ABSTRACT

WINZELER, ALISON C. A Case Study of Secondary Teachers’ Experiences in Classroom Management Professional Development at the NC State Beginning Teacher Institute. (Under the direction of Dr. Tamara Young).

Beginning teachers are at risk of leaving the classroom. Professional development has long been seen as a way to retain, support, and improve the effectiveness of new teachers. While beginning teacher programs in the teachers’ districts offer support throughout the school year, the Beginning Teacher Institute (BTI), held by North Carolina State University’s College of Education, seeks to supplement that support by offering practical sessions before the beginning of a new school year. Classroom management sessions are among the most popular sessions. Utilizing adult learning theory of professional development (PD) and an ecological framework of classroom management (CM), this study explores the beginning teacher experience with CM sessions at BTI and studies the strategies teachers utilize when they return to the classroom. Key findings show a misalignment with adult learning theory and practice in that lecture was a primary tool used by presenters at BTI. In addition, relationships, as well as rules and procedures, were primarily taught in classroom management sessions. Based on relevant literature, recommendations are made to BTI planning committees and BTI presenters. These include a more detailed session proposal to guide speakers toward varied instruction and modifying the length of sessions to allow for more learning activities. Future studies are recommended, including more follow-up with BTI participants.
DEDICATION

To my daughter Clara, may your reach always exceed your grasp.

To my mom, Sharon, who loves her family, education, and humanity without limit.

To my sister Bethanne, who possesses abundant courage and fierce love, and who is never afraid to show it.

To my father Steven. He taught me that my mind was a powerful tool to do good work. I’ve missed you during this journey, but I can hear you rooting for me.
BIOGRAPHY

Alison Christine Winzeler is originally from Michigan and moved to Raleigh when she was three, attending elementary, middle, and high school in Wake County Public Schools. She received the Teaching Fellows Scholarship and became a high school English teacher. After receiving her teaching degree, she earned her Master’s degree in Secondary English Education from Wake Forest University. Returning to Wake County, Alison worked at Leesville Road High School, teaching ninth, tenth, eleventh, and twelfth grades over the course of seven years. After her seventh year of teaching, she accepted a position at North Carolina State’s College of Education co-coordinating the NC TEACH Alternative Licensure program. Recently, she helped design, implement, and launch the college’s first competency-based education program, Pathway to Practice. Her move to higher education was made in part to her desire to impact students by helping to train and develop teachers. It was at NC State’s College of Education first coordinating lateral entry teachers that she decided to pursue her doctorate in Educational Research and Policy Analysis in 2011. After ten years working with the NC TEACH program, she now serves as the Director of Alternative Licensure for North Carolina State University’s College of Education. She directs two programs which serve Lateral Entry teachers: Pathway to Practice and NC TEACH.

Alison is influenced by a family of teachers and artists: her mother, Sharon, is a high school English teacher and her sister Bethanne, now an instructional designer, is a former middle grades science teacher. Her grandmother Joan was an art teacher in Michigan and later in Los Angeles. It is through the legacy of teaching and love for creativity that Alison realized that teachers grow and learn from the inside out. And this realization became a passion.
ACKNOWLEDGMENTS

I wish to thank my advisor and chair Dr. Tamara Young for support—her passion for her students and love of research inspires my own interests and life. She advised me through tough roads. She modeled courage when it was easier to give up. And her perfect mix of compassion and strength gave me the confidence to keep going.

Thank you to my committee for serving, offering your time, and guiding me in this process.

I also extend my deepest thanks to the BTI committee for their commitment to beginning teachers: Kerri Brown-Parker, Erin Horne, Kirsten Hoeflaken, Melanie Smith, Sarah Cannon, and Bethany Smith. You have a passion for supporting teachers and for supporting each other.

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CHAPTER 1: INTRODUCTION TO THE STUDY

Overview: The Induction Period of Beginning Teachers

There is a growing need for well-prepared teachers in North Carolina and in the nation (Borman & Dowling, 2008; Ingersoll & Smith, 2003). While the rate of retiring teachers grows, the nation’s student population is also on the rise, with enrollments projected to grow by 3 million in the next ten years (Sutcher, Darling-Hammond, & Carver-Thomas, 2016). Additionally, the rate of teachers leaving the profession, especially in their first years of teaching, has accelerated. Teacher turnover not only has a financial cost, but it has also been found to negatively impact school effectiveness and student success (Boyd, Lankford, Loeb, & Wyckoff, 2005; Ronfeldt & McQueen, 2017). Attrition causes schools to lose and need to replace teachers at a higher rate. Using value-added data, studies overwhelmingly show that teacher quality affects student achievement (Boyd, Grossman, Lankford, Loeb, & Wyckoff, 2009; Hanushek & Rivkin, 2010; Rockoff, 2004). By losing these teachers, schools are also losing their experience.

Teacher attrition is higher for beginning teachers nationally, with between 40% and 50% departing during their first five years (Ingersoll, 2003). Despite state- and district-wide efforts to recruit and retain teachers by offering pay incentives, signing bonuses, or by opening alternative routes to certification, attrition remains high. Notably, in North Carolina, teachers in their first three years of teaching (i.e., beginning teachers) are more likely to leave than teachers who have completed four years of teaching or more (Annual Report of the State of the Teaching Profession in NC, 2016-2017). The North Carolina Department of Public Instruction reports the teacher attrition rate across all populations as 7.57% as of 2017; however, the attrition rate for beginning teachers was 12.21% that same year, a 61% higher
rate than their more experienced peers. According to this most recent report, over one-third of all teachers who leave NC public schools are in their first three years of teaching.

Many reasons have been documented to account for beginning teacher attrition. According to the National Center for Education Statistics, 39% of those who leave name “dissatisfaction” as their reason for leaving (Ingersoll, 2003). Dissatisfaction can generally be grouped into four major areas: salary, student discipline problems, poor administrative support, and poor student motivation. Ingersoll argues that recruiting more teachers will not solve the problem of attrition alone because there are still reasons that teachers voluntarily and consistently leave that need to be addressed. In their meta-analysis of teacher attrition and retention, Borman and Dowling (2008) advocate for an understanding of voluntary attrition in order to mitigate the problem of losing so many teachers. One of the four major reasons for attrition found in the meta-analysis are due to professional factors, namely lack of support and induction (p. 397), Johnson and Birkland (2003) stress the importance of new teachers feeling a “sense of success” to motivate them remain in the profession—one critical aspect to this is teacher support and professional development from beginning teacher programs.

Not surprisingly, some data suggest teachers who are less effective are more likely to leave the classroom. For example, the probability of a teacher quitting is substantially higher when s/he receives a less than proficient rating on the North Carolina Educator Effectiveness Scale (Annual Report of the State of the Teaching Profession in NC, 2016-2017). The average EVAAS index score for all teachers who remained employed in NC public schools was 0.17 (n = 61,007, SD = 2.38); the average EVAAS index score for teachers who did not remain employed in NC public schools was -0.52. Similar trends can be found in previous
annual reports. Thus, it can be argued that beginning teachers who are less prepared or less effective are more likely to leave the profession. Or, it may simply be that less-experienced teachers are less effective than more experienced teachers. Regardless, beginning teacher data suggest that new teachers struggle in the classroom, and this can lead to dissatisfaction, ineffectiveness, and attrition. Additionally, they may be leaving too early—before they develop the appropriate skills and experience to remain in the classroom.

