates to behavior management and problem behaviors. Using methods of qualitative content analysis, the analysis makes "…inferences by objectively and systematically identifying specified characteristics of messages" (Holsti, 1969, p. 14) to emphasize the "…significance" of the content rather than the "…precision of measurement" (Smith, 1981, p. 147). In other words, to understand the symbolic meanings of the content, it is necessary to consider the context and latent meanings of the text (Lincoln & Guba, 1985).

Content analysis occurs in four contexts. First, textbook content on student behavior and problematic behaviors offers unique distinctions between misbehaviors and problem behaviors through definitions, terminology, and methods of categorization. Second, textbook content presents differences and similarities in levels of teacher control and related behavioral models for managing student behavior. Third, relying on Brophy's (1996) model, the ways textbooks instruct the reader on specific behaviors are teased apart to examine how the texts identify behaviors, consider causes and effects of the behaviors, and offer strategies for managing the behaviors. Finally, the required and

optional readings are identified and reviewed to determine how they inform the reader about problem student behaviors.

Textbooks distinguish between misbehaviors and problem behaviors

Textbooks on classroom management attend to student behaviors in varied ways that leave the reader with disparate understandings of both general and specific behaviors. In this section, the required textbooks and supplementary/optional readings selected by the participants in this study for the classroom management course are examined for three purposes. The texts are probed first for definitions that link classroom management with student behavior, second for choices in terminology that influence the reader's understandings of behavior and notions of degrees of severity of behavior, and third for methods of categorizing student behavior that may influence the reader's developing understandings of student behavior and problem behaviors. These essential components of the text shape preservice teachers' introduction to student behavior and may bias their emerging personal philosophy on behavior management in general and the management of problem behaviors in particular.

Defining classroom management with links to behavior

Two of the selected texts offer definitions of classroom management that appear relatively similar at first glance, but a closer examination reveals quite distinct differences.

> Classroom management involves teacher actions to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation (Burden, 1995, p. 4).

> Classroom management consists of practices and procedures that a teacher uses to maintain an environment in which instruction and learning can occur. For this to happen, the teacher must have a well-ordered environment. Discipline has very little to do with classroom management (Wong & Wong, 2004, p. 10).

Both definitions recognize the teacher's responsibility for creating a classroom environment that is conducive to learning. However, Burden describes the results of that classroom environment from a student-centered perspective in which the student benefits from active personal and academic engagement. On the other hand, Wong maintains that the result of the teacher's decisions regarding the classroom environment creates order in the classroom. While Wong suggests that classroom management and discipline are not related, Burden indicates the direct connection between the learning environment and student behaviors of social interaction and self-motivation.

Evertson describes the importance of the teacher's role in creating a well-managed classroom:

> …well-managed classrooms exist because teachers have clear ideas of the types of classroom conditions and student behaviors necessary for a healthy learning environment (p. xv).

Like Wong and Burden, Evertson places responsibility for creating the classroom environment upon the teacher. However, unlike Burden, Evertson implies that the learning environment will be healthy *if* students behave according to the teacher's predetermined expectations, rather than the learning environment providing the setting within which positive, interactive, and self-motivated student behaviors may develop.

Building upon Burden's definition, Scarpaci is concerned with helping teachers develop classroom management strategies that foster both learning and self-discipline in students.

> Efforts toward discipline are expected to lead to self-discipline. A systematic and creative approach to classroom management encourages students to take responsibility for their behavior. Through the development of self-control, students can be the persons and students they want to be (pp. 1-2).

This analysis reveals that textbooks place different emphases on the focus, or purpose, of classroom management and the related management of student behaviors. Some, such as Evertson and Wong, emphasize classroom

management that focuses upon the needs of the teacher to manage the class effectively. Others, such as Burden and Scarpaci focus on the needs of the students so they may develop the skills for self-control of their own behavior. As these skills develop, students and teacher jointly manage the classroom and students develop personal skills that will help them become self-managed individuals. This teacher-centered and student-centered distinction will be evident throughout the following analyses of textbook content related to the management of problem behaviors.

Choice of terminology

This section explores the range of understandings of student behavior and problem behaviors in the context of the classroom management textbook. Choice of terminology influences the reader's understandings of student behavior as well as the severity of problem behaviors. The following analysis demonstrates the different understandings the reader gains based upon the text they read. *Appendix C: Comparison of Textbook Terminology* offers a demonstrative sample of key terminology and the different understandings attached to the terms.

Evertson describes all behaviors that occur outside of established classroom rules and procedures as "problem behaviors" (p. 171), terminology that suggests behaviors that are particularly difficult to manage. In addition, a few "special problems," such as bullying, tattling, or defiance, that are "not

pleasant to contemplate" and that "…few teachers encounter…in large numbers" (p. 184) are briefly discussed. The underlying premise in managing problem behaviors is that students are expected to learn how to behave, i.e. follow the rules, and teachers should assume their students are capable of making "good choices" in their behavior rather than attributing their problem behavior to "internal causes" (p. 171).

In contrast, Burden's use of the term "misbehavior" characterizes behaviors, such as tardiness, tattling, or inattentiveness, that interfere with teaching and learning but are not engaged in with that purpose in mind. He notes that all children lapse in their behavior periodically and those lapses may differ in increasing levels of severity. Behaviors exhibited by students who are "challenging or violent" are dealt with separately and deal with behaviors that are disruptive, demand attention, and openly confront authority (p. 237).

Two major differences become apparent between Evertson's and Burden's notions of the seriousness or frequency of problematic student behaviors. First, Burden recognizes the inevitability that teachers will have one or more students who become challenging or violent.

> It's bound to happen. You have planned an exciting lesson for your students, and two students who often cause disturbances create some problems partway through the lesson…Since they don't respond well to some of your usual disciplinary techniques, you

> know that they will disturb tomorrow's class and that of the day after. Some of the students, in fact, may have a tendency to be physical and violent (Burden, 1995, p. 237).

Evertson asserts that few teachers will encounter such behaviors.

> Children sometimes behave in ways that require stronger measures…few teachers encounter these behaviors in large numbers (Evertson et al., 2006, p. 184)

Second, Burden advocates the need for the teacher to

> …recognize influences that may have contributed to the development of the difficult behaviors, and understand that the behaviors of challenging students may be the early signs of serious problems (p. 237).

Evertson asserts that children must be expected to follow the rules with limited concern that outside causes may influence the child's behavior.

> …it is much more constructive in the long run to help students learn how to behave rather than impute internal causes for their behavior and assume the students are restricted in the capacity to make good choices. On occasion, problem behaviors result from stressors (e.g., abuse, a death in the family, parental unemployment, serious illness, or divorce) the student is

> experiencing at home or elsewhere (Evertson et al., 2006, pp. 171-172).

The necessity for understanding the range of student behaviors that may be encountered in the classroom is of prime importance to Scarpaci who begins the text's Preface with this statement:

> Dealing with behavioral problems in the classroom is a major cause of teacher dissatisfaction. Nearly one-half of all new teachers in U.S. inner-city schools leave during their first five years of service, and many cite behavioral problems and classroom-management issues as influential in their decision (p. xi, attributed to Ingersoll, 2004).

Scarpaci defines the goal of discipline as building self-control and responsibility so that the student learns to discipline her/himself. Similar to Evertson, Scarpaci defines misbehavior as "…a general term for any action that deviates from an accepted norm…" (p. 5). However, rather than measuring student behavior (accepted normal behavior) by teacher established classroom rules and procedures, Scarpaci suggests that children's behavior can be managed by persuading students to believe that the "accepted" behavior is in their "…best interest, or appeal[s] to their core values, ideals, and beliefs" (p. 4). Similar to Burden, Scarpaci advocates the need for teachers not only to identify the misbehavior but also to identify the causes of the misbehavior.

Sprick generally describes misbehavior, as any behavior that occurs "…frequently enough to annoy or concern…" the teacher (p. 275). Like Burden, Sprick recognizes that, "…a certain amount of misbehavior is still bound to occur…" and the need to "…identify the underlying causes of ongoing or chronic misbehaviors" (Sprick et al., 1998, p. 275). Both Sprick and Evertson express particular confidence in the need for the teacher to "…organize and communicate expectations" through rules and procedures (Sprick et al., p. 275).

Wong, like Evertson and Sprick, also relies upon the need for teacher established rules and procedures:

> To have a safe and effective learning environment, first establish firm rules that students are expected to follow (p. 143).

More emphatically than other textbooks, Wong states that the

> …vast majority of behavior problems in the classroom are caused by the failure of students to follow procedures and routines (p. 167).

However, the blame for that failure rests entirely upon the teacher because:

1. The teacher has not thought out what happens in the classrooms.
2. The students have not been trained to follow the procedures.
3. The teacher spends no time managing the classroom (p. 167).

The range of understandings of student behavior and problem behaviors in the context of classroom management is wide indeed. One, the text influences the reader's expectations for frequency of student misbehaviors. For example, Evertson considers special problem behaviors as rare and Wong proposes that students will behave appropriately if teachers develop meaningful rules and procedures, train their students to follow the rules, and spend time managing the classroom. On the other hand, Burden, Scarpaci, and Sprick accept the inevitability of misbehavior and/or problem behavior and offer the reader information that may help them prepare to manage those behaviors. Two, the text influences the reader's understanding of the role of classroom rules and procedures. Evertson, Sprick, and Wong place great emphasis on student compliance with teacher established rules and procedures while Burden and Scarpaci insist that the teacher must consider influences on student behavior to assist them in understanding the behavior. Three, the text influences the reader's expectations for meeting the challenges of problem behaviors. Burden and Scarpaci directly address challenging and violent student behavior that teachers must be prepared to manage; however, Evertson states that such behaviors are rare and neither Sprick nor Wong address such behaviors at all.

Choices in categorizing behaviors

Categorizing behaviors provides an easy to understand method for presenting information on behavior and is the method used in four of the textbooks used by the participants in this study. Two texts categorize behaviors

through an escalation of seriousness. Two texts categorize behaviors into broad categories that address the nature of the behavior. Two texts do not categorize behaviors at all. *Appendix D: Methods of Categorizing Behaviors in Classroom Management Texts* offers an overview of the methods of categorization used in each of the texts.

Evertson's "problem behaviors" are separated into four main categories labeled nonproblems, minor problems, major problems that are limited in scope and effects, and escalating or spreading problems (minor problems that have become commonplace) (Evertson et al., pp. 172-173). An additional section on "special problems" briefly describes six <u>infrequent</u> behaviors requiring stronger measures: bullying, tattling, rudeness to the teacher, chronic avoidance of work, fighting, and power struggles (pp. 184-190). On the other hand, Burden categorizes similar behaviors as mild, moderate, or severely disruptive (Burden, p. 11), with special attention paid to chronic behaviors (pp. 231-234) and challenging or violent students (pp. 237-242).

Even though Evertson and Burden include many of the same specific behaviors, the categorization framework and the terminology used for each category leads the reader toward different understandings of the seriousness of the behaviors. For example, a behavior, such as bullying, categorized as an infrequent special problem by Evertson, suggests a different level of seriousness than aggression, categorized as a violent behavior by Burden. Isolated acts of

hitting other students, categorized as a major problem by Evertson, is perceived as a moderate misbehavior by Burden. A minor problem that has become commonplace, such as not following classroom rules (Evertson), sounds less serious than a challenging behavior (Burden).

Other texts approach the study of misbehaviors and problem behaviors in a more general manner and use descriptive terminology to suggest types of behaviors. For instance, Scarpaci identifies “acting out behaviors” and “withdrawal behaviors”. The textbook further identifies five types of misbehaviors: moral, personal, legal, safety, and educational (p. 6) that may occur within any or all of the two categories of behaviors.. Scarpaci’s categories of behaviors and types of misbehaviors provide examples of explicit and implicit similarities with both Evertson and Burden. For example, fighting is categorized as an acting out behavior (Scarpaci), a special problem (Evertson), and a moderate misbehavior (Burden). Behaviors that negatively affect one’s own or other’s ability to learn (Scarpaci’s educational misbehavior) is by implication similar to being off-task (Evertson major problem) or truancy or cutting class (Burden’s moderate misbehaviors). Once again, different methods of categorization and the terminology used suggest divergent understandings of similar behaviors.

Unlike both Evertson and Burden, Scarpaci’s overall framework implies no escalation in the severity of behaviors. The terminology used for categories

places no value on the behaviors, i.e. acting out or withdrawal behaviors as opposed to escalating or spreading problems (Evertson), or severely disruptive, challenging or violent, or chronic misbehaviors (Burden). The nature of Scarpaci's terminology suggests no prior assumptions about the behavior when compared to the value-laden terminology used by Evertson and Burden.

Sprick takes yet another approach in the categorization of chronic misbehaviors based upon the "nature" of the behavior: awareness, ability, attention seeking, and purposeful/habitual (pp. 283-284). The first two categories use non-value laden terminology, similar to Scarpaci's terminology, i.e., the child is unaware of the behavior being exhibited (awareness), or is unable or does not know how to exhibit the proper behavior (ability). However, the last two categories (attention seeking and purposeful/habitual) utilize terminology that suggests the student behaves with the intent to gain something, i.e. the child seeks to satisfy a need for attention (attention seeking) or to obtain something desirable or to avoid something undesirable (purposeful/habitual). While all four categories of misbehaviors are identified as chronic, the terms chronic, habitual, and purposeful are all highly value-laden terms that suggest intent on the part of the student to behave badly.

Methods for categorizing behaviors provide a simple way of grouping similar or related behaviors. However, the terminology used in labeling categories influences the reader's understandings of behavior, the management

of behavior, and understandings of problem behaviors. When the textbook describes certain behaviors as rare occurrences, the reader may give less attention to understanding those behaviors than to more common misbehaviors. Alternatively, understanding behaviors based on levels of severity may make preservice teachers anxious about their ability to manage behaviors that are more challenging. On the other hand, when behaviors are studied from a non-judgmental or non-value laden perspective the reader may perceive student behaviors and problem behaviors as natural events that should not be feared.

Teacher control

Every teacher must determine the degree of teacher control or student freedom they want to establish for the most effective teaching and successful learning to occur within the classroom. The teacher must also know what her/his purpose(s) is for establishing that level of control. Studying behavioral models of discipline that range along a continuum from high to low teacher control are useful for making these determinations.

Even though a teacher may generally approach control and freedom from a particular level along that continuum, specific events and situations may call for different approaches at different times. Therefore, it is essential for the preservice teacher to have at least a brief orientation to a range of behavioral models upon which to develop their own philosophies of classroom and behavior management and a resource to draw upon in the practical experiences of the

classroom (Burden, 1995). This section investigates how the texts selected by this study's participants address levels of teacher control. Appendix E: Methods of Describing Teacher Control in Classroom Management Texts offers a comparison of teacher control in the six primary texts selected by the participants. Five of the texts address the topic of teacher control to varying degrees while the Evertson does not address the topic at all.

The Burden and Scarpaci texts frame the study of behavior from the perspective of the level of control the teacher chooses to exert within her/his classroom which helps the teacher establish, maintain, and restore order in the classroom. According to Burden, the level of control, i.e., low, medium, or high, takes the teacher's personal views on child development and educational philosophy into account (p. 17). Scarpaci adds that the teacher's teaching personality, the needs of the students, and specific demands of specific behavioral situations influence the level of control teachers must exercise, i.e. least, moderate, most, (p. 53). Both texts offer a broad compilation of behavioral models for each level of teacher control.

Burden and Scarpaci include common behavioral theories and models at all levels of teacher control. For example, both include Ginott and Gordon as examples of low or least teacher control, Albert as an example of medium or moderate control, and Skinner, Canter & Canter, and Jones as examples of high or most control. However, there are differences as well. Glasser and Curwin &

Mendler are offered as examples of least control by Scarpaci and medium control by Burden. Dreikurs serves as an example of medium control by Burden and most control by Scarpaci.

Both Wong and Sprick concur that no single discipline system works for all situations and different discipline plans may be needed for different situations (Sprick et al., p. 35; Wong & Wong, p. 142). While Wong refers to the topic of teacher control and provides a chart with descriptions of classrooms with students in charge, teachers and students in charge, and teacher in charge, the text offers no references to behavioral models to support the content. On the other hand, Sprick comments on classroom structure related to the needs of types of students requiring more or less structure. While the text's reference list contains a variety of scholarly writings, none are cited within the text to support the limited content on classroom structure.

The Evertson text includes no specific content on teacher control, classroom structure, or any related terminology; yet the text offers a single statement that the rules and procedures the teacher designs depend upon the

> …kind of classroom community you want to develop…different rules, and, especially, procedures will be necessary in a classroom where most instruction is teacher-led than in one where students work largely independently or in small groups (Evertson et al., p. 22).

In the small section on “Student Participation in Rule Setting” (Evertson et al., p. 25) the text suggests that students should discuss the need for rules and they should understand the meanings of classroom rules. However, the authors’ description of the process for involving students in the generation of rules, the teacher’s complex responsibilities for helping students accomplish the task, and the lengthy time necessary for instructing young students until they understand the rules, makes the entire process seem overly complicated and time consuming. This description is followed by the simple statement,

> Many effective managers do not allow choice in rule setting. Instead, they clearly present their rules and procedures to students and provide explanations of the need for them. A teacher who establishes reasonable rules and procedures, who provides an understandable rationale for them, and who enforces them consistently will find that the majority of students are willing to abide by them (p. 25).

The primary texts used by the participants in this study offer the reader a wide range of information on levels of teacher control in the classroom. Burden and Scarpaci provide extensive information on various behavioral models to guide the preservice teachers’ developing philosophy of classroom and behavior management. Wong and Sprick offer descriptions of levels of teacher control or classroom structure but no behavioral models to support their descriptions.

Evertson, while not ignoring levels of teacher control completely, implicitly guides the reader toward high levels of teacher control.

Developing understandings about problem student behavior

> Teaching is not just curriculum and instruction. It's also managing the classroom, motivating students to learn, and meeting their individual needs, including the needs of students who display chronic personal or behavioral problems (Brophy, 1996, p. 3).

Teachers are in a position to help students who exhibit or engage in problem behaviors in ways that therapists or other mental health specialists cannot. Teachers see students daily and in many conditions; teachers are in a position to take direct actions to help students cope with their problems; teachers can provide consequences to specific student behaviors; and, teacher-student interaction is a normal form of adult-child contact about which the student should not feel ashamed or different when their teacher talks to them about their problems (Brophy, 1996, p. 9). To help students understand and learn to manage their behaviors, the teacher must not only recognize the behaviors but also understand the causes and effects of those behaviors prior to instituting appropriate strategies. Brophy's *Classroom Strategies Study* (Brophy, 1996; Brophy & McCaslin, 1992) offers a framework for developing these understandings.

Revisiting Brophy's Classroom Strategies Study

Brophy (1996) describes problem students as those who

> …are difficult, time-consuming, or frustrating to work with…What they have in common is that they require much more of the teacher's time, energy, and patience than most of their classmates (p. 1).

As the theoretical foundation for this study, Brophy's *Classroom Strategies Study* began as teachers requested his assistance in dealing with children who exhibited problematic behaviors. His synthesis of

> …the scholarly literature developed by researchers in child development and education, the literature on helping strategies developed by treatment professionals, and the wisdom of practice developed by classroom teachers (p. vii).

was developed to help teachers assess their

> …attitudes about and preparedness for meeting the needs of problem students and to begin to make specific self-improvement plans, as well as to equip them with basic principles and strategies (p. vii).

By integrating the identification of behaviors, the causes of those behaviors, the effects of those behaviors on the student, and strategies to help

the teacher manage the behaviors, Brophy's study was intended to help teachers meet the challenges of working with students who exhibit problem behaviors. In this section, relying on Brophy's (1996) model for studying problem behaviors, an examination of the required textbooks and supplementary/optional reading materials reveal the attention paid to these problem behaviors.