With ineffective teachers leaving at a great rate and value-added data suggesting teacher quality impacts student success, there is a need to support teachers in their formative years because, on average, teachers become more effective over the first few years of their careers (Boyd et al., 2009; Goldhaber & Hansen, 2010; Rivkin, Hanushek, & Kain, 2005). Most districts and states offer support to beginning teachers to help guide and mentor them with the purpose of retaining them and increasing their effectiveness. While there are many approaches to teacher support, studies generally advocate helping new teachers become more effective which can motivate them to stay (e.g., Ingersoll & Smith, 2003; Inman & Marlow, 2004; Johnson & Birkeland, 2003). Borman and Dowling (2008) found that, while there are some reasons for teacher attrition that cannot be mitigated (e.g., relocation, retirement, and salary), there are, indeed, reasons that teachers who leave that are “amenable to change” (p. 371), such as providing support, mentoring, and professional development. The foundation of teacher professional development is the belief that when teachers become more effective and feel more effective, they are more likely to remain in the profession than are those who have little or no professional development.

**The Importance of Professional Development**

Many studies strongly recommend that beginning teacher programs be required
before teachers enter the classroom. For example, in their review of literature, Rondfeldt and McQueen (2017) found that participation in teacher induction programs predicts less teacher migration and attrition. According to Ingersoll (2012), over 90% of all new teachers reported being in an induction program (up from 50% in 1990). Indeed, beginning teacher induction programs have been shown to improve retention (Ingersoll & Smith, 2004; Kang & Berliner, 2012; Ronfeldt et al., 2017). Rather than allowing new teachers to “sink or swim” (Ingersoll & Smith, 2004, p. 28), induction programs acknowledge that becoming a more effective teacher takes time to learn. In a study that examined the effects of induction on retention, Ingersoll and Smith found that beginning teachers who were provided “multiple supports” (p. 28) were less likely to leave the profession. More recently, Ronfeldt and McQueen (2017) found induction a “promising policy trend” (p. 394). More than half of the states in the United States require a beginning teacher induction program (Goldrick, Osta, Barlin, & Burn, 2012; Wechsler et al., 2012).

**Nationwide.** Many efforts to provide professional development to beginning teachers are offered in states across the nation. For example, the New Teacher Institute (NTI) was an intensive, 2-day training for teachers of adult learners in 1997-1998 that utilized the theoretical foundations of adult learning theory to design interventions that focus on practical, hands-on strategies for practicing teachers. In an analysis of the effectiveness of state-funded induction programs in Illinois (Wechsler et al., 2012), researchers examined teacher efficacy, teacher self-reported professional growth, retention, and student achievement as outcome variables. Their study of induction programs showed a positive relationship between participation and self-efficacy and professional growth but no significant impact of induction programs on retention.
Another approach to supporting beginning teachers rather than holding professional development seminars or offering classes is focusing on the teacher as researcher. Davis and Higdon (2008) studied how a classroom-based inquiry project led to professional growth for student teachers. The inquiry projects were created by the individual teacher to ask a question about an issue facing students in the classroom and then propose a solution. This suggests that teachers need to apply new strategies or theories to the context of their classrooms (Boreen & Niday, 2000).

**North Carolina.** Beginning teacher induction programs vary across states. North Carolina beginning teachers are required to participate in a state-approved Beginning Teacher Support program. Licensure renewal, in fact, is tied to successful completion of these programs. A state-approved Beginning Teacher Support Program (BTSP) requires, at minimum, one orientation, mentor support, observations, evaluations and professional development (NC State Board of Education, 2017). In addition, teachers in the BTSP have a Professional Development Plan (on file with the LEA) and must teach for at least three years.

The North Carolina Department of Public Instruction (NCDPI) has adopted the Standards for Professional Learning from a national group, Leaning Forward (2011). The Standards for Professional Learning (2011) is the third iteration of national professional standards outlining characteristics of professional learning that lead to effective teaching practices, supportive leadership, and improved student outcomes. These standards were developed with 40 professional associations and education organizations and were endorsed by the NC State Board of Education in October 2011. Online professional development is offered by NCDPI which align to these standards.

Beyond the required orientation, beginning teachers have many different
opportunities available to them. School districts in North Carolina offer support and training for experienced and novice teachers. NCDPI gives each district the autonomy to design its own BTSP. For example, Wake County Public Schools, which employed more than 350 beginning teachers in 2016-2017, requires mentoring, school-based beginning teacher meetings, and district professional development. In addition, beginning teachers must accumulate 30 hours of beginning teacher training in each of their first three years.

Some districts can send their beginning teachers to complete the North Carolina New Teacher Support Program (NC NTSP), which is a comprehensive induction program that targets beginning teachers serving in low-achieving schools. Governed and implemented by UNC General Administration, NC NTSP has four anchor sites, including three universities and the UNC Center for School Leadership Development. Along with instructional coaching and professional development sessions, the NTSP offers both week-long summer and winter institutes. In a recent evaluation of the NTSP, beginning teachers who participated indicated higher levels of self-efficacy and job satisfaction (Bastian & Marks, 2017).

In addition to school districts and state governing bodies, universities have also recognized the need for professional development of beginning teachers. In fact, Professional Development Schools, an earlier trend in education reform, were committed to sharing knowledge between schools and universities and creating school-university partnerships (Darling-Hammond, 1994). LEARN NC is a statewide network that offers online resources for all teachers to support development. The Massive Open Online Courses for Educators (MOOC-Ed), a project by the Friday Institute at NC State University, offers no-cost online professional development courses guided by teacher-facilitators. MOOC course offerings include courses in instructional technology, mathematics education and literacy education
One specific professional development opportunity in North Carolina, the Beginning Teacher Institute (BTI), aims to support and train beginning teachers with workshops, discussions, and sessions led by practicing teachers. Since 2013, NC State University’s College of Education has conducted the BTI. Through the course of five institutes, over 350 beginning teachers have participated in this program. While the 2013 and 2014 BTIs were open only to NC State College of Education graduates, in 2015, participation opened to any first, second, and third year teacher in North Carolina, regardless of graduating institution. Opening participation to all beginning teachers was a purposeful decision based on a common belief among educators that beginning teachers need support. At BTI, beginning teachers choose which sessions to attend. Conducted by experienced teachers with at least five years of experience, the sessions offer beginning teachers practical strategies before the start of their school year. Classroom management sessions are highly attended sessions. Most recently at the 2017 BTI, the 22 classroom management sessions had an average of 19 participants. Four of the sessions were at or exceeded capacity (30 or higher). Over 50% of the classroom management sessions had at least 20 participants. The high attendance of classroom management (CM) sessions suggests that new teachers desire CM professional development and seek guidance regarding classroom management and student behavior.

Effective Professional Development

Contemporary studies have adopted an integrated approach that assumes that beginning teachers can become more effective early in their careers (Bickmore & Bickmore, 2010; Desimone, 2009; Fantilli & McDougall, 2009; Fives, Hamman, & Olivarez, 2007; Voss, Wagner, Klusmann, Trautwein, & Kunter, 2017). Studies also find that teachers can
become effective in some areas while still developing in others. In a critical review of PD, Mary Kennedy emphasizes an approach that integrates teacher learning and follow-up with participants. Kennedy (2016) questions current PD approaches with a call to action: “We need to replace our current conception of “good” PD as comprising a collection of particular design features with a conception that is based on more nuanced understanding of what teachers do, what motivates them, and how they learn and grow” (p. 30).

One popular framework contextualizes understanding, practices, tools, and dispositions around a central vision. Rather than adopting linear and exclusive stages, the Learning to Teach in Community framework (Hammerness, Darling-Hammond, Bransford, Berliner, Cochran-Smith, McDonald, & Zeichner, 2005) contextualizes teacher development into a more circular process involving inter-related concepts: understanding, practices, tools, and dispositions. Underlying this model is the belief that stages of teacher development, while not fixed, should include “purposeful preparation” (p. 381). One aspect of purposeful preparation is focusing on how teachers learn in order to plan effective professional development (Kennedy, 2016). In her work on Teachers as Learners, Amy Beavers (2009) explains that the style and format of professional development for teachers can be disappointing. She stresses the importance of effective communication with participants as critical to successful professional development. (p. 26). Citing Brockett and Hiemstra (1991), Beavers calls attention to “resentment” (p. 26) teachers have toward organizers and teachers of PD.

**Adult Learning Theory (ALT) and Professional Development (PD)**

Because it is a theory that values adults’ real-life experiences as sources and inspirations for learning, adult learning theory is widely championed by professional
development research. Professional development for beginning teachers can be viewed as an extension of their in-service preparation by applying their current classroom practices to learning sessions (Darling-Hammond, 1994; Hyler, & Gardner, 2017). According to Darling-Hammond, Hyler, and Gardner (2017), “Professional development should address how teachers learn as well as what teachers learn” (p. 7). Various research studies of teacher professional development have implemented principles of adult learning theory (e.g., Buczynski & Hansen, 2010; Greenleaf et al., 2011; Heller et al., 2012; Trotter, 2006). Many of these studies were part of an empirical review of 35 experimental or group design studies from the past thirty years. In this review, Darling-Hammond, Hyler, and Gardner (2017) identified effective professional development in terms of improved student outcomes. They identified common features of effective professional development: it is content-focused; it incorporates active learning; it supports collaboration in job-embedded contexts; it uses models and modeling; it provides coaching and expert support; it offers opportunities for feedback and reflection; and it is of sustained duration (Darling-Hammond et al., 2017). These elements are combined in a variety of ways to create effective professional development. This framework aligns with Desimone’s (2009) widely cited model of effective PD, which includes content focus, active learning, collaboration, curriculum alignment, and sustained duration.

Stephen Brookfield (1990), in his discussion of professional development in The Skillful Teacher, attributed resistance to learning to a “disjunction of learning and teaching styles” and “apparent irrelevance of the learning activity” (pp. 151-152). For Brookfield and others, adult learning theory (ALT) has been intentionally applied as a framework to organize training for in-service teachers. It is an appropriate lens through which to view the approach
to professional development for beginning teachers because it connects learning and teaching (Beavers, 2009). Three major characteristics of ALT are self-directed learning, active engagement, and transformative learning, and these make the learning experiences more relatable and transferrable to the classroom.

**Classroom Management PD**

Many studies have examined professional development in classroom management focusing on a single evidence-based approach (e.g., Gage, Grasley-Boy, & MacSuga-Gage, 2018; Monroe, Blackwell, & Pepper, 2010; Motoca, Farmer, & Hamm, 2014; Reglin, Akpo-Sanni, & Losike-Sedimo, 2012). Gage, Grasley-Boy, and MacSuga-Gage (2018), for example, used a targeted professional development approach to increase novice teachers’ use of behavior-specific praise. Specifically, the researchers studied four first- and second-year teachers requesting classroom management training which implemented a 20-minute one-on-one consultative training, feedback, and follow-up. Their results showed a practical relationship between the professional development and the teachers’ increase use of praise (Gage et al., 2018). In other words, the targeted classroom management training and feedback led to an increased use of teacher praise which ultimately led to higher rates of on-task behavior and improved classroom management.

Similarly, as a framework to teach classroom management, Motoca, Farmer, and Hamm (2014) use what they term “directed consultation” to train sixth-grade teachers to use the intervention model Supporting Early Adolescent Learning and Social Support (SEALS). Designed from an ecological conceptual framework, “directed consultation” is a professional development program that guides and supports teachers in the implementation of evidence-based interventions. Motoca, Farmer, and Hamm found that teachers in the intervention
classrooms used more positive feedback and less negative feedback than those teachers in the control classrooms. In addition, teachers in intervention classrooms were more effective according to the indicators from the SEALS Observation Scales (SOS): classroom structure, feedback to students, behavior management, communication with students, groups and social dynamics, and motivation strategies.

One reason researchers follow up with teachers who have gone through PD to see how they apply their learning in the classroom is that beginning teachers often struggle with translating what they have learned in teacher training into practice (Monroe, Blackwell, & Pepper, 2010; Reglin, Akpo-Sanni, & Losike-Sedimo, 2012). Monroe, Blackwell, and Pepper (2010) noted this problem as it relates to student teachers transitioning to the profession. Course evaluations given to student teachers consistently showed student dissatisfaction with idealistic and theoretical coursework that lacked practical application. After defining this need, researchers implemented practical exercises related to theory in which student teachers created a classroom management plan and presented the plans to an audience of their peers. Results indicated that student teachers felt more prepared for classroom practice after these projects (Monroe, Blackwell, & Pepper, 2010). The applicability of this training suggests that including components of adult learning theory, such as active, contextualized practice, is a good framework to use for designing classroom management professional development.

**Background to the Study: Classroom Management**

Without practice and experience, new teachers can struggle with classroom management. The ability to manage a classroom is connected to the physical environment and emotional health of teachers. Additionally, research connects teacher stress and burnout to the problems they face with classroom management (McCarthy, Lineback, & Reiser,
Students are also affected by a teacher’s ability to manage the classroom environment. In fact, teachers have cited classroom management and student misbehavior as primary reasons for leaving the profession (Ingersoll & Smith, 2004; McCarthy, Lineback, & Reiser, 2015). Lack of classroom management training is a contributing factor to teacher attrition.

Strong classroom management is important to teacher well-being and the social functioning of the classroom environment (Friedman, 2006). According to Shook (2012), “Teacher choices in behavior management affect student behavior and student achievement” (p. 130). Further research suggests that interventions regarding classroom management strategies and positive learning environments are related to improved student performance (Back, Polk, Keys, & McMahon, 2016). For example, in their cross-case analysis of the connection between teacher effectiveness and student achievement, Stronge, Ward, and Grant (2011) included the learning environment as a component of teacher effectiveness; they also found that less effective teachers experienced behavioral disruptions from their students more than three times more often than teachers who effectively manage their classrooms. Given teachers’ concern over their classroom management and the effects classroom management can have on teacher well-being and student performance, new teachers seek professional development in classroom management (Coalition for Psychology in Schools and Education, 2006).

Moreover, classroom management is largely overlooked by formal teacher training programs. In a study of beginning teacher preparation programs, Christofferson and Sullivan (2015) found that 60% of participants had taken a stand-alone course in classroom management. Among those who did not take a course, 53% reported that their programs did not offer a course. In addition to not having PD related to classroom management, those that
do offer such training often do not differentiate between the types of issues faced by secondary and elementary teachers. Emmer and Gerwels (2006) identify two primary differences between managing elementary and secondary classrooms: in secondary schools, the division of the school day into separate periods and the nature of the adolescent population necessitate different approaches (p. 407). The first distinction, the division of the school day, highlights that high school teachers have less contact time with their students and need to acclimate students to their learning environment multiple times per day. The frequent classroom changes can be a struggle for students as they transition between different environments and expectations. The second major difference, the age of the secondary school population, considers the developmental stages of the students.