The twelve behaviors found most troublesome by classroom teachers, as identified by Brophy (1996) are grouped in four categories, as follows:

A. Students with Achievement Problems
    1. Low-achieving students
    2. Failure syndrome students
    3. Overly perfectionistic students
    4. Underachieving students
B. Students with hostility problems
    5. Hostile-aggressive students
    6. Passive-aggressive students
    7. Defiant students
C. Student role-adjustment problems
    8. Hyperactive students
    9. Distractible students
    10. Immature students
D. Students with relationship problems
    11. Students rejected by their peers

12. Shy/withdrawn students

Identifying problem student behaviors

Five of the six textbooks examined in this section address behaviors of a more serious nature but to differing degrees and using different terminology, both of which influence understandings and perceptions of the seriousness of the behaviors. Appendix F: Methods for Identifying Problem Student Behaviors in Classroom Management Texts-Compared to Brophy's Classroom Strategies Study offers an overview of the behaviors included in each of the texts and affords a glimpse into the nature of understanding problem behaviors provided by each of the texts.

Similarities may be noted between Evertson's "special problems," and Sprick's "purposeful or habitual misbehaviors." While also similar to many of the behaviors described as "seriously disruptive," and "challenging or violent" by Burden or as "acting out" and "withdrawal behaviors" by Scarpaci, the behaviors noted by Evertson and Sprick are not as extensive as those included by Burden or Scarpaci. Even though Evertson offers limited content on school problems related to violence, the text seems to diminish the content that is included on problem behaviors when the authors state in the Preface of the text,

> Public scrutiny of our schools has never been more intense than it is today…it has increased media coverage of school violence at the time that most scholarly studies report that violence has actually

> decreased; and it has led to the call for 'better schools' as a means of furthering a variety of political agendas…In fact, the basic principles for creating an effective learning environment remain the same. What teachers must do is to adapt these core ideas to the settings in which they now teach… (p. xv).

When compared to Brophy's descriptions of problem behaviors that classroom teachers find problematic, textbooks divulge significant differences in content, inclusion (or exclusion) of specific behaviors, and descriptive terminology are found. For example, Appendix F reveals that hostile-aggressive and passive-aggressive behaviors are included to varying degrees in Evertson, Burden, Scarpaci, and Faber. Defiant behaviors are included in Evertson, Burden, and Faber. Distractible, and immature behaviors are included in Evertson and Burden. Students who are rejected by their peers are included in Scarpaci and Faber.

The texts analyzed in this study categorize some of the behaviors identified by Brophy in different ways. For example, Burden considers hyperactivity as a student disability and extreme withdrawal or poor hygiene (a reason for rejection by peers) as signs of child abuse or neglect. Evertson treats low-achieving students as a "special group" of students with achievement challenges rather than behavior problems. Thus, while the behaviors identified

by Brophy are not addressed as problem behaviors, the texts address students with these difficult characteristics or qualities in different ways.

Many of the behaviors identified by Brophy are not addressed in any way by one or more of the texts. For instance, failure syndrome and overly perfectionistic, could be classified as a withdrawal behaviors/educational misbehaviors by Scarpaci; otherwise, these behaviors are not addressed in any of the texts. Evertson chose not to include discussion on any behaviors related to underachievement, rejection by peers, or shy/withdrawn.

The preceding examples from the comparison of texts indicate not only the range of behaviors included in these specific texts but also indicate the importance placed on the study of certain behaviors. For instance, Burden, Scarpaci, and Faber include more content on hostile-aggressive behaviors than Evertson; whereas, Evertson includes greater content on passive-aggressive behaviors than either Burden or Scarpaci. Wong is notably silent on any specific behaviors.

Readers of the Evertson or Burden texts are led to understand behaviors in escalating levels of seriousness. However, those reading Evertson would understand that the worst behaviors they might encounter would include students who tattle on others, are rude to the teacher, avoid doing their work, get into fights, bully others, or engage in power struggles with the teacher. Conversely, those who read Burden would be aware of the potential need to cope with the

violent challenges of children who may act aggressively, fight, destroy property, are cruel to others, or are argumentative. Both Scarpaci and Faber address many of the behaviors identified by Brophy and are included in either Evertson or Burden. However, rather than study the seriousness of the behavior, Scarpaci proffers a method of identifying and understanding student behavior and Faber offers a method of developing communication skills to encourage mutual respect and responsibility between teacher and student.

What becomes evident through this analysis is that no single textbook examined in this study attends to all the behaviors included in Brophy's text and some behaviors are not addressed at all. This means that preservice teachers using these texts are not exposed to a systematic study of the problematic behaviors that were identified by the classroom teachers who worked with Brophy. If preservice teachers are not prepared to meet the challenges of problem behaviors, they are at risk of not understanding the nature of the behaviors or how to manage students who exhibit the behaviors.

Causes of misbehavior and problem behavior

The texts examined in this study offer the reader a wide range of opportunities to understand why students behave in inappropriate or problematic ways. Appendix G: Causes of Student Behaviors in Classroom Management Texts-Compared to *Brophy's Classroom Strategies* Study provides a comparison of how each text, including Brophy, addresses the issue. While Brophy offers the

reader causal influences on specific types of behaviors, the other texts provide much less information that, when given, is of a more general nature.

Evertson clearly establishes its position on the need for understanding the causes of student behaviors with this statement:

> …we think it much more constructive in the long run to help students learn how to behave rather than impute internal causes for their behavior and assume the students are restricted in the capacity to make good choices (p. 171).

Evertson does acknowledge the occasional behavior caused by stressors such as abuse, a death in the family, parental unemployment, serious illness, or divorce may cause occasional behavioral lapses. However, the text also notes that

> Only a small percentage of students exhibit maladaptive behaviors with such consistency and to such a degree that they warrant being labeled emotionally disturbed or behaviorally disordered (p. 171).

In other words, beyond a few serious stressors that could cause students to misbehave, students should be expected to behave in certain ways. However, those students who will not or are unable to comply with the teacher's classroom routines, rules, and procedures, run the risk of being labeled with an emotional or behavioral disorder.

On the other hand, Burden informs the reader of the inevitability of both misbehavior and more challenging behaviors as well as the complexity of the teacher's decisions on how best to help the child who exhibits problem behaviors.

> You must be prepared to respond with appropriate strategies to restore order…To provide a context for your decision making in this area, you should first understand misbehavior in context, the types and causes of misbehavior, and the degree of severity that is exhibited (p. 8).

When dealing with challenging or violent students, Burden states:

> The first step is to understand these challenging students—their behaviors and the influences on their behaviors…Your regular classroom management system may not work with challenging students. Before considering how to deal with these students, it is helpful to identify the behaviors challenging students actually exhibit, recognize influences that may have contributed to the development of the difficult behaviors… (p. 237).

Burden suggests that the reasons for misbehavior may be complex, personal, or they may be related to the classroom. Lack of sleep, allergies, illness, or inadequate nutrition, may significantly affect a student's ability to

complete assigned work and to interact with others. Attention deficit disorder, fetal alcohol syndrome, or crack baby syndrome adversely affect behavior. Medication or drugs may cause students to be less alert than usual. Behavior may also be affected by lack of adequate clothing or housing, parental supervision and types of discipline, home routines, or significant events such as divorce or death of family members or friends. Inattention or misbehavior may result from the physical arrangement of the classroom; the teacher overreacting to situations, using mass punishment for all students, dealing with one student at length, or lacking recognition of student ability levels; or, when teachers present uninteresting lessons and meaningless activities that do not engage or motivate students. Students sometimes make poor decisions about their own behavior while some misbehaviors occur when students are provoked by other students. (pp. 10-11).

Scarpaci suggests three primary causes of misbehavior that are not mutually exclusive: frustration, conflict, and rules (p. 7). For example, students may misbehave when they feel little or no control over resolving a problem that may involve such things as their inability to understand content because the teacher did not clearly explain or present the content. Students may misbehave when they believe certain school or classroom rules are unfair. Students respond when other children tease or reject them. While some of these

experiences are simply part of “the human experience,” the teacher must consider the causes of the resulting behaviors.

Wong believes that,

> A vast majority of behavior problems in the classroom are caused by the failure of students to follow procedures and routines (p. 167).

Like Evertson, Wong believes that students should be expected to comply with the rules and procedures of the discipline plan the teacher develops prior to the beginning of the school year and presents to the children beginning the first day of school (p. 166). However, Wong specifies that the reasons children do not follow the teacher’s discipline plan is that the teacher has not thoroughly thought out what will happen in the classroom; the students do not understand the rules and procedures and have not been adequately trained to follow the procedures; and, the teacher has spent insufficient time in actually managing the classroom (p. 167). In other words, students cannot follow procedures they do not know or understand.

Sprick assures the reader that all behaviors occur for a reason and the first thing the teacher must do when faced with misbehavior is to determine the cause (p. 31). Similar to Wong’s suggestions, Sprick proposes that the student may not know what the teacher expects or does not know how to exhibit the appropriate behavior. Like Burden, Sprick suggests that the student may not be

aware that they are misbehaving. And as Brophy advocates, Sprick maintains that students may experience a pleasant outcome or avoid an unpleasant outcome by engaging in the behavior.

All the texts hold the teacher responsible for creating the classroom environment. However, Scarpaci and Faber hold the teacher responsible for creating a mutually responsible environment in which both teacher and student feel free to communicate and to accept joint responsibility for the management of the classroom.

Each of the textbooks used by the course instructors for the classroom management course holds students responsible for behaving appropriately in the classroom. Each also recognizes the need for teachers to understand the causes or reasons students misbehave to some extent. Some, like Evertson, suggest a limited range of causes that teachers should consider. Others, like Burden, Scarpaci, and Sprick offer a broad range of complex and sometimes personal reasons for misbehavior.

Effects of problem behaviors

The required textbooks selected by the participants in this study provide little content addressing the effects of problem behaviors. Brophy (1996), who concentrates on the effects on the child who exhibits the behavior, provides a starting point from which an analysis of behavior may begin in the context of the twelve types of problem behaviors. Each behavior does not always stand alone

and may overlap with other behaviors. See Appendix H: Effects of Student Behaviors in Classroom Management Texts-Compared to Brophy's *Classroom Strategies Study* for a comparison of the stated effects of problems behaviors between Brophy and the six required texts.

While specific effects of certain types of problem behaviors are seldom addressed in the primary texts, other comments were identified. For example, Evertson comments on the effects of bullying on the victim's self esteem and the long-term emotional difficulties that may result for both the victim and the bullier. The text also points out that if tattling is not stopped, other children may begin to tattle if they observe the benefit of increased attention from the teacher. However, most often, Evertson addresses the effects of the behavior on the management of the class and possible adverse effects on learning rather than effects on the student who exhibits the behavior. For instance, if minor problems are not responded to, behaviors such as calling out, passing notes, or excessive talking might persist and spread to other students which would

> …undermine an important aspect of the overall management system…[and] learning is likely to be adversely affected (p. 172).

Frequent violations of the rules and procedures of the class may

> …cause the management and instructional system to break down and interfere with the momentum of class activities (p. 173).

Similarly, Burden states that,

> A learning community needs to have order for students to be successful…Misbehavior includes behavior that interferes with your teaching, interferes with the rights of others to learn, is psychologically or physically unsafe, or destroys property (p. 4, attributed to Levin & Nolan, 2004).

> Challenging students disrupt learning, interfere with the work of others, and may prompt other students to misbehave (p. 237).

The slim volume, *Race in the Schoolyard* (Lewis, 2006), provides the reader with a different view of some of Brophy's problem behaviors. While the text focuses on the role of race and diversity within the school, it also draws the reader's attention to the role of the teacher and school policies on the perceived behaviors exhibited by children of color. In this book, we learn about Kendrick, an African American third grade boy, who attends a school of approximately 50% white and 50% black students. Many of the students are children of faculty members of a nearby university. Kendrick, while just as capable of academic success as the faculty children, nevertheless has difficulty competing because he does not have access to a computer at home or to summer enrichment programs. In the following selection, the writer provides evidence of how the teacher's perception of problem behaviors influences Kendrick's behavior.

> A series of children asked to go to the restroom—not unusual during post-lunch class time. Over an hour or so, every ten to fifteen minutes, several white students who asked were allowed to go to the bathroom, while the two black children who asked were told to wait…After Gerald, the white son of a mathematicians, returned, Kendrick asked to go to the bathroom. He had asked to go fifteen minutes earlier and had been told … to wait. From ten feet away I watched his startled response as he was told, once again, no. His protestations and "buts" were cut off as he was sent back to his group. I witnessed his surprise and indignation, and as he walked back to his table, glancing sideways at Gerald, he swallowed so hard his Adam's apple moved visibly from the edge of his chin to the base of his neck. In an effort not to cry as tears accumulated at the edges of his eyes, he swallowed the incident whole (p. 2)

While the story does not continue to describe Kendrick's short- or long-term behaviors as a result of this interaction, some inferences can be made related to rules and procedures, fairness and consistency, and student behaviors. If this class had, as many do, a classroom rule about asking for the teacher's permission to leave the room, we see that these children all followed the rule. Two boys, seemingly based on race, were treated differently than white

students. If this type of event occurs repeatedly, chances are that young Kendrick will reach a point at which such a persistent injustice may turn into a problematic behavior, such as defiance, passive-aggressiveness, or hostile-aggressiveness. He may give up on his ability to succeed. This series of events offers evidence of the ways teacher behaviors provoke student behaviors for which the student will ultimately be blamed and who must then suffer the consequences. By highlighting the relationship between the teacher's behavior and the effect on the student within the boundaries of an assigned reading, the preservice teacher has the opportunity to reflect upon her/his own attitudes and behaviors toward students prior to taking on the responsibility of a classroom of students.

Landsman (2001), in *A White Teacher Talks About Race*, tells the story of Preston, a high school age African American student attending an alternative school for students who need an individualized approach to their education in order to graduate. With approval from Ms. Landsman, his English teacher, Preston has gone to his math class rather than his scheduled English class, a practice usually allowed when both teachers agree to the change. Ms. Landsman forgot to call Ms. Jones before Preston arrived in her class. Ms. Jones angry that Preston came to her class without her permission, calls Ms. Landsman. An abbreviated version of what transpired follows.

Jones: “Well. This is his English hour and he is supposed to be working on that, not math.”

Landsman: I can hear Preston behind her. He is angry…He is muttering something about “Forget it.”

“I know, Susan. He just wanted to work on his math skills before the SATs in a few weeks. I thought, maybe just this once, he could spend an hour in there.”

Jones: “Well, I don’t want him now.”

Landsman: Preston comes storming in less than a minute later. Before I can say anything…Susan Jones comes in.

“Look. I should have called you. He only needed today to study for the test.”

Jones: “Send him if you want then,” she says, conceding without apologizing. “But I have to do some stuff in the office since my students are gone on that field trip. So I won’t be there to help him.” (Ms. Jones leaves the room.)

Preston: “I can’t be alone in that room, Landsman, I just can’t. Something might be taken already and then they say I did it.” He walks back to his desk and gets out a book I have given him to

> read. He opens it. I can tell by the way his foot taps on the floor that he is not really reading. (pp. 73-75)

This story not only exposes Preston's prior knowledge of teacher expectations of him and his behavior but also the effect of those expectations on his resulting defiant attitude toward Ms. Jones, his inattention to work he could be doing, and more importantly the loss of his sense of control over his academic success. Preservice teachers who read this, or similar texts, learn to recognize how their behavior affects their students' behavior. By making the connections between teacher and student in the reality of this situation while in the security of the university classroom, the preservice teacher may be better prepared to proactively prevent such a real-life situation.

Textbooks and other reading materials explicate differing opinions on the need for the classroom teacher to have an understanding of the effects of a student's behavior. Some consider the issue from the perspective of the victim of the behavior or the effect on the teacher's classroom management and organization, e.g. Evertson. Some do not address the issue at all, e.g. Wong and Sprick. Others address the issue peripherally, e.g. Burden and Faber. The texts with a primary focus on the issue of race may be used to address student behavior in the context of teacher attitudes and behavior toward students of diverse backgrounds.

Strategies for managing problem behavior

Preservice teachers rely on their classroom management texts to provide basic content to guide them in their developing philosophies and practical skills in managing a classroom. Strategies for managing student behavior are key to those understandings and skills. The texts in this study are more likely to offer general strategies and few specifics. Appendix I: Strategies for Managing Student Behavior in Classroom Management Texts-Compared to Brophy's *Classroom Strategies Study* provides an overview of the types of strategies offered in each of the selected texts.

Both Evertson and Burden remind the reader that prevention is the first and best way to deal with any type of misbehavior (Burden, 1995, pp. 5-8; Evertson et al., 2006, pp. 133, 134) but that teachers must be prepared with strategies for managing problem behaviors in the event they do occur. However, the texts differ on the foundation for those strategies. Evertson advances a teacher-centered focus on the management of student behaviors with students responsible for complying with classroom rules.

> With a few students you may have to "teach" acceptable behavior...we think it is much more constructive in the long run to help students learn how to behave … (p. 171).

When referring to the "special problems" of bullying, tattling, chronic avoidance of work, rudeness toward the teacher, fighting, and power struggles,

Evertson reiterates the teacher's role in preventing future events by consistent reliance on the established classroom rules and procedures.

> Consider coping with these behaviors in two phases…your immediate concern is to bring it to a halt with the least disruption possible… Preventing a recurrence of the behavior is best accomplished by (1) finding out what triggered the incident and resolving the cause if possible, and (2) having a predictable classroom environment with reasonable and consistently used rules, procedures, and consequences (pp. 184-185).

On the other hand, Burden informs the reader of the inevitability of both misbehaviors and challenging or violent behaviors as well as the complexity of the teacher's decisions on how they may best help the child who exhibits problem behaviors learn ways to control their own behavior.

> Even with an effective management system in place, students may lose interest in the lesson and get off task. You must be prepared to respond with appropriate strategies to restore order. To provide a context for your decision making in this area, you should first understand misbehavior in context, the types and causes of misbehavior, and the degree of severity that is exhibited (p. 8).

When dealing with challenging or violent students, Burden states:

> The first step is to understand these challenging students—their behaviors and the influences on their behaviors. Next, you need to make a commitment and a plan to work with them. Furthermore, you can teach students alternatives to disruption and violence. Finally, you need to be ready to respond to disruptive or violent behavior if it does occur…
>
> Challenging students are constantly disruptive, demand attention, openly confront your authority, or do not complete any assigned work. They disrupt learning, interfere with the work of others, and may prompt other students to misbehave. Your regular classroom management system may not work with challenging students (p. 237).

While Evertson and Burden offer decidedly different approaches to managing problem behaviors, they both recognize the teacher's responsibility in making decisions on how to manage problem behaviors. However, the similarity ends there. Evertson's strategies rely on rules and procedures, consistent implementation, and student compliance. When students do not comply, Evertson prescribes escalating levels of corrective measures.

> A general principle helpful in selecting a strategy is to use an approach that is effective in stopping the inappropriate behavior promptly and that has the least negative impact. An implication is

> that minor problems should usually be dealt with by limited interventions. As problems become more serious, the limited interventions may be ineffective in quickly ending the disruptive behavior and thus a more time-consuming or intrusive intervention may be required (Evertson et al., 2006, p. 174).

For example, minor interventions may simply require nonverbal cues, proximity to the student, or issuing a brief desist (Evertson et al., pp. 175-176). Moderate interventions quickly become more punitive in nature, i.e. isolating or removing the student from the room, penalizing the student with a small amount of repetitious work, assigning detention, or implementing a school-based consequence (pp. 177-179). When none of these measures stop the behavior, Evertson suggests using problem-solving strategies, conferring with the parent, or creating an individual contract with the student (pp. 179-184). Strategies for the “special problems” include removing the student from the room (power struggles), sending the student to the office (rudeness to the teacher), or keeping the student after school (chronic avoidance of work) (pp. 187-190). Corrective measures such as these support the authors’ statement that teachers teach students how to behave “…rather than impute internal causes for their behavior and assume the students are restricted in the capacity to make good choices” (p. 171).

Burden's strategies, on the other hand, rely on gaining an understanding of the cause for the behavior to develop an effective intervention that will help, not only for the short-term solution of bringing immediate order to the classroom and long-term maintenance of order, but also for the student's personal benefit of intervening in the early stages of more serious, potentially life-long behavior related problems. Teachers should proactively consider contextual factors within the classroom that influence student behavior.