Another difference between the CM issues faced by secondary teachers and elementary teachers is due to the students’ ages. Adolescents are more likely to question institutional authority (Ennis, 1996; Metz, 1978; Pace, 2003; Spady & Mitchell, 1979) and need different approaches to engage and motivate them. Spady and Mitchell (1979) found that legitimate authority is derived from several sources. Exploring authority along these lines, Pace (2003) found that teachers use a combination of traditional, bureaucratic, professional, and egalitarian forms. Another difference between primary and secondary schools that requires a different approach to classroom management is the unique needs of adolescents (Emmer & Gerwels, 2006). Adolescents need to perceive themselves positively without fear of punishment outside the scope of the behavior (Habel, Bloom, Ray, & Bacon, 1999; Pomeroy, 1999). Also, they need both support (Habel et al., 1999; Roeser, Eccles, & Sameroff, 2000) and autonomy (Roeser, Eccles, & Sameroff, 2000). Due to the developmental stage of the students they teach, secondary teachers need different approaches
and strategies than teachers of younger students. In this case study, I examine secondary teachers’ experiences with classroom management.

**Statement of the Problem**

One of the most oft-cited reasons beginning teachers leave is feeling ill-equipped at classroom management. Effective classroom management must be established to optimize student learning and encourage the social development of students. This need is due in part to the contextual and practical nature of classroom management. Pre-service teaching is conducted under the direct supervision of an experienced teacher. It is not until a teacher’s first year that the classroom—including its management and organization—is the teacher’s sole responsibility. Stough and Montague (2015) emphasize the ongoing need for professional development in classroom management. Louws, Meirink, van Veen, and van Driel (2017) found that early career teachers have a high demand for classroom management professional development. School induction programs have also identified classroom management as a primary concern. Despite the prevalence of induction programs at the district and school levels, many teachers still lack effective classroom management preparation. Practicing teachers, especially beginning teachers, articulate that classroom management is an ongoing issue and area for growth.

Establishing conditions at the beginning of the year leads to greater success in classroom management in secondary schools (Emmer, Evertson & Anderson, 1980; Emmer, Sanford, Clements, & Martin, 1982; Evertson & Emmer, 1982; Marzano, Marzano, & Pickering, 2003; Sanford & Evertson, 1981). According to Evertson, Emmer, and Worsham (2003), “The first weeks of school are especially important for classroom management because during this time your students will learn behaviors and procedure needs throughout
the year” (p. 58). Based on research, Marzano, Marzano, and Pickering (2003) recommend that teachers take the following action steps at the beginning of the year: 1) Arrange room in a manner that supports classroom management 2) Begin with a strong first day of class 3) Emphasize classroom management for the first few days (pp. 94-102). The beginning of the year is a crucial time for teachers to implement their classroom management plans and set the tone for the year. The Beginning Teacher Institute, offered in the summer, has as its primary goal to help teachers prepare for the first day of school. However, the experiences of these teachers once they return to the classroom in the fall has not been documented, studied, or described. This study aims to fill the gap regarding our knowledge about what happens after BTI.

While there are many studies on effective teacher induction programs and professional development (e.g., Davis & Higdon, 2008; Evertson & Smithey, 2000; Fletcher, Strong, & Villar, 2009) and the university’s role in in-service guidance (e.g., Karge, Lasky, McCabe, & Robb, 1995), few have utilized the lens of adult learning theory to examine classroom management PD (Christofferson & Sullivan, 2015). By focusing on how the teachers are learning in classroom management sessions, we can define their needs and explore how to better prepare them. This research contributes to the literature connecting how beginning teachers are learning and how they apply it in their classrooms. In addition, in alignment with the best practices of professional development, this study follows up with participants to see how they utilize the strategies they learned at BTI in their classrooms at the start of the school year.

**About the Beginning Teacher Institute**

The Beginning Teacher Institute is held annually each summer over a three- or four-
day period. It consists of motivational keynotes, networking opportunities and workshops offering practical strategies and innovative approaches to those entering their first, second, and third years of teaching. At each BTI, participants are asked to complete individual session evaluations and a summative evaluation. Data from these evaluations are read and analyzed holistically by the BTI planning committee to make suggestions for the next year. For example, the evaluations give the committee a general sense of which presentations to repeat, which speakers to invite back, and how best to organize the day. There have been no research-based evaluations of this program in regards to a needs assessment, implementation, impact assessment, or efficiency. BTI is promoted as a university-based, organized, and led beginning teacher support program with attendance growing each year. The program has interest; however, formal assessments are not available. Follow-ups with participants have not been conducted. As a result, there is a gap in our knowledge of how BTI actually affects participants’ actions and perceptions of their classroom management effectiveness. This study is the first to connect how beginning teachers actually apply what they learned in the classroom.

The BTI is a program targeted to support first, second, and third year teachers with organizing, planning, implementing and analyzing instruction for student achievement. This program is intended to provide on-time support (as needs arise in a teachers’ first years). Universities have a vested interest in the success of their graduates, and colleges of education are no exception. Job preparation and effectiveness is at the heart of the mission. According to the BTI Overview, a document proposing the institute in 2013, BTI focuses on using specific examples and cases from experienced practitioners and leaders from a variety of school environments (BTI Overview). Ultimately, the goal is for the participants to leave the
program with the momentum, motivation and tools for the start of the school year. Another underlying goal of the BTI program was to offer more targeted preparation to build effective teachers who remain in the classroom longer (BTI Overview). Due to the prevalence of teacher-turnover of beginning teachers in North Carolina and the costs associated with turnover, as well as the link between teacher effectiveness and student test scores, professional development opportunities and professional learning, especially those that teachers select based on perceived need, are important.

In addition to offering the type of professional development that research has shown is important to teacher growth, the BTI also has generated significant interest. Beginning teachers want to attend. Over the past three summers, the institute has had to cap the number of participants. In 2016, the committee voted to raise the cap to 200 participants. In addition, there is a significant cost to BTI. The annual budget has grown to $25,000, not including faculty participation (committee members are not compensated for time invested) and facility use (BTI does not pay for NC State facility use; however, NC State is absorbing a cost).

After teacher candidates graduate with a teaching license, they almost immediately pick up the day-to-day workload and responsibilities of a practicing teacher, surrounded by both new and veteran teachers in their new professions. Though they may represent different school districts and who come from different graduating institutions, the teachers at BTI share one thing in common—they are all beginning teachers.

This study investigates the experiences of beginning teachers at a university-based BTI program and how they apply what they have learned. This case study examines what influence the institute had on the practices of secondary teachers entering their second or third years, all of whom have voluntarily committed three days in the summer to professional
growth. Attendance and growth is reported in Table 1.1.

Table 1.1.