> Problem behaviors have a variety of causes, and evidence suggests that some factors are within the school and classroom environment. To promote classrooms that are conducive to learning and to help prevent problem behaviors, teachers must address certain contextual factors within the classroom (Burden, 1995, p. 12).

When teachers understand their students' needs and know how to meet those needs; understand and respect ethnic or cultural differences; provide clear rules and procedures to guide student behavior; and, plan a hierarchy of interventions for responding to misbehaviors, students will have a more satisfying learning experience. Teachers should use strategies that create a positive learning environment and involve students in classroom decisions. Punitive measures should be used sparingly (Burden, 1995, pp. 12-13). Even with chronic misbehaviors, teachers should only resort to punitive measures (e.g.,

withdraw privileges, time out, or detention) as a last resort (pp. 229-230). When teachers must manage more challenging or violent student, they should meet with the student to discuss their reasons for misbehavior, teach students alternatives to disruptive or violent behavior, and teach new behavioral skills, such as conflict resolution and self-management (p. 244)

An examination of the other texts reveals similar positions. Sprick states that teachers must recognize that misbehaviors occur for a reason, but those reasons are a result of the teacher not making her/his expectations clear to the student or that the student is experiencing either a pleasant outcome or avoiding an unpleasant outcome by exhibiting the misbehavior. The section on purposeful/habitual misbehaviors (Sprick et al., 1998, pp. 316-318) explains that the teacher must first analyze the “nature” of the problem by collecting objective data to determine the cause and/or purpose of the misbehavior (p. 282). This information guides the teacher in choosing and implementing an appropriate “corrective consequence” that ranges from simple consequences, such as time-owed or time-out, to more serious consequences of detention, demerits, or referral to the office (pp. 325-331). Like Evertson, Sprick holds the teacher responsible for making decisions for proper management of the student’s behavior and the student is responsible for complying with those decisions.

Wong does not directly address problem behaviors, but also positions the teacher as completely responsible for all behavior decisions as they relate to classroom management. He states,

> The number one problem in the classroom is not discipline; it is the lack of procedures and routines" (p. 167)…[the effective teacher]…"thinks through a discipline plan before school begins and conveys the plan to the students when school begins (p. 166).

When an effective teacher has developed a well-thought out and consistently implemented plan for managing the classroom, behavior problems will not be an issue.

Faber's, *How to Talk so Kids can Learn*, though not a book on classroom management, relies on the communication skills known as *congruent communication* developed by Haim Ginott (p. 13) in which

> …teacher messages to students match the students' feelings about the situations and about themselves…while showing increased sensitivity to their needs and desires (Burden, 1995, p. 19).

Responsibility for developing such communication skills rests with the teacher; however, those skills are used with students to mutually solve problems, including problem behaviors. Faber offers many examples of using *congruent communication* as a strategy for working with students who fight (pp. 55, 124-

125, 161-164), are defiant (p. 92), are rejected by their peers (pp. 94-96, 151-152, 224-228), bully (p. 123), underachieve (pp. 159-161), are oppositional (p. 156-157, 222-223),and are hostile (p. 192-193). Simply put, teachers make concerted efforts to respect the student enough to listen to their point of view and to engage the student in finding the solution to the problem.

Scarpaci takes a different approach to providing strategies for teachers to implement with students who exhibit problematic behaviors. Rather than offering a recipe approach to managing behavior, Scarpaci presents various classroom management and behavioral models or programs that support different levels of teacher control. These models or programs provide the foundation for the reader to develop their own strategies for managing specific behavioral events as presented in case studies. Using the IOSIE method (**I**dentifying the problem, determining **O**bjectives, proposing **S**olutions, **I**mplementation, and **E**valuation) preservice teachers approach cases using one or more of the models or programs previously discussed to develop solutions for the problems.

This analysis reveals that, depending upon the classroom management text, preservice teachers learn to develop strategies for managing student behavior and problem behavior based on the overall approach to classroom management. If their texts rely upon a teacher-centered approach to classroom management, the approach to managing student behavior also rests with the teacher's expectations of appropriate behavior and the teacher's decisions for

controlling student behavior through teacher planned rules and procedures. On the other hand, texts based on a student-centered approach to classroom management guide the preservice teacher to consider the needs and other influences upon the individual student before developing a plan of action to help the student learn to manage her/his own behavior.

Course readings: how they inform the reader

Required readings

Table 1: Available and Required Readings Related to Problem Behavior in Selected Classroom Management Texts reflects three important pieces of information: 1) the available readings in each of the required texts used by the participants, 2) which readings are relevant to the study of problem behaviors, and 3) which of the relevant readings are required reading. The participants of this study assign most, if not all, chapters or modules in their required texts. As noted, Evertson, Burden, and Sprick offer specific chapters or modules on problem behaviors and Scarpaci addresses behavior throughout the text. Wong does not address behavior at all and Faber & Mazlish, while not a book on classroom management, address the relationships between teacher and students and how those relationships help manage student behavior.

Both Dr. Lewis and Dr. Richards, who used the Evertson text, assigned the single chapter on Managing Problem Behaviors (Lewis, Fall 2007 syllabus; Richards, Spring 2006 syllabus). Professor Edwards assigned the Burden

chapter on Responding to Inappropriate Behavior but did not assign the chapter

Table 1: Available and Required Readings Related to Problem Behavior in Selected Classroom Management Texts

Required texts	Lewis	Richards	Edwards	Stanton
Burden, Chapters 1-12 Chapter 2: Models of Discipline **(Chapter 11: Responding to Inappropriate Behaviors; **Chapter 12: Dealing with Challenging or Violent Students)			Chapters 1-11 (chapter 12 not required)	
Evertson, Chapters 1-10 **(Chapter 9: Managing Problem Behaviors, pp. 184-191 deal with "special problems"	Chapters 1-10	Chapters 1-10		
Faber & Mazlish, **Chapters 1-8		Chapters 1-8		
Scarpaci, **Chapters 1-6				Chapters 1-6
Sprick, Modules 1-8 **Module 7 Task 5: Attention-Seeking Misbehaviors; **Module 7 Task 6: Purposeful/ Habitual Misbehaviors			Modules 1-5, 7, 8	
Wong, Chapters 1-26	Chapters 1-10, 12-15, 18-24:			Chapters 1-26

Information collected from Classroom Management syllabi developed by study participants.
** highlights readings specifically dedicated to problem behaviors

on Dealing with Challenging and Violent Students and assigned Sprick's Module 7, Tasks 5 and 6 (Edwards, Fall 2007 syllabus). Professor Stanton, who requires the Scarpaci text, assigns all chapters (Stanton, Spring 2008 syllabus).

This collection of texts offers content on problem behavior ranging from no information (Wong) to extensive information (Burden, Scarpaci, and Faber). Some combinations of texts offer the preservice teacher limited information on problem behaviors. For example, Dr. Lewis' combination of Evertson, Sprick and Wong, offers the preservice teacher very little information on problem behaviors. On the other hand, Professor Edwards' combination of Burden and Sprick and Professor Stanton's combination of Scarpaci and Wong provide the preservice teacher with substantial information on behavioral theories and models.

Simply choosing textbooks with available readings on problem behaviors is not sufficient. For example, even though Burden offers a chapter dedicated to managing challenging or violent students, Professor Edwards does not require her students to read the chapter and offers no additional content on problem behaviors in other texts. The selection of complementary texts combined with reading assignments that address the topic of problem behaviors is crucial to providing the preservice teacher with a body of information sufficient to begin developing an informed personal philosophy for managing student behavior.

Supplementary/optional readings

Supplementary texts should add flexibility and diverse viewpoints to the primary text used in any course (Besser et al., 1999). Table 2: Supp;l mentary/Optional Classroom Management Texts, identifies the optional texts used by Dr. Lewis and Professor Stanton. Neither Dr. Richards nor Professor Edwards offered supplementary or optional readings to enhance their chosen primary texts.

Table 2: Supplementary/Optional Classroom Management Texts

Optional Texts	Lewis	Richards	Edwards	Stanton
Sprick, Modules 1-8	Isolated assignments			
Ladson-Billings, Chapters 1-7				Chapters 1-7
Landsman, **Chapters 1-17				Chapters 1-17
Lewis, **Chapters 1-6				Chapters 1-6
Taylor & Dorsey-Gaines, Chapters 1-5				Chapters 1-5

Information collected from Classroom Management syllabi developed by study participants.

Dr. Lewis stated that she uses Sprick as an optional text and uses isolated assignments (Lewis interview, March 18, 2008); however, her syllabus included no references to optional Sprick assignments, including the two tasks related to purposeful/habitual behavior (Lewis syllabus, Fall 2007). In fact, Dr. Lewis stated that Sprick's primary usefulness was as a resource once the preservice teacher enters her/his own classroom as an apprentice or novice teacher (Lewis

interview, March 18, 2008). Therefore, the available content on problem behavior that Sprick offers and that could supplement the limited information found in Evertson is not assigned, even as an optional resource.

Professor Stanton includes four supplementary texts that are read and presented to the class by groups of students (Stanton interview, August 12, 2008; Stanton, Spring 2008 syllabus). These four books on race and diversity not only add depth but also richness to the required texts that expand upon and enhance student learning about the classroom, students, their behavior, and teacher-student relationships. This supplementary reading assignment compels the preservice teacher to face impact of racial diversity in the classroom in the context of classroom management.

This analysis indicates that Dr. Lewis, Dr. Richards, and Professor Edwards did not take advantage of the opportunity to expand upon the content on student behavior provided in the required text(s) through supplementary/ optional readings. Professor Stanton, on the other hand, not only searched for a primary text that dealt directly with student behavior, Scarpaci, including problem behaviors, but enhanced that information with related information on race and diversity in the classroom. Professor Stanton's selection of required and supplementary texts combined theory with application for a more substantive study of student behavior.

Summary

The collection of textbooks and supplementary texts chosen by the four participants of this study is certainly not exhaustive nor can it be considered representative of all texts available for use in classroom management courses. Except in the case of Dr. Lewis, the combinations of texts and required/supplementary/optional readings offer some degree of flexibility, diverse viewpoints, or range of sources that the course instructor should provide or the preservice teacher should expect.

Within this collection of texts preservice teachers find many differences. They find general classroom management textbooks, i.e., Evertson and Burden, and topical texts, i.e. Scarpaci, Faber, Ladson-Billings, Landsman, Lewis, and Taylor. They find behavioral theory in Burden and Scarpaci and practical application in Wong and Sprick. While some of the texts categorize behavior as a tool to simplify the study of behavior, the framework for categorization ranges from escalating levels of seriousness to descriptive categories of broad groups of behaviors. Texts differ in how they categorize the same or similar behaviors. Texts differ on the attention that is paid to certain behaviors and how to use information about the causes and effects of behavior to arrive at effective strategies for managing the behaviors.

The combinations of texts and required and supplementary/optional readings generally reflect the teacher-centered or student-centered approaches

to classroom management that the participants established as the foundation of their personal beliefs regarding effective management of the classroom. Course instructors who rely on a teacher-centered approach to classroom management, such as Dr. Lewis, choose texts that support that approach, i.e., Evertson, Wong, and Sprick. Dr. Richards, who advocates a student-centered approach to classroom management, supplemented a teacher-centered text (Evertson) with a student-centered text (Faber) to support a student-centered approach. Professor Stanton, who also advocates a student-centered approach to classroom management, selected a teacher-centered text for classroom organization and routines (Wong) and supported her student-centered approach with a variety of texts that addressed student behavior and diversity.

4.7 THEME FOUR: Supplementing Course Readings

Required readings provide a theoretical foundation for the practical experience of fieldwork. To complement and enhance understandings of the reading assignments and to link the theory of classroom and behavior management to the practical development of skills through the students' field experiences, the course instructors participating in this study assigned individual and small group projects, such as weekly journals, Intern notebooks, skits, interviews, etc. Ancillary sources of content, such as PowerPoint presentations, videos, handouts, classroom discussion, or guest speakers, further augment understanding of course readings by bringing in supporting or new viewpoints

and allowing students to share personal experiences in the field. Formal assessment evaluates the preservice teacher's developing practical skills. This section examines these supplementary components of the course that are designed to help the preservice teacher become an effective classroom manager. The analysis searches for ways students are guided to connect theory to practice in the management of student behavior in general and problem behaviors specifically.

First, an examination of the participants' interviews, syllabi, and copies of assorted explanatory handouts, PowerPoint presentations, and email messages revealed the required assignments and projects and ancillary sources of content used by each participant. An analysis of these course elements determined the role they played in the preservice teachers' developing understanding of student behavior and problem behavior. The analysis explored the consistency of the selection of the projects and ancillary content sources with other decisions the course instructors made in the design and development of their course. Second, the course instructor's planned opportunities for class discussion were examined for their function in increasing and improving the preservice teachers' understanding of student behavior and problem behavior. Third, an exploration into the required assignments and projects investigates the connections they make between classroom and behavior management and diversity in the classroom. Finally, the instrument designed for formal formative assessment of

the preservice teacher's developing practical skills in a classroom setting is examined for its attention to student behavior and problem behavior.

Projects and supplementary content sources

A variety of course activities link the preservice teachers' course work with their field experiences. In keeping with their general approaches to text selection and reading assignment selection, the participants generally develop and assign projects from a teacher-centered perspective or student-centered perspective. There are distinct similarities in the types of projects from each perspective.

Table 3: Classroom Management Course Assignments and Projects, offers an overview of the types of activities each of the participants of this study require of their students. Activities include assignments completed by the individual student and projects conducted by small groups of students. Some assignments require interaction between the preservice teacher and the cooperating teacher, observations of cooperating teachers and student, and observations of the organization and routines of the assigned classroom and other classes the students attend. Projects engage two or more preservice teachers with course readings or their field assignments.

Table 3: Classroom Management Course Assignments and Projects

Lewis	Richards	Edwards	Stanton
▼Skit	▲►Critical Incidents (3)	▲Intern Notebook	▲►Weekly Response Journal (includes case studies of two students)
▼ *i*-movie	▲►Internship Classroom Case Study (includes studies of two students)	▲Management Plan	▼►Group Book Presentation (see discussion under supplementary reading materials)
▲Intern Notebook	▲Videotaped interview with cooperating teacher	▼Ideas for a Fantastic First Year	▲Behavior Management Plan
	▲Rewrite Philosophy Paper		

Information collected from Classroom Management syllabi developed by study participants.
▲Indicates individual assignment
▼indicates small group project
► indicates an assignment or project that requires attention to problem behavior

Table 4: Classroom Management Ancillary Content Sources provides a brief overview of the supplementary materials provided to the preservice teachers by their course instructors. These materials range from a video series that accompanies one of the required texts, a variety of handouts, PowerPoint presentations, forms, guest speakers, and informative emails to students.

Teacher-centered projects

Dr. Lewis enhances required readings in two ways. First, readings from the Wong text are supplemented during class meetings with *The Effective Teacher*, a series of eight videos by Harry K. Wong. Dr. Lewis has found the

video series particularly useful in helping preservice teachers learn effective classroom management skills:

> *…he is on the stage with the classroom setting, he has students' desks, he has his desk, and he literally acts out video by video, here is what I'm going to do the first day of school, here's how I'm going to handle this situation, and he just explicitly, I mean he's a real master at presenting important points of classroom management. And I've never found anything more helpful for preservice teachers than some of his video tapes… about classroom management*. (Lewis interview, March 18, 2008)

Table 4: Classroom Management Ancillary Content Sources

Lewis	Richards	Edwards	Stanton
Wong Video series: 1-8	PowerPoint presentations on various behavioral models (see discussion in required texts)	Handout: Classroom Management Plan Ideas	
Handout: Classroom Management & Organization Plan	Handout: Comparison of behavioral models		
Email: Skit information	Handout: How to Write a Critical Incident		
Form: Classroom Mgt Observation Form	Handout: Counting Behaviors		
Class discussion	Class discussion	Class discussion	Class discussion
Guest speakers			

Information collected from Classroom Management syllabi developed by study participants and interview transcripts.

Second, small groups of students in Dr. Lewis' class develop and perform a skit based on a specific chapter from their primary text, *Classroom Management for Elementary Teachers* by Evertson. Dr. Lewis' syllabus reveals that time for five skits is allotted during the semester; thus, only five of the ten required chapters can be used for the skits. To initiate ideas for planning the skit, students receive a supplementary email with seven suggested topics for the skits, of which, five reference specific pages and activities in the text. Only one topic specifically addressed student behavior, *"…a few students in the back that will NOT stop talking,"* and no text references were provided to assist students approach this specific topic (Lewis syllabus, Fall 2007; Skit Information email, Fall 2007).

Dr. Lewis' students also have the option to participate in another small group project, an *i*-movie, video recorded at a participating school. As described by Dr. Lewis, this project focuses on a classroom organizational or management issue (Lewis interview, March 18, 2008; Lewis syllabus, Fall 2007).

> *…what I'm asking them to do is create a movie about school organization and classroom management. I leave it really open and I have them do that in groups, so one group may discuss a particular school, one group may do a particular class… sometimes I've had students go into several classrooms and they show the classroom rules and procedures and they've even gotten to the*

> *point of videoing students who are misbehaving and the teacher doesn't even address it…it's just to make them more aware of classroom management issues* (Lewis interview, March 18, 2008).

Even though Dr. Lewis comments on the possibility of videotaping misbehaving students, her focus remains on what the teacher did or did not do.

In addition to fieldwork experiences, Dr. Lewis' students conduct weekly observations in different grade level classrooms at a selected school. Using the Classroom Management Observation Form, students record their observations of posted classroom rules and procedures and the teacher's procedures for distributing and returning materials, going to the restroom or to get a drink of water, handing in work, and transitions or interruptions. They also observe methods of student accountability, the type of lesson observed, and how teachers give students praise or rewards. While the preservice teacher may record behavioral observations in a space for additional comments, the items included on the form direct their attention to the organizational and managerial routines of the classroom.

> *We have actual classroom visits where we have documentation of classroom management and what is occurring at the school. So we have a lot of data that we have observed in addition to what we've read about and we discuss all these elements and practical questions as they come up. "How are you going to handle this?*

How are you going to handle that?" (Lewis interview, March 18, 2008; Lewis Classroom Management Observation Form).

Guest speakers are occasionally invited to speak on various classroom management topics.

> *I get special ed teachers or staff involved in my classroom management class. We devote at least one class, if not more, to special ed and to all of the differing needs of the children, what to expect if I'm seeing behavior that is unusual whether I'm in Kindergarten, first grade, etc…We have principals and counselors come in and discuss with us, we have special ed, we had a drug abuse counselor come in and discuss with us, even in elementary school, there are sometimes problems with drugs… we've had principals come in and discuss different strategies and the assistant principal's role and the principal's role, and the parent's role and the teacher's role. So, we have a lot of professional expertise* (Lewis interview, March 18, 2008)

Preservice teachers with both Dr. Lewis and Professor Edwards complete Intern Notebooks. School or classroom managerial tasks, common to both classes, require students to obtain a map of the school, create an instructional bulletin board, and create a seating chart. Instructional tasks include observing and documenting the cooperating teacher conduct at least two lessons,

interacting with students through individual and small group tutoring and small group instruction on a new objective, planning and implementing at least eight lessons, integrating technology into at least one lesson, and visiting and observing lessons in PE, art, music. Other professional tasks include attending a PTA meeting and parent conferences and assisting the cooperating teacher with all duties (Lewis syllabus, Fall 2007; Lewis interview, March 18, 2008; Lewis Intern Notebook; Edwards syllabus, Fall 2007; Edwards follow-up questions, October 12, 2008).

In addition to the common features of the Intern Notebook, Dr. Lewis and Professor Edwards require their preservice teachers to complete additional tasks. Dr. Lewis' students complete a variety of activities, such as developing a classroom management plan that includes a sketch of the classroom floor plan; the classroom rules, procedures, reward system, and consequences; methods observed for managing student work; and a one-page paper describing the first day in the classroom. Extra credit may be obtained for a discussion of strategies for addressing the unique needs of students who qualify for special education interventions. Students must also update their resume (Lewis interview, March 18, 2008, Lewis Handout: Classroom Management and Organization Plan).

Professor Edwards' students must download and examine the Texas Essential Knowledge and Skills for their grade level and become familiar with their school district curriculum guides (Edwards syllabus, Fall 2007; Edwards

follow-up questions, October 12, 2008). Students also collect useful teaching ideas to add to their Intern Notebook.

> *I have them collect useful ideas from their teachers, from other people in the school, from each other, anywhere they can get ideas…The little tricks of the trade that you all need* (Edwards interview, August 11, 2008).

Guided by their fieldwork and their texts by Burden and Sprick, Professor Edwards students' develop a Management Plan that describes their classroom management style in a two to three page paper.

> *…we talk at length about low control, medium control, and high control. We go through different ways of dealing with control in the classroom and how you are going to do it. They have to come up with their whole management plan…I want them to have a concrete idea in their mind of how they really want their classroom. I think that's important for them because when they walk in the door, they don't know and they need a starting point* (Edwards interview, August 11, 2008).

Students are provided a list of suggestions with references to the Sprick text. The syllabus specifies that the paper must include the principles and classroom

management models that most influenced their thinking (Edwards syllabus, Fall 2007; Edwards Handout: Classroom Management Plan Ideas).

The teaching ideas Professor Edwards' students collect for their Intern Notebook culminate in a separate small group project in which the group shares their top fifteen *"Ideas for a Fantastic First Year."* These "organization and management ideas" may be developed from a variety of sources such as "…professional journals, your classroom and school, your classmates, teaching idea books, the internet, and more." Eleven topics are suggested with only one related to behavior, Dealing with Inappropriate Behavior. All other topics are organizational in nature, such as beginning and ending the day, lining up procedures, job charts, and quiet signals, or managerial, such as five minute activities, positive reinforcements, or promoting self-esteem (Edwards interview, August 11, 2008; Edwards syllabus, Fall 2007).

The course projects required by both Dr. Lewis and Professor Edwards and the ancillary content sources place emphasis upon decisions and actions that the teacher takes in the management of the classroom. Even though small group projects engage students in an interactive, collaborative study of a topic, the study focuses on teacher-centered responsibilities or activities in the classroom. The Intern Notebooks and Classroom Management Plans, the skit, *í*-movie, and best teaching ideas all focus upon the organization and routines the teacher establishes for the classroom as do the ancillary content sources. While

students may bring student-centered perspectives into their work, the projects, as explained by the course instructors, are consistent with Dr. Lewis' and Professor Edwards' emphasis on the teacher's role in managing the class. Suggestions for incorporating behavior into these projects are limited but consistent with other decisions regarding student behavior both of these participants make in the design and development of their classroom management course.

Student-centered projects

Dr. Richards and Professor Stanton, who rely on teacher-student relationships for managing the classroom, required projects that emphasized those relationships and linked classroom management with student behavior. In both classes, preservice teachers conducted case studies of two students, one student who exhibited behavior problems and one student who did not. Dr. Richards' students conducted an *Internship Classroom Case Study* while Professor Hall's students incorporated their case studies in their *Weekly Response Journal* that.

Even though Dr. Richards required her preservice teachers to focus on a student who was often in trouble for behavior, primary focus of the project was not on the behavior itself.

> *I wanted them to look at particular types of students…sometimes it would be someone who was having a lot of trouble…that was someone they followed all the way through. But they were also to*

observe someone who wasn't necessarily having a lot of trouble… (Dr. Richards interview, August 5, 2008).

The purpose of the case study was not so much to focus on how to deal with kids that appear to be trouble makers, but to learn to collect objective data in an area that is often emotionally charged and can be more subjective than it should be. (Richards follow-up questions, October 17, 2008).

On the other hand, Dr. Stanton specifically asked her preservice teachers to:

…choose one child who was a "teacher pleaser" and one child who was a challenge to the cooperating teacher in terms of behavior… (Stanton interview, August 12, 2008).

Dr. Richards' and Professor Stanton's preservice teachers observed both the teacher and student to identify strategies the cooperating teacher used to manage the student's behavior, how the students were treated compared to other students, and how they, the preservice teacher, could look at the behavior in different ways. They then considered how to apply specific behavioral strategies they had studied to help these students engage in less challenging behaviors.

I also wanted them to consider whether or not the methods their cooperating teachers were using were helpful or if the interns could suggest other ways to work with this child (Richards follow-up questions, October 17, 2008).

What did it [the teacher-student interaction] look like to them? Does the cooperating teacher treat these children differently so it's kind of a self-fulfilling prophecy? (Stanton interview, August 12, 2008).

Dr. Richards and Professor Stanton challenged their preservice teachers to make connections between classroom management and student behavior and to consider ways of coping with those behaviors that differed from what they observed in the classroom.

…one of the things they did was learn how to track certain behaviors. Also to learn how to develop statements and programs about goals you wanted those kids to do. So there were certain ways to collect data and certain ways to frame what it was you wanted to change… (Dr. Richards interview, August 5, 2008; Richards handout: Counting Behaviors).

I just really wanted them to take a look, step back and… then, to get to know these children and begin to interact more with them,

especially the children who were more challenges in the classroom, begin to use some of the strategies we had been talking about to see if they become less challenging (Stanton interview, August 12, 2008).

Dr. Richards' students wrote three critical incidents based on a four-step process described in Hole and McEntee's (1999) article, *Reflection is at the Heart of Practice*. The process taught students to analyze a classroom event by describing exactly what happened, identifying the context in which the event occurred, looking for reasons the event may have occurred, and considering the implications the analysis might have for their practice.

…it teaches them a very specific four-step process to work through when you have something that happens and you want to perhaps do that differently the next time. Sometimes I tell them that you might have a situation that goes really well and you weren't expecting it to, like a problem with a child. You should still do a critical incident on it so you can figure out what you did right so you can keep doing that…The whole idea here is not me to figure out what is going on with the kid, it's me to figure out what I did in the situation to contribute to that-good or bad…They like the critical incidents because it really helps them dig down to…instead of "OK, I'm not going to do that again in the future," they really think about

> *what they are contributing to the situation and what they can change* (Richards interview, August 5, 2008; Richards handout: How to Write a Critical Incident).

The videotaped interview with the student's cooperating teacher focused on eight questions listed in Dr. Richards syllabus. While students *"…tended to stick right with the interview questions"* rather than incorporate questions addressing additional topics of interest to them (Richards interview, August 5, 2008), four of the questions referred to classroom discipline, rules and procedures, and the cooperating teacher's system of consequences. Other questions focused on the teacher's personal beliefs about classroom management and organizational routines (Richards syllabus, Spring 2006).

Dr. Richards' students revisited a paper, written in a previous class, to more fully develop their emerging teaching philosophy and goals. They were to add how…

> *…issues of classroom management may affect your teaching goals and philosophy…the way you want to run your classroom* (Richards syllabus, Spring 2006).

No guidelines provided direction or emphasis on behavior; however, due to the emphasis on behavior throughout the course, it is reasonable to assume that

some students would address student behavior as they considered classroom management, their teaching philosophy, and their goals for teaching.

Professor Hall required students to develop a management plan by linking the various sources of information they encountered during the course. The range of behavioral models presented in Scarpaci's *Case Study Approach to Classroom Management,* the practical approach to classroom routines and management presented by Wong, *How to be an Effective Teacher: The First Days of School*, the required assignments of the course, and fieldwork guided the development of their personal classroom management strategy.

The course assignments and projects required by Dr. Richards and Professor Stanton emphasized the relationships between the teacher and their students. The preservice teachers were expected to analyze the observed relationships for the implications on classroom management and the student's behavior and to consider alternatives to the approaches the cooperating teacher took. The case studies, critical incidents, behavior management plan, and the rewrite of the students' philosophy paper guided students in making those connections.

There is no right or wrong way to approach the study of student behavior or the practical management of student behavior in the classroom. However, the preceding analysis highlights how the course instructors' personal beliefs regarding classroom and behavior management influence the ways they engage

preservice teachers in the study of behavior in the classroom management course. In other words, course instructors who identify with a teacher-centered approach to classroom and behavior management develop teacher-centered projects and ancillary content sources. Conversely, course instructors who believe in a student-centered approach, develop projects and ancillary content sources from that perspective.

Classroom discussion

Classroom discussion is the opportunity by which course instructors plan and guide preservice teachers to share their personal experiences from the field with their peers and professor. Participants in this study believe that their students feel free to give voice to their experiences, concerns, or questions about their observations, their practice, and their understandings about classroom management, and that they take advantage of that opportunity. For those students who do not engage in projects that focus on behavioral issues, class discussion provides an important occasion for the preservice teacher to supplement their knowledge and understanding of student behavior and problem behavior. The following comments are indicative of how the preservice teachers used class discussions to work through issues found troubling in their fieldwork:

> *…sometimes they are concerned about how their cooperating teacher handles something or didn't handle something. And, they're concerned because they had to handle something when the*

cooperating teacher wasn't present. So we have a lot of discussion and a lot of research into what should we do in this situation, how do we handle this,…and we come up with all kinds of rules and procedures and strategies for handling classroom management situations (Lewis interview, March 18, 2008).

…we spend a great deal of time working with problems they have in their classrooms and how we are going to work with them. I don't give them answers…I tell them we have to find the answers. We listen and we work together and we come up with conclusions (Edwards interview, August 11, 2008).

…they brought up real life situations they were dealing with at the moment and they were able to look at those real live situations and talk about it with their cooperating teachers, possibly with the counselor or assistant principal on their campuses, and talk about it with each other and with me. I thought I was teaching into them rather than against them or at them. It was a lively discussion and again so many of their issues were similar, but it was positive because they were working through those problem behaviors. It wasn't, 'I don't know what to do…I wish this kid would go into another classroom." Instead, they were taking advantage of the

fact that they were still students and they were going to work through this… (Stanton interview, August 12, 2008).

Dr. Richards and Professor Stanton indicated that class discussions often address student behavior, sometimes problem behaviors.

The ones that were the biggest problem were the kids that were defiant (Richards interview, August 5, 2008).

…so many of our in-class conversations had to with their more challenging child (Stanton interview, August 12, 2008).

Dr. Lewis, consistent with her focus on special education children presenting problem behaviors, noted the following:

Autism is pretty prevalent…Dyslexia, of course.…tattling is a huge thing. We discuss tattling every two or three weeks because tattling happens all the time (Lewis interview, March 18, 2008).

Professor Edwards takes a proactive approach in encouraging class discussion on classroom problems.

I don't do this every week because it gets old, but about every third week, I'll say, 'OK, I want you to think a minute, and…anybody who's got something that's really unusual that happened in the classroom that you want to tell us about…a difficult situation.' And,

> *sure enough, there is a real, honest one for us to talk about and to work through. We talk about what was done, what the teachers did, what could have been done, did they think it was done correctly. So, we do a lot of that. And these are often defiant children…* (Edwards interview, August 11, 2008).

Maintaining her consistent position of the teacher's responsibility for managing all aspects of the class, Professor Edwards focuses her students on what they observed the teacher doing.

Each of the participants of this study encourage their students to bring any issue that they find problematic into class discussion; although none of them specifically encourage a discussion of behavior. Based on the interviews with the participants of this study, Dr. Richards and Professor Stanton commented that their students readily discussed specific behaviors, such as defiance, and related those discussions about student behavior to their coursework. In contrast, Dr. Lewis was hard pressed to identify a behavior her students discussed other than special education related behaviors and Professor Edwards added defiance, almost as an afterthought. From this analysis, one may infer that students who address behavior as an integral element of their coursework are more likely to discuss student behavior with their peers and professor during class discussion.

Ethnic and cultural diversity in the classroom

Preservice teachers at State University are required to take courses in cultural diversity, dual language learners, and diverse learning styles. Course instructors for these courses may make connections with classroom or behavior management, but those connections would be peripheral to the main purpose of the courses. Making those connections is important. As Geneva Gay (2006) reminds us, when teachers do not understand the values, orientations and experiences of children of different cultures, the effect on discipline too often leads to disproportionate discipline of those children whose culture differs from the teacher's own culture.

While recognizing the need for students to be aware of the diversity of students, Dr. Lewis, Dr. Richards, and Professor Edwards do not engage their students in activities, beyond required reading assignments and impromptu class discussions that are specifically related to ethnic, cultural, or linguistic diversity in the classroom. No projects require students to incorporate their understanding of diverse students into their work on classroom management. Even though Dr. Richards emphasizes teacher-student relationships and building a community of learners with her students, no assignments required students to address any form of diversity.

When asked if students bring their knowledge of diversity, different cultures, or race, if they were synthesizing what they had learned in other classes

into their study of classroom management, answers varied. While most responded that students did not incorporate previous knowledge into classroom management, Professor Edwards could not answer the question because,

> *I don't know exactly what is being taught in those other classrooms* (Edwards interview, August 11, 2008).

While some reading assignments linked classroom management with students from diverse ethnic and linguistic backgrounds, all participants indicated some additional attempts to include diversity in the course. As the following statements suggest, those attempts are mostly unplanned and are tangential to the study of classroom management.

> *Some of those issues are in the text…diversity and different cultures and differences are addressed to some extent. Of course, the course isn't just on diversity, but that is certainly an important part* (Lewis interview, March 18, 2008).

> *I will say that I do involve them with diversity. We have a lot of sessions dealing with diversity and how to deal with people from different backgrounds and how you deal with that* (Edwards interview, August 11, 2008).

> *…the students are in different schools. Some are in higher SES, some are in lower SES, some are in very mixed groups in terms of*

ethnicity and race and that kind of thing. Others weren't. We talked some about that, about the differences about what kids brought to school. But again, a lot of that is unknown. Until you've been out there and you get to know kids from a certain background and what their expectations are for you, you don't really know (Richards interview, August 5, 2008).

On the other hand, Professor Stanton, through the supplementary books students report on, directly engages her students in a study of race in the context of schools that indirectly brings attention to teacher-student relationships, classroom management, and the disproportionate discipline of students of color. She eloquently stated her views on the essential need for preservice teachers to be exposed to diverse students and to consider the teacher's relationship to students who come from different cultures.

Whether we are aware of it or whether it is conscious on our part or not, things we are not as familiar with become glaring in our classrooms...the majority of elementary teachers are white, middle class women, and if they are not white they are still middle class and women and a lot of the situations we are teaching in now are not children that would have been sitting next to us when we were in elementary school. It is important to me that we get that conversation started because a lot of elementary education majors

at [State University] are definitely white women in middle to upper-middle class, and they all may think or want or hope that they will be in schools like their hometown schools…but, nine chances out of ten, that will not be the case. And even if it is the case, we have at least got to have an awareness of diversity and what a blessing diversity is and is not something that we should try to shy away from or stick your head in the ground about. Instead, it is like the problem child in your classroom, we need to embrace those things as incredible opportunities. It does indeed add a richness to our class and our lives when we know what this can look like for us (Stanton interview, August 12, 2008).

Assessment of Field Experiences

Formal assessment of all preservice teachers occurs at the conclusion of each semester of fieldwork and is based on the observations and interactions between the student, cooperating teacher, and Cohort Coordinator or University Facilitator working under the supervision of the Cohort Coordinator. Assessment includes four areas, or clusters, of developing knowledge and skills: learner-centered instruction, classroom environment, communication, and professional development. The preservice teacher is assessed on student behavior and behavior related issues in each of the first three clusters.

Cluster 1: Learner-Centered Instruction includes a variety of observable knowledge and skills related to appropriate student behavior that the preservice teacher should be developing through coursework and fieldwork. Assessment includes, but is not limited to, the preservice teacher's knowledge of diverse cultural and linguistic heritages, meeting individual student strengths and needs through adapting or modifying lessons, maintaining student interest to promote on-task behavior and active participation, and using motivational strategies in instruction. Knowledge of diverse cultures and using that knowledge to develop appropriate and effective instructional opportunities can be expected to positively influence student behavior.

Cluster 2: Classroom Environment-Equity, Excellence, and Learning specifically addresses the preservice teacher's developing classroom management skills and ability to manage student behavior. The knowledge and skills assessed in this cluster include, among other things, building rapport with students in an environment of respect; contributing to positive behavior by providing clear expectations, understanding the causes of inappropriate behavior, and demonstrating methods of managing student behavior; establishing and enforcing procedures and routines that enhance student learning; and offering equitable learning opportunities for all students without regard to race, gender, religion, culture, linguistic background, or disability.

The assessed behaviors in Cluster 2 align closely with the Evertson, Wong, and Sprick texts and also incorporate the need for the preservice teacher to be aware of the cultural and linguistic diversity found in today's schools. The one assessment that steps beyond these texts assesses the preservice teacher's ability to "seek[s] to understand and address[es] causes of inappropriate behavior based on student data collected." As noted previously, the texts used by the participants of this study offer few specifics on the causes of inappropriate behaviors; instead, when causes are addressed at all, they offer general causes for large groups of behavior types.

Only one component of Cluster 3: Communication assesses the preservice teacher's skills in communicating with students. However, the ability to listen carefully to students, to extend the student's contributions, and to give clear directions influences the student's sense of belonging and value as a member of the community.

The assessment instrument incorporates a broad assessment of the preservice teacher's knowledge and skills of student behavior and related knowledge and skills that influence student behavior. Like all such tools, implementation is subjective and dependent upon the knowledge and skills of the individual conducting the assessment. The preservice teacher's knowledge and skills related to classroom management and student behavior is dependent upon, to a large extent, the content of the classroom management course and other

courses and their practical experiences in the field. At the time of this study, the classroom management course was typically offered during the second semester of the Professional Development Sequence when preservice teachers spend only two days per week in the field. Therefore, the preservice teachers' developing skills are still most influenced by the university classroom.

Summary

Assignments, projects, and ancillary course content provide important venues for enhancing the preservice teacher's developing understandings, knowledge, and skills for effective management of classrooms and student behavior. Course instructors develop a variety of individual assignments and group projects to augment student learning and to link coursework with fieldwork. They develop and use ancillary content sources to enhance the preservice teachers' developing knowledge and skills in classroom and behavior management. However, the analysis conducted in this study indicates that the assignments, projects, and ancillary content sources mirror the course instructor's personal reliance on teacher-centered or student-centered classroom management.

4.8 THEME FIVE: Academic Freedom and Adjunct Course Instructors

As the data in the previous four themes emerged and progressed through multiple layers of analysis, the question of academic freedom as it relates to part-time course instructors and the development of course content persistently crept

in and out like shadowy wisps of fog. How do the qualifications and professional experiences held by adjunct/part-time instructors of the classroom management course differ from those of tenured and tenure-track professors who teach the same course? Do the participants of this study offer their students a “competent and judicious treatment of the subject”? These nagging questions resulted in this final and unexpected theme as a way to pursue a pertinent yet thorny issue.

Academic freedom serves as a cornerstone in the pursuit of knowledge, research, and teaching conducted at institutions of higher learning. As it relates to teaching, academic freedom protects the rights of the teacher to teach and the student to learn. Such freedom carries certain responsibilities, including seeking and stating the truth as the professor sees it, encouraging the free pursuit of learning, and presenting the best scholarly standards of their discipline to their students (American Association of University Professors, 1987a). Specific attention to academic responsibilities include providing varied and complementary curricular offerings, a qualified faculty (Vanderbilt University: Faculty Manual), and providing a competent and judicious treatment of the subject (The University of Texas at Austin: Handbook of Operating Procedures).

This section briefly re-examines some of the data gathered in Themes One-Four from the perspective of academic freedom to explore how part-time course instructors meet the academic responsibilities that come with the privilege of academic freedom. The intent is not to establish a “rightness” or “wrongness”

to any individual or to any of the following issues, but to consider the issues from a scholarly perspective. First, the participants' qualifications are reviewed and comparisons are made to tenured and tenure-track professors' qualifications for teaching the classroom management course. Then, the content of the participants' classroom management courses is re-examined to determine if it provides a competent and judicious treatment of the subject.