Summary of Numbers BTI Participants by Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>28</td>
</tr>
<tr>
<td>2014</td>
<td>23</td>
</tr>
<tr>
<td>2015</td>
<td>100</td>
</tr>
<tr>
<td>2016</td>
<td>107</td>
</tr>
<tr>
<td>2017</td>
<td>179</td>
</tr>
</tbody>
</table>

Source: Brown-Parker (July 2017)

Given the high interest of beginning teachers in attending classroom management sessions and the growth of BTI, not all teachers can benefit from the program. The results from this in-depth study can provide insight to help plan future sessions to address what may be missing and provide reasons for increasing the availability to more participants. By studying how beginning teachers apply their learning in the classroom management sessions, recommendations regarding resources to meet the problems of effective teaching and teacher retention can be made. This study of the beginning teacher experience in a voluntary summer-based program (not affiliated with their district or school) highlights BTI’s potential contributions to teacher development.

**Purpose of the Study**

The purpose of this study is to examine a university-led beginning teacher summer program and the experience of participants in sessions relating to the classroom management strand. This study extends research on the induction period of beginning teachers and the
effectiveness of an optional professional development by targeting classroom management.

The following research questions guide this study:

1. What are beginning secondary teachers’ desired needs regarding classroom management before BTI?
2. What classroom management strategies do secondary teachers learn at BTI?
3. How do secondary teachers learn classroom management strategies?
4. To what extent do they apply what they have learned about classroom management from the Beginning Teacher Institute into practice?

**Rationale and Significance of the Study**

Classroom management is a concern of beginning teachers. It has been found to be overlooked in traditional undergraduate teacher preparation programs. This study is important in that it extends the research on professional development and classroom management. This study contributes to the theoretical and empirical literature on the professional development of beginning teachers in classroom management in several ways. Insights into beginning teacher support, especially offered by the university, can contribute to and enhance the approach of professional development. Universities, and, in particular, colleges of education are well-positioned not only to offer pathways to licensure but also to influence teachers in their beginning stages. This study is significant because BTI can indirectly decrease attrition and increase the effectiveness of beginning teachers.

Additionally, given that NC State is a Research 1 university, the results of this study may influence state policy regarding a professional development framework and a re-examination of the sink or swim philosophy, which has traditionally been the way teachers learn how to navigate classroom management problems that have led to high attrition. This
study informs the discussion regarding beginning teacher attrition by specifically focusing on professional development in one area of concern—classroom management. In addition, the research questions are designed to discover not only what classroom management strategies new teachers learn at BTI, but how they learn them. The ways in which professional development is taught can impact learning. The question of how they learned is central to the discussion of teachers’ practice. Specifically, analyzing these learning opportunities through the lens of adult learning theory allows for insights into the ways these teachers—adult learners—are taught, how they learn, and how they apply those strategies in their classrooms. Adult learning theory also offers suggestions on the types of activities that encourage participants to actually use specific learned strategies at the beginning of the school year to set them up for feeling more successful and, ultimately, to make them want to remain in the profession.

**Conceptual Frameworks**

**ALT Strategies**

The framework for understanding professional development is this study of beginning teachers is rooted in adult learning theory (ALT). It is from the lens of ALT and its principles that the relevance of the Beginning Teacher Institute is viewed, and, more specifically, the experiences of its participants are analyzed. It is essential to study the how of these teachers’ learning as a part of the how they are applying and utilizing the PD. Therefore, I employ the framework of adult learning theory as applied to professional development at the Beginning Teacher Institute because ALT prioritizes examination of how and why learners connect knowledge and actions. Adult learning theory is an organizing framework that theorizes that adults learn in different ways. It is based on learning to teach on a continuum where teachers
can improve their practice. Adult learning theory (Knowles, 1968) is based on five assumptions of adult learners, as summarized by Merriam (2001): adult learners value self-concept and self-directed learning; life experience becomes a resource for learning; adults have specific learning needs; application of knowledge needs to be immediate application; and adults are motivated by internal rather than external factors. As such, Merriam (2001) translates these five assumptions into four principles:

1. adults need to be involved in the planning and evaluation of their instruction,
2. adults’ experience provides the basis for the learning activities,
3. adults are most interested in learning subjects that have immediate impact to their job or life, and
4. adult learning is problem-centered.

This study uses these principles as ways to assess the learning activities and impact of BTI.

**Classroom Management**

To go in-depth in this study, it is important to focus one strand of PD offered at BTI: classroom management. The conceptual framework in this study utilizes preventative classroom management from an ecological perspective. An ecological perspective relies on observable practices that change the classroom environment that make it more conducive to learning. From the ecological lens, a classroom is a “behavior setting” or an “ecobehavioral unit composed of segments that surround and regulate behavior” (Doyle, 2006). In an ecological framework, the basic unit of classroom organization is the activity (Berliner, 1983; Doyle, 1984, 2006; Gump, 1967; Kounin, 1970). In other words, as Doyle (2006) summarizes, “The emphasis turns to the options teachers have within classroom contexts for constructing well-formed activities” (p. 106). These include designing the physical setting,
establishing rules and procedures, practicing routines, orchestrating classroom activities, balancing management and academic work, and intervening upon misbehavior. The strategies are part of the classroom ecology paradigm, and their purpose is to optimize teacher energies. While the strategies can be discussed separately, they are not isolated, but interact to create an environment conducive to learning.

Ecological researchers focus on preventative measures. In his review of classroom management perspectives, Bear (2015) notes ecological approaches “devote more effort to prevention than to correction: They prevented most behavior problems by running their classrooms smoothly, establishing clear routines and procedures, engaging students in learning, and so forth.” (p. 17). While there are many factors outside teachers’ control, there are practices teachers can employ to positively impact the classroom (Freeman, Simonsen, Briere, & MacSuga-Gage, 2014).

Teachers need to understand what classroom management means and identify different possible approaches, yet implementing these strategies can prove difficult for them (Cavanagh & Waugh, 2004). When viewed from an ecological perspective, classroom management emphasizes how the teacher sets up the classroom environment for success by focusing on what the teacher does at the beginning of the school year to establish predictable, efficient, and fair rules and procedure (Bear, 2015). Since this study focuses on beginning teachers’ learning at a particular professional development, it is important to frame the discussion in observable practice and teacher choice.

According to Doyle (2006), the ecological approach to classroom management is “fundamentally a process of solving the problem of order rather than the problem of disruption or misbehavior. An emphasis on the program of action in the classroom is
embedded in the activities teachers and students enact together as they accomplish work” (p. 101). There are six core ideas of the ecological perspective that emphasize managing classrooms as parts of a process—not just a specific strategy or rule (See Table 1.2):

1) Classroom management is fundamentally a process of solving the problem of order rather than misbehavior,

2) Order in classrooms is defined by the strength of the programs of action; order is not a static condition since classrooms are moving systems,

3) Classroom order is jointly enacted by teachers and students in complex settings,

4) Programs of action are defined by both rules for participation and demands of academic work,

5) Order is context specific and balances many processes, and

6) The keys to a teacher’s success in classroom management are understanding the configuration of events in a classroom and guiding activities in light of this information. (Doyle, 2006, pp. 116-177)
Table 1.2.