Qualifications of adjunct instructors

Qualifications of adjunct instructors stem from their educational credentials and professional experience. In the case of the four participants of this study, all have earned graduate level degrees in education. Dr. Lewis and Dr. Richards earned doctorate degrees in diverse fields of education, Professor Edwards earned two master's degrees, and Professor Stanton is nearing completion of her dissertation (Edwards interview, August 10, 2008; Lewis interview, March 18, 2008; Richards interview, August 5, 2008; Stanton interview, August 11, 2008). Thus, the educational credentials of the three participants with doctorate degrees are equal to those required of tenured and tenure-track professors.

All four participants have public school experience ranging from three to twenty-nine years as classroom teachers and/or school administrators. Professional experience at the university level ranges from four to fourteen years (Edwards interview, August 10, 2008; Lewis interview, March 18, 2008; Richards interview, August 5, 2008; Stanton interview, August 11, 2008). Both tenured

and tenure-track professors in the field of education are likely to have public school experience prior to beginning their university experience and are also likely to teach at the university level a comparable number of years as any of the participants. However, or many it is unlikely that they gained as many years of practical experience as professors Edwards and Stanton, who served as classroom teachers and school administrators in public schools for twenty-five and twenty-nine years respectively prior to entering the academic milieu of higher education. Thus, adjunct instructors may bring significantly more practical experience and similar university teaching experience when compared to tenured or tenure-track professors.

In addition to educational credentials and professional experience, tenured and tenure-track professors are expected to stay current with the literature in their field, to publish their research in professional journals, and to serve their community. While adjunct instructors may also engage in similar activities, no such expectations are required of adjunct instructors.

Thus, the participants of this study bring their students the scholarly preparation that comes from earning multiple graduate degrees as well as extensive practical experience. Professor Edwards, with twenty-five years practical and seven years university experience, and Professor Stanton, with twenty-nine years practical and five years university experience, both serving as classroom teachers and school administrators, primarily directed their

educational credentials to the practice of education rather than the theoretical focus of the tenured or tenure-track professor. On the other hand, while Dr. Richards, with nine years practical and fourteen years university experience, and Dr. Lewis, with three years practical and fifteen years university experience, spent more years in the university environment than the public school arena, both spent those years as adjunct instructors without the same demands and expectations as the tenured or tenure-track professor.

None of the participants had engaged in a study of classroom or behavior management during their teacher preparation programs and only Dr. Richards had done so during her graduate work when she served as a teaching assistant (Lewis interview, March 18, 2008). Thus, exposure to classroom and behavior management came primarily through their practical experience, professional development opportunities, or participation in professional conferences (Edwards interview, August 10, 2008; Richards interview, August 5, 2008; Stanton interview, August 11, 2008).

State University's course catalog describes inclusion in the classroom management course of "…strategies for establishing an orderly classroom environment, preventing inappropriate behavior… (Office of the Registrar, 2008-2010). No additional department level guidance on basic or minimum course content assisted the participants in the development of their course; therefore, they had relied on their personal and practical experiences, as well as

suggestions from other course instructors, to develop their classroom management course. As Professor Edwards said,

> *It was pretty much left up to me which was scary when I first started because I had no idea what to do, but there are resources from all the other coordinators and they are wonderful to help you. I read through all these different books and got everybody's syllabus and looked through them and picked and chose from them what I wanted and what I didn't want in my classroom and that's how I started* (Edwards interview, August 11, 2008).

Professor Stanton commented on a similar experience.

> *I think at the time it was pretty much left up to me, but I did get syllabi from several professors* (Stanton interview, August 12, 2008).

Dr. Richards added that she had received guidelines for teaching another course she teaches.

> *…that's an interesting question because for my other class, there are things that we have to teach. But for this particular class, I don't remember getting any kind of an outline or anything from anyone* (Richards interview, August 5, 2008).

Dr. Lewis commented that she received guidance in all other courses she teaches (Lewis follow-up questions, December 2, 2008).

One might assume that a tenured or tenure-track professor would be more qualified to teach a course than an adjunct instructor would. However, the requirement that the tenured or tenure-track professor stays current with the literature of their field, does not guarantee that they are more knowledgeable than anyone else in classroom management. Unless classroom management is their chosen field, they are no more likely to be current in the scholarly literature of classroom management than the adjunct instructor.

Competent and judicious course offerings

Classroom management, behavior management, and problem behaviors have been linked in many studies over many years (Brophy, 1996; Kounin, 1970; Lawrence et al., 1984). However, research consistently shows that preservice, novice, and experienced teachers feel inadequately prepared to cope with student behavior and discipline (Erwin, 1998; Fuller, 1969; Houston & Williamson, 1992). Other research demonstrates the need for teachers to connect knowledge about diverse cultural characteristics (Gay, 2000, 2001) with knowledge about student discipline (Gay, 2002; McFadden & Marsh II, 1992; Moore & Cooper, 1984). The close relationship between classroom management and student behavior establishes the relevance for incorporating

student behavior in general and, more specifically, problem behaviors into the study of classroom management.

Professor Stanton spoke of her knowledge of current literature that underscores the need for preservice preparation to include attention to the needs of diverse student bodies, including students who engage in problem behaviors.

> *…the majority of elementary teachers are white, middle class women, and if they are not white they are still middle class and women, and…a lot of the situations we are teaching in now are not children that would have been sitting next to us when we were in elementary school. It is important to me that we get that conversation started…* (Stanton interview, August 11, 2008).

Data from themes three and four indicated that the primary texts selected by each of the course instructors complemented their personal point of view, yet only Burden and Scarpaci and, to a lesser degree, Faber included current research on behavior. Additionally, Scarpaci and Faber provided opportunities to apply the research to real-life scenarios of different types of student behavior.

All the participants recognized the close relationship between student behavior and the efficient management of the classroom (Edwards interview, August 10, 2008: Lewis interview, March 18, 2008; Richards interview, August 5, 2008; Stanton interview, August 11, 2008). However, as previously established,

both Dr. Lewis' and Professor Edwards' understandings of problem behaviors were those related to special needs students and the classroom teacher's responsibility to seek information from the Special Education specialist for appropriate ways to manage those behaviors (Edwards interview, August 10, 2008; Lewis interview, March 18, 2008). Because they believed they were not qualified or knowledgeable enough about meeting the needs of special education students, neither felt inclined to instruct their students on the issue. Thus, the content of their course centered on the routines and management of the physical classroom that would, in turn, maintain student behavior within the bound of the established classroom rules and procedures..

On the other hand, Dr. Richards and Professor Stanton identified some of the problem behaviors discussed by Brophy (1996), i.e. distractibility, hostile-aggressive, and passive-aggressive related behaviors. Even though neither included specific content on managing specific problem behaviors, they directed their preservice teachers' attention to student behavior through case studies of students in their field classrooms. They advocated strong teacher-student relationships to address and manage all forms of student behaviors, including problem behaviors. Thus, Dr. Richards' and Professor Stanton's content included behavior management as well as the routines of managing the classroom (Richards interview, August 5, 2008; Stanton interview, August 11, 2008).

Summary

Academic freedom requires a qualified faculty and the participants of this study meet that requirement in that they hold comparable educational credentials of tenured and tenure-track professors. Academic freedom also carries the academic responsibility of providing competent and judicious treatment of the subject. Since research demonstrates that preservice and novice teachers need additional instruction and opportunities to develop their skills in student behavior management, the teacher preparation program should offer coursework that meets those needs. A classroom management course focusing on classroom routines, rules and procedures, and managerial and organizational practices is incomplete.

In this study, there is a distinct division in content offered by the four participants. All four course instructors participating in this study were guided by their personal experiences, beliefs, and preferences. However, that basis for developing content cannot guarantee students be a competent and judicious treatment of the topic, which, based upon research, must include instruction on problem behavior. Findings of this study indicated that course instructors who personally value instruction in student behavior included content and field experiences related to student behavior while those who believe classroom management should focus on classroom routines limited student behavior as a topic of study.

Chapter 5: Findings, Limitations, and Implications

Based on the data detailed in Chapter Four, the findings explicated in this chapter seek answers to the original research questions. The first question, "How do teacher educators incorporate and implement the topic of problem behaviors in the development of the classroom management course?" attends to the decisions made by course instructors as they plan the content of the course. Those decisions include not only the "what to include" decisions, but also the "how and why to include" decisions. The second question, "How is the topic of problem behaviors addressed in the required textbooks and other course readings, other content sources, and assignments?" focuses upon the textual and practical content related to problem behaviors made available to the preservice teacher in the form of required and optional texts, assigned readings, individual assignments, small group projects, ancillary sources of content, fieldwork, and field assessment.

Theme One: Classroom Management, Behavior Management, and Problem Behaviors in the Context of Personal Beliefs described the individual and personal nature of the four participants' personal beliefs regarding effective classroom and behavior management and problem behaviors. Data revealed significant differences in fundamental beliefs about classroom and behavior management and problem student behavior that directly influenced the design and content of the classroom management course. Data from *Theme Two:*

Reasons Course Instructors Select Texts detailed why the participants selected the textbooks and other reading materials they used in their course; how those choices complemented their personal beliefs regarding classroom and behavior management and problem behaviors; and, how those choices met the essential roles of required and supplementary texts. Emergent data from *Theme Three: Content of Texts and Supplementary Reading Material* focused on the similarities and differences in the content of the ten required and supplementary/optional texts assigned by the four participants of the study. *Theme Four: Supplementing Course Readings* examined how the required projects and ancillary content sources led connected the theory of coursework to the practical experience of managing student behavior in general and problem behaviors specifically. Finally, *Theme Five: Academic Freedom and Adjunct Course Instructors* re-examined the data developed in the first four themes from the perspective of academic freedom and academic responsibility. The course instructors' personal beliefs regarding classroom management and the theoretical and practical content they developed for the classroom management course were reviewed to determine if the course instructors' decisions in developing the content fulfilled the university's commitment of academic responsibility by providing a competent and judicious treatment of the subject.

While Chapter 4 explicated common themes that emerged from the data related to the research questions, Chapter 5 offers broader theoretical and practical issues related to classroom management and the role of the course in

preparing preservice teachers for managing problem student behaviors. Specific findings of significance that interconnect across and through the themes illuminate how those findings inform our understanding of classroom management as it relates to student behavior in general and specifically to problem behaviors. A discussion of the study's limitations and implications for future research in the field of teacher preparation and classroom management are described.

The participants of this study, identified by pseudonyms, brought a broad spectrum of professional experience to the university classroom. At the time of the study, all served in the capacity of part-time, adjunct instructors. In addition to teaching one course each semester, each served as a Cohort Coordinator responsible for the fieldwork placement of approximately twenty-five preservice teachers in local schools for two semesters of internship and one semester of apprentice teaching. As course instructors, they were responsible for supporting and developing the knowledge and skills required of the preservice teacher as defined by State University's position on academic responsibility, the College of Education's mission statement, the coursework required in the Professional Development Sequence, and the components of the formative assessment.

An unexpected finding that conflicted with findings relevant to the other participants, revealed that Dr. Lewis made a single statement during the interview regarding her personal preference for participative management of the classroom (Lewis interview, March 18, 2008). This preference was not repeated

at any other time; in fact, all other comments were decidedly teacher focused and she presented a teacher-centered approach to the classroom management course as evidenced in her syllabus, texts and other content sources. While required and optional projects engaged small groups of students in collaborative dialogue and activities, the suggested topics that guided the preservice teachers in completion of these projects focused on teacher-centered activities, responsibilities, or routines. Consequently, while taking a student-centered approach to the assignment, the outcome sustained her focus on a teacher-centered classroom. Discussion of the findings of this study relied on her teacher-centered decisions on course development rather than her stated personal preference for student involvement in managing the class.

5.1 Findings: Classroom Management and the Study of Student Behavior and Problem Behavior

The complexities of classroom management allow for similarities and differences regarding the essential content of the classroom management course. Consistent with previous research (Sanford et al., 1983), the participants of this study recognized the teacher's myriad responsibilities for managing the classroom through well planned routines and classroom rules and procedures Teacher skills and techniques for managing the classroom (Johnson & Bany, 1970; Kounin, 1970) provided the foundational content for each participant's classroom management course. As evidence of the enduring significance placed on teacher skills, several of the textbooks selected by the participants (Burden,

1995; Evertson et al., 2006; Scarpaci, 2007) still offer Kounin's (1970) techniques of "withitness" and "overlapping" to keep students engaged in learning as fundamental strategies for effectively managing classrooms.

All participants, to some degree, connected classroom management with student behavior (Doyle, 1990) and teacher-student relationships (Brophy, 2006). However, the findings of this study reveal significant differences in the actual content and emphasis placed upon student behavior and the reasons the participating course instructors gave for the inclusion or exclusion of content on student behavior.

The original intent of this study was to determine how teacher educators incorporate the study of problem behaviors into the classroom management course and to determine how the various content sources address the issue. It must be noted that the study revealed that very little was done by any of the participants to include specific content on specific problem behaviors beyond that which was included in some of the selected course texts. Thus, while constantly searching for evidence of the inclusion of problem behaviors in the classroom management course, the focus of the study was modified to determine how student behavior in general was incorporated into the course. This change was in keeping with the original intent since the attention course instructors pay to managing student behavior in general as it relates to classroom management is indicative of their personal interests and expectations of their students in

addressing the issue of problem behaviors. This change in focus required no changes to the study's methodology or procedures.

Finding 1: The fundamental role of the course instructors' personal beliefs in developing content on student behavior in the classroom management course

According to preservice, novice, and experienced teachers, their preparation for handling classroom and behavior management remains one of the most serious weaknesses of their teacher preparation programs (Erwin, 1998; Fuller, 1969; Houston & Williamson, 1992). They would benefit from additional preparation in establishing relationships with their students (Moskowitz & Hayman, 1974) and developing strategies to help them cope with behavior problems (Kirkpatrick et al., 2006; Loughran et al., 2001). If teachers are to interpret student behavior justly (Gay, 2000; McFadden & Marsh II, 1992; Sbarra & Pianta, 2001), determine the student's teachability accurately (Center & Wascom, 1986), or understand their own potential biases in dispensing discipline (McFadden & Marsh II, 1992; Moore & Cooper, 1984), they must develop an understanding of the cultural traits, behaviors, values, and attitudes held by children of color (Gay, 2001). The connections between student diversity, student behavior, and the teacher's ability to manage behavior in her/his classroom cannot be minimized.

State University has taken steps to strengthen the teacher preparation program by requiring a diverse offering of coursework, including courses in

classroom management, applied human learning, sociocultural influences on learning, cultural and linguistic diversity, and more than eight hundred hours of fieldwork. While student behavior that may disrupt the learning environment may be addressed in any of the required courses, that attention would be peripheral to the primary intent of the course and would not necessarily address behavior in the context of managing the class. Because course instructors for the classroom management course are not provided any guidance on basic content for the course, they are guided by their personal experiences, beliefs, and preferences regarding classroom and behavior management. Their decisions on course texts, ancillary content sources, assignments, and projects determine what the preservice teacher learns about managing a classroom, student behavior, and meeting the challenges of problem behaviors.

The participants in this study brought strong educational credentials and extensive professional experience to their classes. However, their practical experience exerted the most profound and enduring influence on their understandings of classroom management, student behavior, and classroom behaviors that adversely affect learning and instruction. These predispositions fundamentally influenced the complex decisions they made in developing their sections of the classroom management course.

Planning the classroom management course

Theme One described the course instructors' personal beliefs of classroom and behavior management as they discussed the fundamental

understandings that first guided them as classroom teachers or school administrators and later influenced their development of the classroom management course and their decisions on course texts, content, assignments and projects. In this study, three of the four participants had participated in no classroom management related coursework in their own teacher preparation programs or graduate work. Thus, for Dr. Lewis, Professor Edwards, and Professor Stanton, any instruction in classroom or behavior management occurred through professional development opportunities or participation in professional conferences during their public school experience. When asked to teach a course in classroom management by State University, none of the participants received department level guidance on appropriate content. Therefore, in conjunction with suggested course content ideas provided by other classroom management course instructors, they relied on their personal experiences as classroom teachers and school administrators, prior knowledge, and personal beliefs of effective classroom management to make the decisions necessary to plan their course.

Two distinct approaches to classroom management emerged that are consistent with different theoretical and practical methods for managing classrooms. A more traditional approach is described as:

> "…all the things teachers must do to foster student involvement and cooperation in classroom activities and to establish a productive working environment…" (Sanford et al., 1983, p. 56).

Professor Edwards revealed a similar understanding and belief in the teacher's responsibility in managing a classroom when she stated,

> *"…it's everything involved within a classroom that makes it work well…how you arrange the room, how you handle the students, how you treat the students, how you organize the day, how you plan every single part of the day…[that] is the foundation for the whole thing"* (Edwards interview, August 11, 2008).

In traditional models of classroom management, students serve as the recipients of the teacher's decisions.

On the other hand, Brophy (2006) suggests a much broader description of classroom management.

> "Successful classroom management requires more than creating appropriate physical settings and managing the class as a group. It also includes establishing and working within personal relationships with students" (pp. 17-18).

Dr. Richards, whose approach to classroom management is more in keeping with Brophy, described the first step in managing the classroom as

> *"…developing a relationship, a personal relationship with each child…"* (Richards interview, August 5, 2008).

These descriptions reflect the teacher's responsibility to develop working relationships with her/his the students for effectively managing the class.

Course goals communicate the overall pattern of the classroom management course, the relationship between goals and assignments (Habanek, 2004), and the course instructor's intent, seriousness, and expectations for the course (Slattery & Carlson, 2005). Data in Theme One indicated that course goals reflect the course instructor's personal beliefs of classroom and behavior management. On the one hand, course instructors who emphasize classroom organization and rules and procedures to proactively prevent problems highlight that approach in their course goals, e.g. *"Prevention is the key to establishing and maintaining an environment where students are free to learn with minimal disruption"* (Edwards syllabus, Fall 2007). On the other hand, course instructors who emphasize personal relationships with their students state through their course goals that students will consider the emotional environment of the classroom, e.g. *"…to consider all aspects of the physical and emotional environment"* (Richards syllabus, Spring 2006).

Data in Themes One, Two, and Four repeatedly identified teacher-centered and student-centered approaches to classroom management. Not only did this dichotomy of approaches reflect the course instructors' personal beliefs regarding classroom management but also guided their development of the course content. Course instructors who placed the teacher as the primary decision-maker in the class also relied upon a teacher-centered approach to the classroom management course. They selected content and planned assignments and projects that focused upon the organizational and management

strategies a teacher employs to create a classroom in which student behavior is proactively managed through a set of teacher established rules and procedures linked to a system of teacher planned rewards and consequences. Conversely, course instructors who position the teacher as a member of the class who works with students in making joint decisions to manage the class and to determine appropriate classroom behavior and meaningful consequences relied upon a student-centered approach to the classroom management course. These course instructors selected content that addressed the teacher's role in student behavior and they planned assignments and projects that presented opportunities for the preservice teacher to consider alternative methods for understanding and managing student behavior and meeting individual student needs.

The course instructor's personal experiences and insights should be highly valued by the preservice teacher. However, course instructors must not allow their personal beliefs and preferences to limit the information and practical experiences that guide and influence preservice teachers' developing knowledge and skills. As the preservice teacher's personal philosophy of classroom and behavior management emerges, she/he relies on the foundation of content and practical experience provided in the classroom management course. The breadth of that content rests with the decisions the course instructor makes.

Selecting course texts

According to Besser et al. (1999), the primary course text should agree, as closely as possible, with the course instructor's personal point of view and it often

provides basic content and structure of the subject matter. Supplementary reading materials should bring diverse viewpoints and sources. Analysis of data in Themes Two-Four revealed that course instructors generally select primary texts that support their notions of the essential elements of classroom and behavior management. However, evidence further revealed that some course instructors select supplementary texts and ancillary content sources that simply further support those notions, thus limiting a necessary foundation of diverse viewpoints. For example the combination of Evertson, Emmer, & Worsham's, *Classroom Management for Elementary Teachers* (2006), Wong & Wong's, *How to be an Effective Teacher: The First Days of School* (2004), and Sprick, Garrison, & Howard's, *CHAMPS: A Proactive and Positive Approach to Classroom Management* (1998) prescribe a decided bias toward classrooms managed by teacher driven routines, rules and procedures, and rewards and consequences.

Additionally, these three texts rely primarily on the authors' own research. The Evertson and Sprick texts offer an extensive list of references; however, few, if any, of those sources are cited within the text's narrative. Therefore, any connections to other research is not provided within the context of the narrative.

The content of selected textbooks attends to student behavior in varied ways that leave the reader with different understandings of behavior. Some textbooks, such as Wong & Wong's (2004) text, goes so far as to state that "Discipline has very little to do with classroom management" (p. 10) while other

texts, such as Scarpaci's (2007) *A Case Study Approach to Classroom Management*, are devoted to studying classroom management through case studies of student behavior. Additional texts, such as Evertson, Emmer, & Worsham's (2006) text or Burden's (1995) *Classroom Management and Discipline: Methods to Facilitate Cooperation and Instruction*, fall along points between the two extremes.

Textbooks rely on tools, such as definitions, terminology, and categorization, to communicate the intent and viewpoint of the author(s). As revealed in Theme Three, these tools may communicate dissimilar understandings of behaviors, even when applied to the same or similar behaviors. Different understandings of what constitutes misbehavior and problem behavior exist as well. For example, hostile-aggressive behaviors, such as fighting or bullying, are considered infrequent, special problems by Evertson (2006), while Burden (1995) suggests that the same behaviors may begin as moderate misbehaviors and escalate into more serious challenging or violent behaviors.

The specific behaviors included in a text indicate the importance the authors place on the study of certain behaviors. For example, when Evertson discusses the six "special problems" of tattling, bullying, rudeness to the teacher, chronic avoidance of work, fighting, and power struggles (2006, pp. 184-190), the reader is assured that these behaviors are infrequent occurrences and could be the result of outside stressors, such as abuse, death in the family, parental

unemployment, serious illness, or divorce (pp. 171-172). The genesis of each of these possible causes for problem behaviors originates in external sources within the student's home environment. There is no mention of the teacher's or the school's potential role in student behavior.

In contrast, Burden (1995) speaks of the inevitability of encountering challenging or violent behaviors and Scarpaci (2007) not only includes a wide variety of student behaviors in its collection of case studies but also offers a method for identifying and categorizing all behaviors that a teacher may encounter. Burden openly includes teacher related factors that affect student behavior, such as the physical arrangement of the classroom, negative attitudes toward students, lack of motivational techniques in instruction, etc.(Burden, pp. 10-11) Scarpaci speaks of effective teachers as those who meet the psychological, cultural, and academic needs of their students (Scarpaci, p. 2).

All of the textbooks examined in this study presented one common feature. Rather than offering specific strategies for managing specific types of student behavior, they offered general strategies for managing broad categories of behavior. However, the framework for presenting these strategies varied among and between the texts selected by the study's participants. Burden (1995) and Scarpaci (2007) incorporated behavioral theories as a foundation for developing strategies while Evertson (2006), Wong (2004), and Sprick (1998) presented strategies developed through their own research to advise the reader on effective management of the classroom and/or student behavior. In contrast,

Faber (1995) bases their entire book on Ginott's theory of *congruent communication*.

Course instructors use the content offered in their selected texts to support their own beliefs for effectively managing problem student behavior. The course instructors who believe that student behavior can be managed through teacher planned routines, rules, and procedures, incorporated little content on specific types of problem behaviors and planned no assignments or projects, other than reading assignments, devoted to any form of student behavior. Even though a text may offer information on more difficult and challenging behaviors, the course instructor has the option of excluding the information. For example, Professor Edwards did not include the Burden (1995) chapter on challenging or violent behavior in the assigned readings (Edwards syllabus, Fall 2007). Conversely, course instructors who believe that the teacher must establish personal relationships with students and recognize the need for the preservice teacher to identify, understand, and consider alternative strategies for meeting each student's individual behavioral needs, augment a text with limited information on problem behaviors with supplementary texts or ancillary content sources, e.g., Dr. Richards PowerPoint presentations on various behavior models (Richards interview, August 5, 2008; Richards syllabus, Spring 2006) or Professor Stanton's supplementary texts on race in the context of schools (Stanton interview, August 12, 2008; Stanton syllabus, Spring 2008).

The text(s) selected for the classroom management course is subject to the intent of the course instructor. They may choose texts to support their personal beliefs regarding effective classroom and behavior management. They may choose to include or exclude information to support their beliefs. Or, they may select a combination of texts that offer a diverse range of approaches to the study of classroom management. While course instructors should be free to select the texts they use in their courses, the texts should serve to fulfill the needs of the student as well as their own needs (Besser et al., 1999). If the texts emphasize a single approach to classroom management, the preservice teacher's need for information on diverse approaches is not met.

Connecting theory to practice

By integrating their "…knowledge, skills, and dispositions," (Armento, 1996, p. 492) the course instructors create learning environments that lead their preservice teachers to create meaning in their developing professional life. State University promotes the use and application of learner-centered instruction. This study revealed that the four participants employed this instructional design to some degree in required assignments and course projects; however, the intent and outcomes did not necessarily sustain a learner-centered approach to instruction and learning about student behavior.

The degree to which course instructors engage students in collaborative dialogue and practical application of content on student behavior, appears to align with the course instructor's personal beliefs and preferred approach to

lassroom management. While course instructors may plan assignments and projects for their students to engage in collaborative dialogue and participate in collaborative group activities, when the outcomes focus on teacher responsibilities and routines rather than on ways to promote student participation, the outcome does not reflect a learner-centered intent.

In other words, participation in collaborative dialogue to complete a project that focuses upon teacher planned routines, such as the suggestions provided for Professor Edwards' *15 Best Teaching Ideas* or Dr. Lewis' skit on classroom management issues, may guide the preservice teachers to participate in collaborative opportunities but do not guide them to plan and implement student-centered, collaborative activities that encourage student decision-making responsibility. Conversely, Professor Stanton engaged students in collaborative dialogue about race, as it relates to relationships between teachers and students, the impact of teacher decisions in diverse student groups, and the influence of teacher behaviors on student behavior.

Data in Theme 1 identified significant differences in what the participants recognized as specific examples of student misbehavior and problem behavior. Dr. Lewis and Professor Edwards identified problem behaviors as those exhibited by students with special needs. These course instructors chose not to directly address these student behaviors beyond the content supplied in the course text(s) and instructed their students to contact the school's Special Education specialist when they had students with special needs. Rather than attending to

other types of student behavior, their course content focused upon the proactive minimization of inappropriate behavior through efficient organizational routines and consistently applied classroom rules and procedures. Neither course instructor planned assignments or projects that directed the preservice teachers' attention to student behavior. On the other hand, Dr. Richards and Professor Stanton, who identified some student behaviors with similarities to those recognized by Brophy (1996), engaged their preservice teachers in case studies of individual students who exhibited behavioral difficulties and asked them to consider a variety of alternative strategies to those used by the cooperating teacher. In other words, the course should move beyond reading and discussion and provide the preservice teacher with practical opportunities to observe, plan, and, if possible, implement strategies for managing the classroom and student behaviors using multiple perspectives.

Teachers must be prepared to meet the needs of all their students, "…including the needs of students who display chronic personal or behavioral problems" (Brophy, 1996, p. 9). Behaviors such as those suggested by Brophy may be exhibited by special needs students, they may be cultural behaviors exhibited by students of color, or they may be exhibited by children suffering from the effects of poverty, illness, or abuse. Even though recognizing behaviors and understanding the causes of the behaviors is essential, to be prepared for managing the behaviors, preservice teachers must consider the behaviors in the context of managing a classroom filled with students with diverse needs.

Projects provide an excellent opportunity for preservice teachers to connect the knowledge gained from their classroom management course with practical experience in the field. Projects should influence the preservice teachers' developing philosophy of classroom and behavior management by addressing the diverse challenges found in today's classrooms. Preservice teachers enrolled in a classroom management course that does not attend to the challenges of student behavior in the context of student diversity will leave the course with a different body of knowledge, a different set of skills, and a different perception of student behavior than students enrolled in a course that directly addresses student behavior.

Summary

The conclusion may be drawn that course instructors for the classroom management course generally apply the same approach they used as classroom teachers in the classroom management course. Teacher-centered and student-centered approaches offer contrasting approaches to classroom management and opposing fundamental understandings of what constitutes classroom management, student misbehavior, and problem behavior. Those understandings determine the content of the classroom management course: what content is selected for inclusion, and the emphasis placed upon that content. Regardless of the approach taken in the study of classroom management, the preservice teacher is likely to be influenced by the course instructor's fundamental understandings of the essential elements of classroom

management as they are developing their own philosophy of how to manage their future classrooms.

Finding 2: Connecting Classroom Management and Student Behavior to Student Diversity

Student behavior cannot be separated from managing a classroom (Edwards interview, August 11, 2008; Lewis interview, March 18, 2008; Richards interview, August 5, 2008; Stanton interview, August 12, 2008). Classroom management is more than planning organizational routines and establishing classroom rules and procedures. It is more than planning effective lessons to engage students. It is more than holding students accountable for their behavior. These elements of classroom management, while essential to the effective and efficient management of a class and intended to assist the teacher and the students in managing behavior, do not address other internal and external factors that influence student behavior in the classroom.

Student behavior and problem behavior, in the context of managing the classroom, has been researched from many viewpoints and provide relevant content to the classroom management course (Brophy, 1996; Brophy & McCaslin, 1992; Coates, 1972; Cunningham & Sugawara, 1988; Gay, 2000, 2001, 2006; Haberman, 1993; Milner, 2006). Since managing the classroom and student behavior cannot be separated, the classroom management course must include content on student behavior and related issues. While behavior may be addressed in any course in the Professional Development Sequence, unless that

information synthesizes with managing the classroom, preservice teachers may not make those connections on their own. With the exception of Professor Stanton who teaches the classroom management course in the third and final semester of apprentice teaching, each of the participants stated that during the second semester of internship their students do not make connections between what they have learned in their other classes, managing a classroom, and student behavior. Professor Stanton was the only participant to plan specific course content to connect classroom management and racial diversity through supplemental readings.

Teachers must be prepared to meet the challenges today's students bring into the classroom. Policies for mainstreaming and inclusion not only increase the range of problems teachers are expected to manage but also the severity of those problems (Brophy, 1996). Novice teachers, many of whom find their first teaching positions in urban schools, need to understand the external effects of poverty, single-parent families, and high ethnic and cultural diversity (Milner, 2006). Teachers who have limited understanding of the diverse nature of cultural traits, behaviors, attitudes, and values that children of color bring to the classroom often misinterpret student behavior and discipline those students punitively (Gay, 2001). In other words, the students in today's classrooms bring diverse needs into the classroom that the preservice and novice teacher must be prepared to understand and manage. The behavioral implications of such

diverse student needs in a single classroom merges their relevance to the content of the classroom management course.

The course instructor's personal beliefs regarding classroom management not only influence what the preservice teacher learns about managing the classroom and student behavior but also prejudices the development of the course content in three ways. First, the course instructor's personal beliefs influence how the preservice teacher learns to develop relationships with students; second, they influence how preservice teachers are guided to build learning communities with diverse students; and third, they influence how preservice teachers come to understand and learn to manage inappropriate student behavior.

Managing classrooms through teacher-student relationships

While classroom management must encompass the philosophical beliefs of the teacher, effective instruction, and efficient organization of the classroom, it must also incorporate an understanding of the psychological, social, and academic needs of all students. Developing positive relationships between students and teachers, increasing student motivation, minimizing problem behaviors, and altering unproductive behaviors offer constructive opportunities for meeting those needs (V. F. Jones & Jones, 2004). Data in Theme One revealed that course instructors' relationships with their students in the context of classroom and behavior management aligned closely with their personal beliefs regarding the most effective methods of managing the classroom.

With extensive experience as classroom teachers and school administrators, the course instructors in this study who took a teacher-centered approach to classroom and behavior management established relationships with their students by holding all students accountable to the teacher's expectations. A system of well-planned organizational routines and classroom rules and procedures clearly defined the teacher's expectations that required student compliance through another system of rewards and consequences. Supporting Dr. Lewis' teacher-centered approach, students collected objective data during classroom observations that focused upon the teacher's rules and procedures, organizational routines, system for student accountability, and methods of praise or reward for appropriate behavior. The Intern Notebook Dr. Lewis and Professor Edwards require their students to complete focus the preservice teachers' attention on rules, routines, physical space, and other organizational activities.

In contrast, course instructors who, as classroom teachers, took a student-centered approach to classroom management, established individual relationships with students and guided students to take individual and mutual responsibility for planning classroom rules and procedures and the supporting rewards and consequences to effectively meet the needs of the class. The many aspects of student diversity make this effort more challenging. As evidence of Professor Stanton's student-centered approach, her preservice teachers engaged in a study of race in the context of classroom management to guide

their understanding of the role of the teacher in managing diverse students. Both Dr. Richards and Professor Stanton required their preservice teachers to conduct case studies of students exhibiting behavioral issues to observe how the cooperating teacher managed the student and to consider alternative strategies.

These two fundamentally different understandings of building relationships between teacher and students for the effective management of the classroom and student behavior established two divergent approaches grounded in the course instructor's personal beliefs regarding classroom management. Preservice teachers who learn to control student behavior through student compliance with teacher established rules leave the course with different understandings of students and their behavior than those who learn how to motivate students to accept responsibility for self-managing their behavior and how their own behavior influences student behavior.

Managing classrooms with diverse students

Today's classrooms are filled with students who come from diverse communities, diverse cultures, diverse ethnicities, and often with diverse linguistic backgrounds and skills. Such diversity brings great complexity to the classroom and if the teacher is not prepared to meet the inherent challenges of managing diverse students, she/he runs the risk of misunderstanding student behavior that is entirely normal to a child's culture (Gay, 2001). Data in Theme One revealed that while course instructors recognize that diverse student needs influence student behavior, their decisions to include the complex issues of

student diversity in the context of classroom and behavior management aligned closely with their personal beliefs.

Course instructors in this study who took a teacher-centered approach to effective classroom management did not directly attend to issues of student diversity beyond the content of their selected texts. They encouraged preservice teachers to bring field experiences into classroom discussions but those opportunities offered the primary occasion, outside of reading assignments, to engage in practical discussions regarding student diversity and its impact on classroom management and student behavior. No projects or other assignments addressed student diversity.

Dr. Lewis' enlightening comment on the inclusion of textual content on student diversity demonstrated her limited attention and need to enhance the textual content on student diversity when she said:

> *Some of those issues are in the text…diversity and different cultures and differences are addressed to some extent. Of course, the course isn't just on diversity…And, ideally students in the first, second, and third semesters are going to have the opportunity to see a diverse group of schools in those three semesters* (Lewis interview, March 18, 2008).

In other words, required courses on diversity, issues of diversity included in the content of the classroom management course texts, and the expectation that students would be assigned to schools of diverse natures

should be adequate to prepare the preservice teacher for managing a classroom of diverse students. No attempt was made to synthesize the important knowledge gained from these multiple sources.

On the other hand, course instructors, such as Professor Stanton, who advocated strong teacher-student relationships with every student integrated the reality of student diversity into their course content. As she commented,

> *…we have at least got to have an awareness of diversity and what a blessing diversity is…[it] is not something that we should try to shy away from …* (Stanton interview, August 12, 2008).

Professor Stanton's personal experiences in schools of highly diverse students directly influenced her decision to engage her students in the issue of racial diversity in the context of classroom management.

Thus, the content of the classroom management course cannot be limited to organizational routines and classroom rules and procedures with "… a smattering of [behavioral] principles and methods…" (Brophy & Evertson, 1976, p. vii) or "…incidental, fragmented, and infrequent exposures to cultural diversity and multicultural education…" (Gay, 1997, p. 150). Rather, the classroom management course provides the ideal, and perhaps the only, opportunity for students to begin synthesizing what they learn about student behavior with their prior knowledge of ethnic and linguistic diversity, race, and diverse learning styles, including special needs students, in the context of effectively managing the classroom.

To be successful, preservice teachers must be prepared to meet the challenges of diverse student groups and the inherent difficulties that may result from the necessity of understanding multiple ethnic, racial, cultural, and linguistic traits, attitudes, values, and behaviors that may be present in a single classroom. They must be provided the opportunity to learn about, understand, and apply the content they have learned in other courses in the context of managing the classroom and student behavior.

Managing classrooms with students who exhibit problem behaviors

Teaching includes meeting the "…needs of students who display chronic personal or behavioral problems" (Brophy, 1996, p. 3). While most student behaviors can and will be effectively managed through the routines, rules, and procedures established by either the teacher or through mutual decision-making with students, every teacher will encounter one or more students whose behavior requires a higher degree of teacher understanding and involvement. However, none of the participants of this study readily recognized any of the more challenging behaviors identified by Brophy (1996), such as the more serious behaviors related to aggression or defiance. Nonetheless, they presented two divergent understandings of student behavior and problem behavior.

Dr. Lewis and Professor Edwards, who promoted a teacher-centered approach to classroom management, identified problem behaviors as those behaviors related to children with special needs that are best managed by the Special Education specialist. Other student behaviors were viewed as

sufficiently minor to be proactively controlled through the teacher's rules and procedures. Preservice teachers learning about classroom management under these course instructors learn that the teacher is in control of and responsible for managing the students' behavior.

In contrast, Dr. Richards and Professor Stanton, who promoted a student-centered approach to classroom management, identified specific behaviors that disrupt teaching and learning, such as being off-task or hurting other children. Preservice teachers learning about classroom management under these course instructors learn that it is their responsibility to determine why the student misbehaves and before deciding on a plan of action that will meet the specific needs of the individual student. They learn, through behavior related projects, to consider multiple alternatives to working with the child and how to position the teacher and student as partners in the self-management of behavior.

The lack of attention in some classes of the classroom management course to managing student behavior that disrupts the learning environment perpetuates the documented evidence that preservice and novice teachers are inadequately prepared to manage student behavior (Gay, 2000; Houston & Williamson, 1992; Kirkpatrick et al., 2006). Course instructors are responsible for selecting the content and the practical experiences in the classroom management course that prepares tomorrow's classroom teachers.If course instructors cannot or choose not to recognize challenging and difficult behaviors

in the context of managing a classroom, preservice teachers will continue to be unprepared for today's classrooms.

Summary

The complexities of classroom management cannot be limited to the routines, rules, and procedures necessary for an efficiently run classroom but must incorporate a study of student behavior, including problem behavior, in the context of managing the class. The course instructor's decisions on content to guide the preservice teacher in meeting the needs of a diverse student body and problematic student behavior align with the course instructor's personal beliefs of effective classroom and behavior management. The course instructor's decisions on the methods they emphasize through their assignments and projects for building relationships with all students and understanding student behavior in the context of diverse cultures influence the foundation of knowledge from which the preservice teacher will draw as they develop their personal philosophy of classroom management and begin their professional careers.

Finding 3: Academic Responsibility to Provide a "Competent and Judicious" Treatment of the Classroom Management Course

The university's commitment to a competent and judicious treatment of the subject of classroom management and academic responsibility to its students must consider and address documented needs of the preservice teacher. Time and again, scholarly research reveals that preservice, novice, and experienced teachers consistently feel inadequately prepared to cope with student behavior

and discipline (Erwin, 1998; Fuller, 1969; Houston & Williamson, 1992). Other research provides evidence that novice teachers believe they need additional instruction in behavior management (Loughran et al., 2001; Moskowitz & Hayman, 1974). Yet other research demonstrates that novice teachers often lack sufficient knowledge about diverse cultural characteristics (Gay, 2000, 2001) and that this lack of knowledge often results in disproportionate discipline of children of color (Gay, 2002; McFadden & Marsh II, 1992; Moore & Cooper, 1984). The consistent evidence that preservice and novice teachers are inadequately prepared to meet the challenges of student behavior, discipline, and student diversity has been linked to attrition of novice teachers as high as forty-three percent by their third year of teaching (Texas Center for Educational Research, 2000). This extensive body of work not only identifies the close relationship between classroom management and student behavior but also establishes the need for a competent and judicious study of student behavior in general and, more specifically, problem behaviors in the classroom management course.