*Doyle’s (2006) Classroom Management Strategies Explained by an Ecological Framework*

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical setting</td>
<td>Different patterns of room arrangements, seating, and enclosed vs. open-spaced classrooms. From the perspective of order, furniture arrangements contribute to the participation of students in the activity and organization of the classroom environment</td>
</tr>
<tr>
<td>Rules and procedures</td>
<td>The early sessions of a school year are of critical importance to establishing rules and procedures. Rules and procedures can be both implicit (patterns for opening, transitioning, and closing the lesson) and explicit (tardiness, talking during lessons, or disruptive conduct)</td>
</tr>
<tr>
<td>Routines</td>
<td>Provide a continuous signal for organizational and interpersonal behavior</td>
</tr>
<tr>
<td>Classroom activities</td>
<td>Teacher actions associated with carrying out classroom activities in space and time, specifically monitoring, group work, seat work, transitioning, and cuing.</td>
</tr>
<tr>
<td>Academic work</td>
<td>While simple and routine tasks reduce the risk for off-task behavior, teachers must seek a balance with continuously presenting challenging work that can be offsetting for students. Doyle suggests that “the solution to the tension between management and instruction may require a greater emphasis on management” (p. 111)</td>
</tr>
<tr>
<td>Misbehavior</td>
<td>Interventions of misbehavior require the consideration of the activity, the student(s), and the circumstances. Interventions begin with teacher decision.</td>
</tr>
</tbody>
</table>

**Modeling CM PD**

Utilizing Darling-Hammond, Hyler, and Gardner’s (2017) core conceptual framework for studying the effects of PD on improved student success, this study employs a model for studying the professional development of beginning teachers in classroom management (Figure 1). Currently available ecological models do not address the ways that teachers learn classroom management, and, more specifically, adult learning theory. The model below
focuses on active learning, which is one of the components of effective professional development as delineated by Darling-Hammond, Hyler, and Gardner (2017). What emerges is the relationship between needing and choosing CM PD as well as the strategies learned in CM PD, how they are learned, and how they are used when teachers go back to the classroom.

Figure 1. Conceptual framework for studying the experience of professional development of beginning teachers in classroom management
(Adapted from Darling-Hammond, Hyler, and Gardner, 2017)

The conceptual framework presented in Figure 1 synthesizes the type of professional development of interest and the approach of the sessions. It helps to connect the quality of the session (how they are taught) and how teachers utilize their learning. By blending adult learning theory and ecological approaches, this study focuses on specific aspects of the ways of learning and practical application to make contributions to literature regarding classroom management and how teachers learn.
Overview of the Research Design

In an effort to study how beginning teachers experience professional development on classroom management and to answer the research questions, a qualitative research design is employed. This study is an intrinsic case study, using Stake’s (1995) design and analysis guidelines of the BTI classroom management sessions. Stake’s approach to case study design suggests ways to collect and analyze complex qualitative data. Specifically, this qualitative approach provides structural guidance for observational data and interview transcriptions that were collected and analyzed. The study investigates how the participants learn in these sessions through the lens of adult learning theory. It is bound by their experiences in a single professional development opportunity in July of 2018, and was limited to three different sessions for secondary teachers on classroom management. The study follows up with the participants three months after BTI to discover whether and how they implemented what they learned.

This case study of CM professional development sessions of BTI used purposeful sampling. More specifically, it utilized a “within case” sample (Stake, 1995, p. 33), setting additional parameters as the study progresses. The sample narrows from all BTI participants to a smaller sample of participants for the questionnaire. The questionnaire was only given to those attending the three classroom management sessions that were targeted toward secondary teachers. The questionnaire also explores beginning secondary teachers’ current experiences with classroom management, the CM strategies they use, their overall perspective of their success with classroom management, and what they desire to learn. The responses the questionnaires (pre- and post-) provide contextual data to answer research questions one and two. Observations of the three different classroom management sessions
provide data to answer research question three. The study also includes a document analysis of the presenter’s materials and interviews with the presenters to provide contextual data to answer research question two and three. Research questions two, three and four are answered with data from interviews with six participants from the sessions.

Assumptions, Limitations, Delimitations of the Study

In considering the research design, it is important to delineate some assumptions regarding professional development that help guide the study. One is that teaching is a complex system. This assumption of complexity means that professional development and teacher learning occur within the context of teacher practice. Furthermore, teacher practice is embedded within the students, school, community, and curriculum. This study acknowledges the multiple systems affecting teacher development, and this study is an attempt to focus on one of those systems. Another assumption is that responses from participants in questionnaires and interviews accurately reflect their views. However, there are steps that can be taken to establish comfort and credibility with the interviewees, such as restating the purpose of the research and ensuring anonymity. For this study, I assume the participants’ statements accurately reflect their perspectives.

One limitation of this study of experiences at BTI is related to the approach to methods. By using a case study approach, I cannot control for different variables. The qualitative approach does not allow for generalizability of the findings. However, the findings may contribute to the knowledge about BTI and further inform its evolution in ways to train beginning teachers. Another limitation of the study is the subjectivity in the chosen case. As a member of the university BTI planning committee, I help plan the sessions. My ongoing service on the committee piqued my interest in conducting the study and facilitated
my access to the site and to the meetings. This acknowledgment is made in the interest of full transparency regarding my history with the teachers and how I gained access to the site and to the meetings. While my leadership at BTI can be seen as a position of power, this position was not used to influence participation. In addition to taking measures to ensure confidentiality, participants are assured that their involvement was voluntary. In addition, participants were informed of my position on the BTI planning committee.

Having the perspective of one researcher is another limitation of this study. The study is limited to a single researcher who observers the sessions, carries out the interviews and collects the documentation. The same single researcher also examines, organizes, and analyzes the data. To mitigate this limitation, I considered alternative explanations when analyzing the data, distancing the analysis from my subjective perceptions. Despite the limitations of one perspective, single researcher becomes fully immersed in the data, serving as the main instrument of collection and analysis. Multiple strategies are used to offset research bias and establish validity and reliability, such as triangulation of data sources; providing rich, thick descriptions when reporting data; and including a subjectivity statement (AERA’s Reporting Standards, 2006).

There are some delimitations to this study that bound the research and enable the researcher to go in-depth. The delimitations are purposefully chosen by the researcher. One delimitation is that the investigation is bound by one professional development site, the Beginning Teacher Institute in July, 2018. Additionally, since there are many topics addressed at the Beginning Teacher Institute, the study is purposefully limited to classroom management professional development for secondary teachers.
Definition of Key Terms

Below is a list of key terms that require definition:

**Adult Learning Theory (ALT).** An approach to teaching adults that recognizes that they learn more effectively when the content is self-directed and experiential (Brockett & Hiemstra, 1991; Brookfield, 1990; Merriam, 2017).

**Attrition.** A reduction in the number of employees that occurs when employees leave an employing unit. Attrition can be measured at the state or LEA level (Teacher Turnover Report).

**Beginning Teacher.** In North Carolina, “beginning teachers” are those in their first three years of teaching and may have an Initial License or a Provisional License. They may have different teacher training experiences: traditional preparation in a four-year program, a Masters of Arts in teaching program, Lateral Entry, or Licensure Only. If they are Lateral Entry teachers, they may still be taking coursework toward an Initial License. Beginning teachers vary in age and prior work experiences.

**Beginning Teacher Institute (BTI).** A summer professional development program hosted by NC State’s College of Education in July of each year. In the past 5 years, the BTI has taken place over a three-day period for Elementary and Secondary teachers. In summer of 2018, the BTI will be a total of four days. The institute will be divided for Elementary and secondary teachers. Days One and Two will be for Elementary teachers, and Days Three and Four will be for middle and high school teachers.

**Classroom Management.** Definitions can vary, but broadly classroom management is the actions taken by the teacher to establish order, organization, and cooperation so that learning can occur. Walter Doyle (1986), a researcher of the ecological approach, defined
classroom management as “the action and strategies teachers use to solve the problem of order in classrooms” (p. 397).

Ecological Approach A perspective for defining classroom management that focuses on how order is established and maintained in classroom environments. The ecological approach focuses on the program of action and the strategies used to establish order so that the learning activity (the basic unit of action) can take place (Doyle; 2006; p. 99-101).

Induction. The support, guidance, and orientation programs for beginning teachers. Induction programs are offered at the school, district, and state levels (Ingersoll & Smith, 2004; Ronfeldt & McQueen, 2017). In North Carolina, induction programs are required for beginning teachers in their first three years.

Retention. The concept of keeping, or retaining, teachers in the profession. Retention is a primary concern of many beginning teacher support programs (Ingersoll & Smith, 2004).

Summary and Overview of the Study

Chapter 1 introduced the purpose of the study, the problems it addresses, and the significance of the research. Specifically, this study answers four research questions:

1) What are beginning secondary teachers’ desired needs regarding classroom management before BTI?

2) What classroom management strategies do secondary teachers learn at BTI?

3) How do secondary teachers learn classroom management strategies at BTI

4) To what extent do they apply what they have learned about classroom management from the Beginning Teacher Institute into practice?

Chapter 1 also explained the conceptual underpinnings of this research. Specifically, the research study will utilize an ecological framework to define and discuss classroom
management and adult learning theory to analyze the professional development sessions. The introduction noted the gap in the research regarding the experiences of teachers at the Beginning Teacher Institute.

Chapter 2 provides an overview of the academic literature pertaining to classroom management and beginning teacher induction. This review includes the historical and conceptual underpinnings of classroom management as well as theories surrounding beginning teacher induction. Additionally, I provide a detailed overview of the components and structure of BTI and classify the types of support it has historically provided. More specifically, I discuss the classroom management session attendance and sessions to lay the foundation for the case study on teachers in these specific sessions.

In Chapter 3 I describe the methodology, explaining the choice of a qualitative approach and the reasons for using a case study. The methods for data collection and data analysis are explained in detail and grounded in related literature. Chapter 3 also discusses validity and reliability, and delineates the ethical considerations of this study. In Chapter 4, I discuss the findings from the data collection and analysis. Chapter 5 makes conclusions and recommendations regarding the Beginning Teacher Institutes.
CHAPTER 2: REVIEW OF LITERATURE

The purpose of this study is to explore what and how beginning teachers learn classroom management at a university-led Beginning Teacher Institute and how this learning is applied to practice. The research questions guiding this study are:

1. What are beginning teachers’ desired needs regarding classroom management before BTI?
2. What classroom management strategies do they learn at BTI?
3. How do beginning secondary teachers learn classroom management strategies at BTI?
4. To what extent do they apply what they have learned about classroom management from the Beginning Teacher Institute in practice?

This chapter reviews the literature that describes prevailing beliefs about teacher professional development, focusing on the importance of beginning teacher support. The review also synthesizes the research on effective professional development; describes key tenets of adult learning theory; provides an overview of the three most common approaches to contextualizing classroom management; situates classroom management in a theoretical framework to allow for a clearer understanding of adult learning theory; discusses some of the consequences of weak classroom management, especially in regards to beginning teachers, drawing attention to the need for beginning teacher support in this area; and explains the origin of BTI and offers an outline of the sessions about classroom management and teacher induction

Professional Development for Beginning Teachers (BTs)

To understand beginning teacher support, it is necessary to understand the purposes of professional development for teachers. Some researchers have noted the complexity of
researching professional development (Desimone, 2009; Opfer & Pedder, 2011; Smith, 2017). Smith (2017), for example, describes the limitations to studying professional development simply in terms of its effectiveness at improving student outcomes. She advocates for focusing on the “how” of professional development; specifically, in *Teachers as Self-directed Learners*, Smith (2017) maintains that the “one-size-fits-all” approach to professional development undermines the complexity and context of teacher learning. Referring to the tension between professional development and outcomes, Smith (2017) takes a position against a linear, process-product model of professional development and instead recommends a less operationalized, more alternative approach that allows for collaboration, flexibility, self-direction, and personalized learning. She addresses a perceived dichotomy between sources of knowledge, stresses the importance of self-directed learning, and positions teachers as active learners. In her professional development program Leading Science in Schools, Smith utilizes self-directed learning, an approach wherein learners themselves identify their learning needs and steps to achieve their learning goals. According to Smith (2017), “What appears to be neglected in many studies is the search for evidence, or concern for, factors relating to the complex nature of teacher learning and the contextual nature of situations being researched” (p. 12).

Similarly, Opfer, and Pedder (2011) call situational learning the “microcontext” of PD. Without addressing the larger context, the approach of teacher professional development becomes “superficial” (Smith, 2017, p. 12). Smith (2017) argues that solely focusing on student outcomes to measure teacher development “prevents attempts to dig deeper and understand more about the required conditions that enhance teacher learning” (p. 12). It is important, then, to investigate how teachers are learning in professional development.
opportunities. As Smith (2017) explains, “In reality teacher PD is not a mechanical process; teachers develop themselves, and to do this, they must play an active part in the process of learning” (p. 17); if they are not active participants, the presenters become merely “transmitters of knowledge” (p. 17) and do not incorporate the increased learning that can come from including the new teacher’s experiences as a valid source of knowledge. Some researchers refer to this as a deficit perspective of professional development, which assumes the participants are lacking something that the presenters parcel out. Clarke and Hollingsworth (2002) criticize this deficit perspective and the “one-shot” (p. 948) professional development approach in their study of teacher change and ongoing professional development.

Other studies have maintained that examining how professional development is taught leads to more effective teachers (Beavers, 2009; Borko, 2004; Desimone, 2009; Louws, Meirink, van Veen & van Driel, 2017). In their detailed meta-analysis, Darling-Hammond, Hyler, and Gardner (2017) reviewed 35 “methodologically rigorous” (p. 1) studies that showed a positive relationship between teacher professional development, teaching practices, and student outcomes. The review identified several learning strategies associated with professional development that led to changes in teaching practices. These strategies, summarized in Table 2.1, are recommended practices for professional development. The elements of effective teacher professional development also reflect the indicators of adult learning theory.
Table 2.1.