Data in Theme Five revealed the academic preparation and professional experience of the adjunct course instructors participating in this study. Three of the four participants had earned, or were nearing completion of, doctoral degrees and the fourth had earned two masters degrees. Three brought extensive public school experience as classroom teachers or school administrators to their classroom management course.

Two possible significant differences appear between the adjunct instructor and the tenured or tenure-track professor. Adjunct instructors are likely to have much more practical classroom experience than the tenured or tenure-track professor and adjunct instructors are not required to remain current in the literature of their chosen field as are the tenured or tenure-track professor. The latter difference, however, is only relevant if classroom management is the chosen field of the tenured or tenure-track professor. Otherwise, none of the classroom management course instructors would be expected or required to stay current with classroom management literature.

Only one of the participants of this study had engaged in a formal study of classroom and behavior management during undergraduate or graduate work. Thus, exposure to classroom and behavior management came primarily from practical experience, professional development opportunities, or participation in professional conferences. Because these adjunct instructors received no department level guidance on basic or minimum course content to assist them in the development of their course content, they relied on their personal beliefs and preferences and practical experiences or on suggestions from other classroom management course instructors.

As revealed in Themes One-Four, the biases created by the course instructor's personal beliefs that determine the essential elements of classroom and behavior management and the most effective and efficient ways to manage student behavior have a significant influence on the content included in the

classroom management course. In order for preservice teachers to be adequately prepared to meet the challenges of student behavior, they must learn about behavior. However, superficial attention to “normal” student behavior is insufficient (Haberman, 1993) to prepare them for such an important element of classroom management. In addition to instruction on problem behaviors, practical experience in identifying and understanding the causes and effects of the behaviors prepares the preservice teacher for developing appropriate strategies for managing the behavior.

To offer a competent and judicious treatment of the subject of classroom management, documented reasons for novice teacher attrition must be acknowledged and incorporated into the content of the course. Issues of discipline (Erwin, 1998; Fuller, 1969; Houston & Williamson, 1992), student diversity (Gay, 2000, 2001), and teacher-student relationships (Brophy, 1996; Brophy & Rohrkemper, 1981) are all relevant to the study of classroom management. However, this study reveals that preservice teachers are just as likely to engage in a study of such issues as not.

Preservice teachers must at least gain an awareness of potential problem behaviors and have some knowledge base from which they may draw for understanding and managing such behaviors. The evidence indicates that this need is not necessarily met when course instructors primarily rely on their personal beliefs and practical experiences as they develop the content of the classroom management course. If course instructors view student behavior as a

key element of classroom management, they incorporate relevant content. However, course instructors who place emphasis on control of student behavior stress content on organizational routines and classroom rules and procedures. Thus, the inference can be made that course instructors would benefit from department level guidance on basic or minimum course content to assist them in meeting this need.

5.2 Limitations of the Study

Several factors related to the parameters of the study limit this dissertation. The number of informants of this study limit the general applicability of the findings of this research. A more complete picture can only be developed with a broader data source drawn from additional sections of the classroom management course, interviews with additional course instructors, and a more extensive selection of textbooks, assignments, and projects. An extended study of classroom management courses offered in other teacher preparation programs would enhance the data and further enrich, expand, and either support the current findings or offer additional, unsuspected findings.

By limiting the study to elements of course development controlled by the course instructor, the importance of student outcomes, i.e., what was learned, from the perspective of the preservice teacher was not addressed. Observations of the preservice teachers during their scheduled university class meetings and during their fieldwork were not conducted during this study and would add

context to the course content and the connections between content and practical experience. A study of preservice teachers' opinions of managing problem behaviors before, during, and after completion of the classroom management course would add a new dimension of related data. Preservice teachers' changing attitudes toward problem behaviors prior to, during, and following completion of the course would add yet another component to the significance of instruction on problem behavior.

Finally, consideration must be given to the interpretive nature of this inquiry. As a single principal investigator, my voice, opinions, and methods of representation play a role in the interpretation of the data. Despite all efforts to employ triangulation methods to manage and maintain the quality and characteristics of qualitative research, the inherent nature of interpretive research exposes the data to the subjectivity of the principal investigator's analytical position and privilege. "…the biographical journeys of researchers greatly influence their values, their research questions, and the knowledge they construct" (Banks, 1998, p. 4).

With that in mind, I did not enter this study as a neutral observer. My work with students with behaviors considered so problematic that they were removed from their home schools and sent to an off-campus disciplinary alternative education program, provided me with new insight on the challenges these students and their teachers faced each day. As I came to know the culturally

diverse students of our school, my understanding of the repeated comment, “My teachers just don’t understand me.” changed from hearing a typical excuse to a genuine concern that teachers do not understand the lives and needs of students from diverse backgrounds. Thus, I entered this study with the desire to understand why, as teacher educators, we do not better prepare preservice teachers to meet such challenges.

5.3 Implications

Despite the limitations of the study, numerous implications for teacher education and teacher preparation in understanding and managing problematic student behavior emerged. This study has expanded the current literature on classroom management, teacher preparation, course preparation, and text selection. The study may lead teacher education programs to conclude that a classroom management course, with content on problem student behavior, should be added to their curriculum; that existing classroom management courses should be revised to include content on problem student behavior; and/or that teacher education programs should be reviewed and revised with the issues of student behavior and problem student behavior in mind. Public school administrators may draw from this study for planning in-service professional development, new teacher mentoring programs, and teacher induction programs.

This study found that the course instructors’ personal beliefs of the essential elements of classroom management play a fundamental role in the

development of the classroom management course and the inclusion of information on problem behavior. Personal experience established the course instructor's preference for employing a teacher-centered approach or a student-centered approach and influenced all aspects of course development. Thus, research is needed to explore the implications of the two approaches on the evolving knowledge and skills on problem student behaviors the preservice teacher develops through the classroom management course and related field experience.

The study suggests questions related to preservice teachers' prior knowledge about problem behaviors, their opinions and attitudes towards students who exhibit problem behaviors, and changes in their opinions and attitudes following instruction and field experiences related to problem student behavior. Other research would include an exploration of the conflict that emerges when preservice teachers develop leaner-centered attitudes and approaches toward education in most of their courses (Zeichner & Tabachnick, 1981), but move in a more traditional direction in the classroom management course in which they learn how to manage student behavior. The ways students synthesize knowledge of diverse student needs into the effective management of the class and understanding and managing student behavior is also suggested.

When as many as fifty-three percent of teachers cite problematic student behavior as their reason for transferring to other schools (Alliance for Excellent

Education, 2005), and forty-three percent of novice teachers leave the profession within the first three years of teaching (Texas Center for Educational Research, 2000), the long-term influences of preservice instruction and practical experiences related to problem student behavior on the novice teacher's abilities to manage the classroom and student behavior are topics worthy of longitudinal investigation. Such questions might include the long-term influence of the instructional approach employed in the classroom management course to the instructional approach employed by the novice teacher in managing the classroom and student behavior. A second avenue of research would examine the lasting effects of the study of diverse viewpoints and methods for managing the classroom and student behavior on the novice teacher's developing personal philosophy of classroom and behavior management. An investigation into how the novice teacher's personal philosophy of effective management of problematic student behavior changes once she/he enters the public school classroom should be conducted.

Reliance on the course instructor's personal experience and beliefs in the development of the classroom management course leaves the preservice teacher at risk for receiving limited instruction on problem student behavior and practical experience in managing such behavior. While academic freedom stands as a cornerstone of scholarly inquiry, this study reveals that academic responsibility to the students we serve is not always achieved. Thus, the need

for department level guidance on course content, for the purpose of providing a competent and judicious treatment of the topic, must be examined. An analysis of classroom management courses across teacher preparation programs would be expected to reveal if the findings of this study are unique to State University or if the findings are common across samples with different settings and participants.

Finally, the importance of the textbooks selected for the classroom management course must be further addressed. The textbooks and combinations of texts analyzed in this study offered preservice teachers with viewpoints ranging from a diverse range of approaches to both classroom and behavior management to a single viewpoint for managing the classroom and behavior and an even more limited offering on problem student behavior. The limited number of general classroom management textbooks and other topical texts selected by the participants of this study cannot be considered as representative of all texts available for use. Thus, an expanded study of additional textbooks and other texts would offer a more complete understanding of how classroom management texts address problem student behaviors. However, the teacher preparation program has a responsibility to inform new course instructors on the need for including diverse viewpoints in the development of the course. This in no way implies that specific texts should be

used by all course instructors, but they must be aware of the essential role the combination of texts they select plays in the overall content of the course.

Several opportunities for sharing findings of the pilot study and this dissertation have occurred or are planned. A paper on the pilot study, *A Qualitative Analysis of Teacher Preparation for Managing Problem Behaviors,* was presented at the American Association for Teaching and Curriculum (AATC) in the fall of 2008. Preliminary findings on the qualitative content analysis of the required texts examined in this dissertation were presented at the Consortium of Research and Teacher Education in the spring of 2009, *Preservice teacher preparation for managing student behavior: A qualitative content analysis of the classroom management text*.

Two additional papers will be presented at the AATC conference in October, 2009. The first presentation and article presents the final findings of the qualitative content analysis of the required textbooks examined in this study, *Preparing preservice teacher for the challenges of problem behaviors: A qualitative content analysis of classroom management texts.* The second presentation and article investigates the process by which adjunct professors design the content of the classroom management course and is entitled *Planning course content related to student behavior in a classroom management course.* Two proposals have been submitted to the American Education Research Association (AERA) 2010 conference: *Classroom Management Texts and*

Problem Student Behavior: A Qualitative Content Analysis, and *Effects of Teacher Beliefs on the Content on Problem Behavior in the Classroom Management Course*.

Appendices

Appendix A: Interview Protocol

Interviewer: Sandra Dunn
Participant:

1. Describe your professional background and experience. Does your experience include public or private education at the elementary or secondary level?
2. What are your goals for this course?
3. What is the most important thing you hope your students take with them from this course?
4. How do you define classroom management? Behavior management?
5. How would you describe misbehavior? What would problem behavior look like? Based on those descriptions, what is the difference between misbehavior and problem behavior?
6. Describe your personal experience with problem behaviors in the classroom.
7. Are there any department level requirements or restrictions on what you include or exclude in your course plan?
8. Why did you choose the primary textbook used for this class?
9. Why did you decide on the projects?
10. Describe how you engage your students in learning experiences regarding problem behavior in the classroom.

11. As your students complete their reading assignments, projects, and fieldwork, how do they relate discipline or problem behavior in that work? How often do they include the issue in their work or class discussions?
12. Do you find that your students draw connections between their work in this course, their coursework in culture, diversity, special needs and their field experiences? Why or why not?
13. As your students engage in the course requirements for this class and continue their internship in a local school, what kinds of changes do you observe in their understanding of behavior management in the classroom? Problem behavior management?
14. What concerns do your students express about their abilities to manage behavior in the classroom?
15. What problems, if any, do you encounter in teaching the issue of problem behavior? How do you address those problems? Do you have ideas for addressing the problems that you have not attempted?
16. What kind of feedback have your students given to you personally or in class regarding their preparation for meeting the challenges of problem behavior?
17. Have you received feedback from previous students regarding their feelings about their preparation for classroom management and/or meeting the challenges of problem behaviors?

Appendix B: Coding Protocol

Legend:

PB	Problem behaviors
ID	Identification
CAU	Causes
EFF	Effects
STR	Strategies
SYL	Syllabus
TXT	Textbooks
RAS	Reading Assignment
PRO	Projects
FLD	Fieldwork
FAS	Formative Assessment

Coding List

ID-PB-SYL	Identification of problem behaviors-Syllabus
ID -PB-TXT	Identification of problem behaviors - text
I D-PB-RAS	Identification of problem behaviors - reading assignment
ID-PB- PRO	Identification of problem behaviors - project
ID-PB-FLD	Identification of problem behaviors-fieldwork
ID-PB-FAS	Identification of problem behaviors - formative assessment
CAU-PB-SYL	Causes of problem behaviors-Syllabus
CAU-PB-TXT	Causes of problem behaviors - text
CAU-PB-RAS	Causes of problem behaviors - reading assignments
CAU-PB-PRO	Causes of problem behaviors - project
CAU-PB-FLD	Causes of problem behaviors - fieldwork
CAU-PB-FAS	Causes of problem behaviors - formative assessment
EFF-PB-SYL	Effects of problem behaviors-Syllabus
EFF-PB-TXT	Effects of problem behaviors - text

EFF-PB-RAS	Effects of problem behaviors - reading assignment
EFF-PB-PRO	Effects of problem behaviors - project
EFF-PB-FLD	Effects of problem behaviors - fieldwork
EFF-PB-FAS	Effects of problem behaviors - formative assessment
STR-PB-SYL	Syllabus reference to strategies for addressing problem behaviors
STR-PB-TXT	Strategies for addressing problem behaviors - text
STR-PB-RAS	Strategies for addressing problem behaviors - reading assignments
STR-PB-POR	Strategies for addressing problem behaviors - project
STREFF-PB-FLD	Strategies of problem behaviors - fieldwork
STR-PB-FAS	Strategies for addressing problem behaviors - formative assessment

Appendix C: Comparison of Selected Textbook Terminology

	Evertson, Emmer, & Worsham	Burden	Scarpaci	Sprick, Garrison, & Howard	Wong & Wong	Faber & Mazlish
Misbehaviors	Problem behaviors occur outside the classroom rules and procedures.	Misbehaviors disrupt teaching and/or learning but are not engaged in for that purpose.	Misbehavior is any action that deviates from an accepted norm	Student behavior is basically under control but misbehavior occurs frequently enough to annoy or concern the teacher	Students fail to follow procedures due to the teacher's failure to plan, train, and implement meaningful classroom routines, rules and procedures	
Problem Behaviors	Special problems are rare and unpleasant to contemplate but must be planned for	Challenging or violent behaviors are inevitable and are disruptive, confrontational, and demanding	Youth violence is caused by factors outside of and within the school environment	Purposeful/habitual misbehaviors serve a purpose for the individual who engages in it		
Behavior Management	Teacher established classroom rules and procedures; teacher should not ascribe internal causes to the behavior	Supports and encourages student behavior that promotes interpersonal relations, develops self-control, and fosters a sense of responsibility	Behavior is managed either through coercion or persuasion	Correction efforts will be most effective if the underlying causes of the behavior are addressed	Teacher established rules, consequences, and rewards	

Appendix D: Methods of Categorizing Behaviors in Classroom Management Texts

Evertson, Emmer, & Worsham	Burden	Scarpaci	Sprick, Garrison, & Howard	Wong & Wong	Faber & Mazlish
Nonproblems-brief inattention, some talking during transitions, small periods of daydreaming, short pause while working on assignment	**Mild misbehaviors**-related to attention, crowd control, and getting work accomplished	**Acting out behaviors**-related to physical violence directed at others	**Awareness type misbehaviors**-student is unaware of the behavior being exhibited	**Does not categorize behaviors**	**Does not categorize behaviors**
Minor problems-infrequent behaviors that run counter to classroom rules and procedures but do not disrupt class activities or learning: calling out or leaving seats without permission, reading or doing unrelated work during class time, passing notes, eating candy, scattering trash, talking excessively during independent or group work	**Moderate misbehaviors**-tardiness, cutting class, talking, calling out, mild forms of verbal and physical aggression, inattentiveness, failure to bring supplies and books to class	**Withdrawal behaviors**-directed toward oneself and imply a diminished acceptance of responsibility for one's actions	**Ability type misbehaviors**-student does not know how to exhibit the desired behavior		
Major problems-limited to one or more students not misbehaving as a group but that disrupt an activity or interfere with learning: being chronically off-task, occasional incomplete assignments, frequent failure to follow class rules for talking or moving about the room, refusal to work, isolated acts of vandalism	**Severely disruptive behavior**-violence, vandalism coercion, robbery, theft, drug use	**Moral misbehaviors**-lying or stealing	**Attention-seeking misbehaviors**-student engages in behaviors to satisfy a need for attention		

Appendix D: Methods of Categorizing Behaviors in Classroom Management Texts

Evertson, Emmer, & Worsham	Burden	Scarpaci	Sprick, Garrison, & Howard	Wong & Wong	Faber & Mazlish
or hitting other students					
Escalating or spreading problems- any minor problem that has become commonplace and threatens order in the classroom and the learning environment	**Chronic misbehaviors**- tattling, clowning, cheating, lying, stealing, profanity, rudeness to the teacher, defiance or hostility toward the teacher, failure to do work in class or homework	**Personal misbehaviors**- result in physical or emotional hurt to others	**Purposeful/habitual misbehaviors**-behaviors that are not due to a lack of awareness, ability, or need for attention that become chronic: power struggles, avoidance of a task, desire to engage in a different and more desirable task		
Special problems- bullying, tattling, rudeness to the teacher, chronic avoidance of work, fighting, power struggles	**Challenging or violent problems-** behavior excesses**:** noncompliance, aggression; behavior deficits: self-management, social skills, academic skills	**Legal misbehaviors**- breaking established laws or rules			
		Safety related misbehaviors-putting oneself and/or others at risk of physical injury			
		Educational misbehaviors-negatively affect the one's own or others' ability to learn			

Appendix E: Methods of Describing Teacher Control in Classroom Management Texts

	Evertson, Emmer, & Worsham	Burden	Scarpaci	Sprick, Garrison, & Howard	Wong & Wong	Faber & Mazlish
Description of Level of control		Low control	Least control	Low structure	Student in charge	
Guiding behavioral models		**Ginott**-congruent communication **Gordon**-discipline as self-control **Fay & Funk**-love and logic **Coloros**o-inner discipline **Kohn**-discipline to community	**Ginott**-congruent communication **Gordon**-teacher effectiveness **Glasser**-choice therapy, reality therapy **Curwin & Mendler**-discipline with dignity **Gossen**-restitution model **Berne**-transactional analysis			**Ginott**-congruent communication
Characteristics		Children develop primarily from inner forces Decision making enables personal growth Students are masters of their destiny	The teacher is responsible for maximizing student freedom by interfering as little as possible The role of the teacher is to promote the freedom of students, thereby fostering their natural	Predominantly mature and independent students have lower risk factors, thus can function with a more loosely constructed classroom management plan	Class is student centered Teacher is hands off, listens, uses nondirective statements Student has too many choices; is taught responsibility Classroom climate	The classroom should be a living model of how differences can be resolved with honest and respectful communication. Teachers create an emotional environment that makes it safe for students to open

Appendix E: Methods of Describing Teacher Control in Classroom Management Texts

	Evertson, Emmer, & Worsham	Burden	Scarpaci	Sprick, Garrison, & Howard	Wong & Wong	Faber & Mazlish
			development Students who are allowed to express themselves freely can reach their fullest potential		may be chaotic, freedom without limits	themselves up to what is new and unfamiliar. Children learn to take responsibility for their behavior and to exercise self-discipline.
Description of Level of control		Medium control	Moderate control	Medium structure	Both student and teacher in control	
Guiding behavioral models		**Albert**-cooperative consequences **Glasser**-noncoercive discipline **Curwin & Mendler** – discipline with dignity **Dreikurs**-logical consequences **Nelson, Lott, & Glenn**-positive discipline **Kagan**-win-win discipline	**Albert**-cooperative discipline **Howard**-efficacy in action **Landau & Gathercoal-** judicious discipline **Goldstein & McGinnis**-skillstreaming **Schrumpf & Crawford**-peer mediation **Allred**-positive action			
Characteristics		Children develop from both internal and external forces	Founded on democratic principles Primary role of teacher is to		Teacher and student join hands to work cooperatively; set limits by establishing a	

Appendix E: Methods of Describing Teacher Control in Classroom Management Texts

	Evertson, Emmer, & Worsham	Burden	Scarpaci	Sprick, Garrison, & Howard	Wong & Wong	Faber & Mazlish
			create an environment where students can feel free to participate in the resolution of classroom managerial concerns in a democratic fashion		classroom code of conduct Teacher asks questions, discusses, and solves problems with students; teacher intervenes and agreements are reached	
Description of Level of control		High control	Most control	High structure	Teacher in charge	
Guiding behavioral models		**Skinner**-behavior modification **Canter & Canter**-assertive discipline **Jones**-positive discipline	**Skinner**-behavior modification **Canter & Canter**-assertive discipline **Jones**-positive discipline **Dreikurs**-logical consequences **Kounin**-effective momentum			
characteristics		Children develop primarily from external forces and conditions Children are molded and shaped by influences from	All behavior is learned and a few basic process account for all learning The teacher promotes appropriate	Significant numbers of immature or emotionally needy children have higher risk factors that require a more tightly structured	Class is teacher directed Teacher is hands-on, provides consequences, uses interventions and isolation, and tells students what	

Appendix E: Methods of Describing Teacher Control in Classroom Management Texts

	Evertson, Emmer, & Worsham	Burden	Scarpaci	Sprick, Garrison, & Howard	Wong & Wong	Faber & Mazlish
		their environment	student behavior by rewarding it and eliminates inappropriate behavior by not rewarding it Four major actions teachers can use are positive reinforcement, punishment, negative reinforcement, and extinction (or time-out)	classroom management plan	is to be done Student is offered no choices Classroom climate can be tense; has limits without freedom	

Appendix F: Methods for Identifying Problem Student Behaviors in Classroom Management Texts-Compared to Brophy's Classroom Strategies Study

Brophy	Evertson, Emmer & Worsham	Burden	Scarpaci	Sprick, Garrison, & Howard	Wong & Wong	Faber & Mazlish
Low achieving: difficulty following directions; difficulty completing work; display poor retention; progress slowly	Considered a "special group" with achievement challenges rather than behavioral problems **Major problems**: occasional incomplete assignments	**Challenging or violent behavior:** generally behind in academics,	**Categories of Behavior: Acting out behaviors**: fighting; verbal assaults or threats; vandalism; inappropriate language; sexual promiscuity; threatening suicide **Withdrawal behaviors**: truancy; inattention, disregard for personal appearance or hygiene; unsociability; abuse of drugs or alcohol; sexual promiscuity; threatening suicide	**Types of misbehaviors: Awareness:** student unaware of exhibiting the behavior **Ability:** student unable to exhibit the behavior **Attention-seeking:** student seeks to satisfy a need for attention **Purposeful/habitual:** a behavior that serves a purpose for the student or has become firmly established	Does not address any specific behaviors	Not included
Failure syndrome: easily frustrated; gives up easily	Not included	Not included				Not included
Overly perfectionistic: anxious, fearful, frustrated about the quality of their work; does not participate in class unless they are sure of themselves	Not included	Not included				Not included
Underachieving: indifferent to school; do minimum amounts of work, not challenged by schoolwork; poorly motivated	Not included	**Moderate misbehaviors:** cutting class, tardiness, talking, calling out answers, inattentiveness, failure to bring supplies and books **Chronic**	**Types of misbehaviors: Educational misbehaviors**: negatively affect one's own or other's ability to learn **Personal**			Underachieving

Appendix F: Methods for Identifying Problem Student Behaviors in Classroom Management Texts-Compared to Brophy's Classroom Strategies Study

Brophy	Evertson, Emmer & Worsham	Burden	Scarpaci	Sprick, Garrison, & Howard	Wong & Wong	Faber & Mazlish
		misbehavior: failure to do classwork or homework **Challenging or violent behavior:** off task, fails to finish work, truant or frequently tardy, forgets acquired information easily	**misbehaviors**: physical or emotional hurt to others **Safety related misbehaviors**: putting oneself and/or others at risk of physical injury **Moral misbehaviors**: lying or cheating **Legal misbehaviors**: breaking established laws or rules			
Hostile-aggressive: intimidate; hit and push; damage property; antagonize; easily angered	**Special problems**: bullying; fighting; power struggles	**Moderate misbehaviors:** mild forms of verbal and physical aggression **Seriously disruptive**: violence; vandalism; coercion; robbery; theft **Challenging or violent behaviors**: aggression, fighting, destruction of property, teases, verbally abuses, cruel to others				Fighting Bullying Hostile
Passive-aggressive: subtly oppositional and stubborn; try to control; show borderline compliance with	**Major problems**: chronically off-task; frequent failure to follow class rules for talking or moving about the	**Moderate misbehaviors**: tardiness; cutting class; talking; calling out; failure to bring books and supplies				Oppositional

Appendix F: Methods for Identifying Problem Student Behaviors in Classroom Management Texts-Compared to Brophy's Classroom Strategies Study

Brophy	Evertson, Emmer & Worsham	Burden	Scarpaci	Sprick, Garrison, & Howard	Wong & Wong	Faber & Mazlish
rules; mar property rather than damage; disrupt surreptitiously; drag their feet	room; isolated acts of vandalism or hitting other students **Escalating or spreading problems**: Calling out or leaving seat without permission; doing unrelated work during class time **Special problems**: chronic avoidance of work	to class **Chronic misbehavior:** profanity, rudeness to the teacher **Challenging or violent behavior:** noncompliance, breaks rules, delays, does not do what is required, does the opposite of what is asked				
Defiant: resist authority; engage in power struggles with teacher; resist verbally and nonverbally	**Major problems**: refusal to work; rudeness to the teacher; power struggles	**Chronic misbehavior:** defiance or hostility toward the teacher **Challenging or violent behavior:** argues, noncooperative, will not follow rules				defiance
Hyperactive: excessive and almost constant movement that appears to be without purpose	Not included	Considered a disability				Not included
Distractible: short attention span; have difficulty adjusting to	**Nonproblem**: brief inattention; small periods of	**Moderate misbehavior**: inattentiveness				Not included

Appendix F: Methods for Identifying Problem Student Behaviors in Classroom Management Texts-Compared to Brophy's Classroom Strategies Study

Brophy	Evertson, Emmer & Worsham	Burden	Scarpaci	Sprick, Garrison, & Howard	Wong & Wong	Faber & Mazlish
change; rarely complete tasks	daydreaming					
Immature: often exhibit behavior normal for younger children; may cry easily; lose their belongings; frequently appear helpless, incompetent, and/or dependent	**Special problems**: tattling	**Chronic misbehavior**: tattling **Challenging or violent behavior**: cannot delay rewards, impulsive, constantly seeks attention				Not included
Rejected by peers: forced to work and play alone; lack social skills; often picked on or teased	Not included	**Challenging or violent behavior**: has few friends, lacks affection, bossy				Rejected by peers
Shy/withdrawn: quiet and sober; do not initiate or volunteer; do not call attention to themselves	Not included	Considered a disability				Not included

Appendix G: Causes of Student Behaviors in Classroom Management Texts-Compared to Brophy's Classroom Strategies Study

Brophy	Evertson, Emmer, & Worsham	Burden	Scarpaci	Sprick, Garrison, & Howard	Wong & Wong	Faber & Mazlish
Low achieving: limitations in academic ability and background knowledge; not profoundly retarded or hampered by specific learning disabilities that can be diagnosed and addressed using specific special education techniques	It is more constructive to help students learn to behave rather than attribute behavior to internal causes and assume the student is incapable of making good choices. However, problem behaviors may occasionally result from stressors such as abuse, death in the family, parental unemployment, serious illness, or divorce.	**Moderate misbehaviors**: poor behavior decisions by the student; teacher factors when managing the class; teacher factors concerning instruction; influences from the home or society; medication or drugs; the physical environment of the classroom **Serious problems**: influences from the home or society; poor behavior decisions by the student; teacher factors when managing the class **Challenging or violent behavior**: traumatic influences in the home such as physical or	**Acting out behaviors**: overt expression to internal conflicts and emotions that one does not have sufficient understanding of or insight into **Withdrawal behaviors**: denial or flight from responsibility	**Ability type misbehaviors**: physiological inability to exhibit the appropriate goal or does not know how to do so **Awareness type misbehaviors**: student is unaware he/she is engaging in inappropriate behavior **Attention-seeking misbehaviors**: student knows the behavior is unacceptable but engages in the behavior to obtain teacher or peer attention **Purposeful/habitual misbehaviors:** to avoid something aversive or to achieve a sense of power and control	Teachers are responsible for creating an environment in which students are able to behave appropriately	Teachers are responsible for creating an environment in which students feel free to communicate and to participate in mutual responsibility for classroom mgt.
Failure syndrome: learned helplessness; low expectations for success; give up quickly						
Overly perfectionistic: more concerned about avoiding mistakes than about learning; strong drive for perfection while preoccupied with avoiding failure			**Causes of misbehavior:** Frustration, conflict, and/or rules **Educational** **Personal** **Safety related** **Moral** **Legal**			
Underachieving: unwilling to accept increased responsibilities and						

Appendix G: Causes of Student Behaviors in Classroom Management Texts-Compared to Brophy's Classroom Strategies Study

Brophy	Evertson, Emmer, & Worsham	Burden	Scarpaci	Sprick, Garrison, & Howard	Wong & Wong	Faber & Mazlish
expectations for higher achievement		emotional abuse, fetal alcohol syndrome, parental addiction to drugs or alcohol, poor parental control				
Hostile-aggressive: deprivation, frustration, social rejection, humiliation; these children often come from homes where similar emotions and behaviors are modeled by at least one parent; tend to be poorly monitored and inconsistently or inadequately disciplined						
Passive-aggressive: bottled up anger that cannot be expressed or accepted						
Defiant: often begins as a reaction to ineffective parenting; child is unclear as to how to please the parent so they begin to ignore parental wishes and exploit inconsistencies; this pattern of resistance generalizes to other						

Appendix G: Causes of Student Behaviors in Classroom Management Texts-Compared to Brophy's Classroom Strategies Study

Brophy	Evertson, Emmer, & Worsham	Burden	Scarpaci	Sprick, Garrison, & Howard	Wong & Wong	Faber & Mazlish
authority figures						
Hyperactive: neurological but many possible underlying causes						
Distractible: often linked with ADD, ADHD, UADD (undifferentiated ADD); could be caused by boredom, sleep or nourishment deprivation, or preoccupation with personal or home problems						
Immature: often linked to home experiences: manipulate adults to get their way, to get attention; parents have difficulty setting limits and child learns to whine until the parent gives in						
Rejected by peers: often act aggressively; lack social cognitions and skills needed to interact successfully						

Appendix G: Causes of Student Behaviors in Classroom Management Texts-Compared to Brophy's Classroom Strategies Study

Brophy	Evertson, Emmer, & Worsham	Burden	Scarpaci	Sprick, Garrison, & Howard	Wong & Wong	Faber & Mazlish
with others						
Shy/withdrawn: quiet and sober; do not initiate or volunteer; do not call attention to themselves						

Appendix H: Effects of Student Behaviors in Classroom Management Texts-Compared to Brophy's Classroom Strategies Study

Brophy	Evertson, Emmer & Worsham	Burden	Scarpaci	Sprick, Garrison, & Howard	Wong & Wong	Faber & Mazlish
Low achieving—slow academic progress worsens as academic demands increase	**Major problems:** may disrupt an activity or interfere with learning **Escalating or spreading problems**: threaten order and learning in the classroom	**Moderate misbehaviors**: interfere with teaching and learning; is psychologically or physically unsafe or destroys property **Challenging or violent behavior**: constantly disruptive, open confrontation to authority, disrupt learning, interfere with the work of others, may prompt others to misbehave Does not address effects of specific behaviors	Does not address effects of specific behaviors	Does not address effects of specific behaviors	Does not address effects of specific behaviors	Does not address effects of specific behaviors
Failure syndrome—continuing history of failure eventually limits the student's ability to concentrate and cope with academic expectations; importance is placed on preserving their self esteem in their own eyes and their reputation in the eyes of others						
Overly perfectionistic—never satisfied unless their work reveals no blemish or weakness						
Underachieving—will persist if untreated						
Hostile-aggressive—once established, tends to persist and become increasingly self-sustaining	**Special problems**: **bullying**—self esteem of victim may be damaged **Power struggle**—threatening to the teacher					

Appendix H: Effects of Student Behaviors in Classroom Management Texts-Compared to Brophy's Classroom Strategies Study

Brophy	Evertson, Emmer & Worsham	Burden	Scarpaci	Sprick, Garrison, & Howard	Wong & Wong	Faber & Mazlish
Passive-aggressive—once established, tends to persist						
Defiant: may develop into juvenile delinquency and criminality						
Hyperactive: inattentive, impulsive, easily distracted						
Distractible: appears sluggish in responding to tasks, lethargic, inactive, daydreamy,						
Immature: often seen as a low achiever, hyperactive, or temperamental; often has high frequency of medical problems	**Special problems: tattling**-may encourage other students tattle					
Rejected by peers: usually have distrustful or paranoid social expectations; interpret accidents as deliberate provocations; inconsiderate of others, tactless						
Shy/withdrawn: shyness patterns that become well established						

Appendix H: Effects of Student Behaviors in Classroom Management Texts-Compared to Brophy's Classroom Strategies Study

Brophy	Evertson, Emmer & Worsham	Burden	Scarpaci	Sprick, Garrison, & Howard	Wong & Wong	Faber & Mazlish
in childhood often persist into adulthood						

Appendix I: Strategies for Managing Student Behaviors in Classroom Management Texts-Compared to Brophy's Classroom Strategies Study

Brophy	Evertson, Emmer & Worsham	Burden	Scarpaci	Sprick, Garrison, & Howard	Wong & Wong	Faber & Mazlish
Low achieving: focus on providing academic help; supplement with counseling or motivational support; provide extra monitoring, feedback and tutoring; enlist help from parents, peers, or other students or adults; view this student as a challenge to professionalism rather than a candidate for retention	**General strategies for major behavior problems**: withhold a privilege, isolate or remove student, use a penalty, assign detention, use a school-based consequence	**General strategies using principle of least intervention for mild to serious misbehaviors:** 1. Provide situational assistance to help student cope with the instructional situation and keep the student on task 2. Use mild responses/ non-punitive actions to get the student back on track: nonverbal and verbal responses 3. Use moderate responses to remove desired stimuli to decrease unwanted behavior: logical consequences	**To develop specific strategies:** 1. Choose approach: consequences, group-guidance, or individual guidance 2. Determine a. category of the behavior (acting out or withdrawal), b. type of behavior (educational, personal, safety, legal, moral) c. cause of behavior **Effective behavior management requires three interdependent components:** 1. effective instructional practices and an engaging curriculum 2. high expectations by and for both teacher and students 3. effective classroom management approaches, strategies, and practices.	**General strategies for ability type misbehaviors:** 1. determine if student is physiologically capable of exhibiting the desired behavior 2. if capable, provide instruction on necessary skills/knowledge	Does not address strategies for managing student behavior	**General strategies:** 1. acknowledge the child's feelings 2. engage the child in cooperation 3. provide alternatives to punishment 4. problem solve with the child 5. offer helpful praise
Failure syndrome: support, encouragement, and task assistance to shape gradual improvement in work habits	**General strategies for escalating or spreading behavior problems**: problem solving strategies, confer with parents, individual contract			**General strategies for awareness type misbehaviors:** 1. make expectations clear 2. help student become aware of his/her behavior providing incentives to encourage student to change the behavior		
Overly perfectionistic: responses featuring support, encouragement, assistance, and cognitive restructuring	**Major problems**: **Power struggles**: keep interactions private, remain objective, separate the student's reasons from the behavior, remove student from the room if necessary					
Underachieving: encouraging and instructional strategies for young underachievers		**General strategies for chronic misbehaviors**: 1. Avoid overreacting, arguing, or getting		**General strategies for attention-seeking misbehaviors:** 1. planned ignoring 2. frequent attention		

Appendix I: Strategies for Managing Student Behaviors in Classroom Management Texts-Compared to Brophy's Classroom Strategies Study

Brophy	Evertson, Emmer & Worsham	Burden	Scarpaci	Sprick, Garrison, & Howard	Wong & Wong	Faber & Mazlish
Confrontive and persuasive strategies for older students		into a power struggle 2. inform student the behavior is inappropriate 3. refer to class rules 4. meet with student privately to identify reasons for the behavior and deliver consequences 5. consult with principal or counselor about additional responses		when student is behavior appropriately		
Hostile-aggressive: behavior management; resocialization, and self-control training; enforce limits; cultivate personal relationships; arrange professional help if needed **Passive-aggressive**: accurately recognize the behavior; help student learn problem-solving strategies; develop personal relationship with the student; do not respond with anger **Defiant**: consistent application of authoritative socialization principles for managing the classroom; consistent use of no-lose strategies for resolving conflict; develop personal relationship	**Special problems**: **Bullying**: Bullying Prevention Program, Bully Busters **Tattling**: class lesson clarifying the difference between tattling and being socially responsible **Rudeness to teacher**: avoid sarcasm, overreacting, arguing, or begin trapped in a power struggle; refer to classroom rules, conference with student; isolate student; send student to school office until student agrees to behave	**General strategies for challenging or violent behaviors:** 1. teach students alternatives to disruption and violence 2. teach new behavioral skills 3. respond to the behavior: a. assess the situation b. meet with the student c. consult and inform others d. provide positive support e. decrease inappropriate behavior f. prepare a behavioral contract g. know when to		**General strategies for purposeful/habitual misbehaviors:** 1. remove any positive/ satisfying aspects of demonstrating the behavior 2. demonstrate that positive behavior leads to positive results 3. respond to the misbehavior by assigning appropriate corrective consequences		

Appendix I: Strategies for Managing Student Behaviors in Classroom Management Texts-Compared to Brophy's Classroom Strategies Study

Brophy	Evertson, Emmer & Worsham	Burden	Scarpaci	Sprick, Garrison, & Howard	Wong & Wong	Faber & Mazlish
with student; contracts; constructive problem solving	appropriately **Fighting**: give loud command to stop; follow school procedures; conference with students; confer with parents if needed **Chronic avoidance of work**: confer with parents; stay after school until work is completed; have parents oversee completion of assignments	involve others h. be ready for urgent action				
Hyperactive: increase student awareness of their behavior and its effects on the teacher and other students; need for self-control supported by teacher cues and reminders; allow for frequent opportunities to move						
Distractible: accurate assessment of the behavior; arrange the environment to reduce demands for sustained concentration; instructional support to help student learn to monitor and control their attention						
Immature: sympathetic assistance in learning to manage frustrations and feelings of helplessness; environmental engineering; situational cues and reminders; instruction in self-management and problem-solving						

Appendix I: Strategies for Managing Student Behaviors in Classroom Management Texts-Compared to Brophy's Classroom Strategies Study

Brophy	Evertson, Emmer & Worsham	Burden	Scarpaci	Sprick, Garrison, & Howard	Wong & Wong	Faber & Mazlish
Rejected by peers: make rejected student aware of the socially unattractive that make it difficult for them to be accepted by their peers; socialize the class as a whole toward prosocial values and behavioral expectations; establish the classroom as a learning community with a positive group identity and norms of caring and empathy for community members						
Shy/withdrawn: provide self-concept support, encouragement, and opportunities to develop confidence and comfort in the classroom; closer monitoring, nonverbal communication, environmental engineering						

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VITA

Sandra Hall Dunn attended Westbury High School in Houston, Texas. In 1965 she entered The University of Texas at Austin in Austin, Texas. She received the degree of Bachelor of Science in Elementary Education from The University of Houston in Houston, Texas in August, 1969. During the following years, she was employed as an early childhood and elementary teacher at Hunter's Creek Elementary, The Kinkaid School, and. Wagner's School. She was employed by Community Education Partners, an alternative education program, as Assistant School Administrator and Director of Curriculum Development. She entered the Graduate School at The University of Texas at Austin in September, 2003, completed a Master of Education in May, 2005, and entered the doctoral program in Curriculum Studies in September, 2005.

Permanent Address: P O Box 370, Marlin, Texas 76661

This manuscript was typed by the author.