*Elements of Effective Teacher Professional Development*

<table>
<thead>
<tr>
<th>Number</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Is content focused</td>
</tr>
<tr>
<td>2</td>
<td>Incorporates active learning utilizing adult learning theory</td>
</tr>
<tr>
<td>3</td>
<td>Supports collaboration, typically in job-embedded contexts</td>
</tr>
<tr>
<td>4</td>
<td>Uses models and modeling of effective practice</td>
</tr>
<tr>
<td>5</td>
<td>Provides coaching expert support</td>
</tr>
<tr>
<td>6</td>
<td>Offers opportunities for feedback and reflection</td>
</tr>
<tr>
<td>7</td>
<td>Is of sustained duration</td>
</tr>
</tbody>
</table>

Note: Adapted from Darling-Hammond et al., 2017

**Adult Learning Theory**

By focusing on how professional development is taught, researchers acknowledge the complexity of adult learning that contributes to beginning teachers’ growth and efficacy in the classroom. Adult learning theory merges a philosophy that embraces growth and lifelong learning with specific strategies for designing professional development that is optimal for adults. Foundational to adult learning theory is that adults have different ways of learning than children and adolescents. This distinction is especially important given the context of BTI. The BTI committee makes decisions based on K-12 learning theory and the sessions’ presenters are K-12 teacher leaders. That being said, it is easy to apply the same pedagogy used for primary or secondary students to the development of teachers. However, according to Beavers (2009), “Effectively educating teachers requires actively viewing adults as unique
learners.” This lens is important to the study because of the nature of teacher learning in general and opportunity and format of the Beginning Teacher Institute in particular. By examining PD by assessing whether it values adults’ unique experience and learning needs, a conceptual model emerges that identifies what participants anticipated learning and how they learned it. This model incorporates the theory of andragogy, which assumes that the learner 1) can direct his or her own learning; 2) has life experience that is a resource for learning; 3) has learning needs related to changing social roles; 4) is interested in immediate application of problem-centered learning; 5) is motivated internally (Knowles, 1989).

**Self-directed Learning**

Adult learning theory is undergirded by two principles that are most prevalent in professional development research: self-directed learning and active and contextualized learning experiences (Beavers, 2009; Borko, 2004; Desimone, 2009; Louws, Meirink, van Veen & van Driel, 2017; Merriam, Caffarella, & Baumgartner, 2007; Miflin, 2004). It is important to discuss this major aspect of adult learning theory in order to analyze how beginning teachers learn classroom management at BTI.

One widely applied concept derived from adult learning is self-directed learning theory, which insists that adult learners should be allowed to choose the types of professional development activities that will meet their specific needs in their specific teaching context. It has been suggested that the effectiveness of professional development would be greater if teachers were able to have a hand in what they learned. Louws, Meirink, van Veen, and van Driel (2017) studied self-directed learning in teacher professional development and found that by choosing their PD, teachers became active participants in creating their new knowledge rather than being passive recipients. When given a choice, the researchers found
that early- and late- career teachers wanted to learn more about classroom management. There is a growing movement to involve teachers in choosing appropriate PD, and some criticize districts that do not offering more teacher choice of content (Van Veen, Zwart, & Meirink, 2012) or taking their individual needs into account (Gravani, 2007).

**Active Learning**

Active learning has emerged as one of the cornerstones of effective professional development (Desimone, 2009; Desimone, Porter, Garet, Yoon, & Birman, 2002). In professional development, active learning, as opposed to passive learning, engages the teachers in participatory activities that ask them to apply what they have learned to their practice. In the context of classroom management, active learning involves teachers reflecting on their prior experiences with, for example, classroom management and re-tooling their practice during the session and after with facilitators and peers. Desimone and colleagues (2002) found that certain characteristics of professional development, such as active learning, increase the effect of professional development on teachers’ instruction. Utilizing a purposeful sample of 207 teachers in a longitudinal study on the way in which teachers learn in professional development, they found that active learning opportunities, coherence, and collaboration lead to teacher effectiveness and improved student success. Through active learning, teachers discuss examples of their current practice to apply new teaching methods and elicit feedback. Hilda Borko (2004) regards the classroom context as fundamental to professional development. She describes teacher examples as powerful learning tools because they “enable teachers to examine one another’s instructional strategies and student learning, and to discuss ideas for improvement” (Borko, 2004, p. 7).

Additionally, according to Darling-Hammond and colleagues (2017), active learning
provides “hands-on” experience and practices “classroom routines that will help to build student engagement and student collaboration” (p. 2).

**Classroom Management: Lines of Inquiry**

The sessions at the Beginning Teacher Institute that are of particular interest to this study of professional development from an adult learning theory lens are those focusing on classroom management. Classroom management is generally considered a cornerstone of the practice of teaching. While not an end in itself, within the context of teaching, classroom management is a “field of inquiry” and a “component of learning” (Brophy, 2006, p. 19). There have long been two goals to successful classroom management: order in the classroom environment and self-regulation (Bear, 2015; Brophy, 2006). In his review of the history of classroom management, Brophy (2006) describes the content of classroom management training that is most effective: “Much of successful management is prescriptive or preventive scaffolding that prepares students in advance for commonly experienced classroom situations.” (p. 39). Furthermore, Brophy (2006) identifies four main ideas that support the most effective classroom management:

- preventative strategies (as opposed to reactive discipline),
- management systems that support instructional activities,
- management that supports student outcomes, and
- management that prepares students to fulfill these outcomes.

Therefore, while classroom management as an area of study is neither content-specific or linked to pedagogy, it is an important skill, approach, and mechanism in the classroom that enables and supports instruction.
**Early Studies in Classroom Management**

An early text devoted to classroom management as a line of inquiry is Bagley’s 1907 treatise *Classroom Management*. Bagley prioritized procedures, rules, punishments, and rewards (as cited in Brophy, 2006, p. 19). Later, much of the subsequent literature of the early 20th century was “advice confined to common sense;” in fact, to the dismay of clinical researchers, classroom management had been limited to “folk wisdom” and aphorisms (Brophy, 2006, p. 19). As more empirical research emerged in middle of the 20th century, it highlighted the psychology of teaching, teacher leadership, and school climate. From these studies emerged a new interest in classroom management as a field of inquiry for empirical study.

**The Need for Classroom Management**

Beginning teachers can be easily derailed by disruptive students and an environment that does not cultivate learning because their time, attention, and energy can be devoted to reorienting students (Alter & Haydon, 2017). Beginning teachers who struggle with classroom management can experience stress, burnout, and lower efficacy. Their teaching effectiveness can suffer, and as a consequence, so can their students’ achievement. Moreover, classroom management instruction is not always offered as part of teacher training programs (Christofferson & Sullivan, 2015). Jones (2006) calls for embedded classroom management programs for in-service teachers based on the complexities and challenges of beginning teachers, even when they have classroom management preparation as in-service teachers. Implementation studies have been conducted on workshops for new teachers in classroom management. Jones notes several effective support programs such as (Evertson & Harris, 1995) Consistency Management and Cooperative Discipline (COMP; Freiberg, 1993), and
Positive Behavioral Support (Carr et al., 2002). In addition, mentoring programs can support teachers in handling classroom management. According to Jones (2006), effective intervention programs respond to the “highly contextual” nature of teachers’ classrooms by incorporating “some form of problem-solving or case management approach. In-service teachers are searching for collegial support and relish the opportunity to examine their own methods and provide ideas and support for their fellow teachers” (p. 902). Therefore, while packaged programs can be helpful in supporting teachers, it is important to incorporate the experiences and contexts of the specific participants in each professional development class or activity.

Emmer and Stough’s (2001) review of classroom management research describes beginning teachers’ perspectives on classrooms as “incomplete and idiosyncratic” (p. 109). While they acknowledge there has been growth in teacher education programs to include educational psychology and classroom management, “which can be translated into effective plans for teachers” (Emmer & Stough, 2001, p. 109), this learning cannot be separated from practice. It “requires experience in classroom contexts to be pragmatic; that is, to be integrated in to the network of scripts, expectations, and routines that the teacher will utilize” (Emmer & Stough, 2001, pp. 109-110). Their findings also support the idea that PD on classroom management is effective when teachers discuss and learn from their own experiences.

**Inadequate Preparation and Area of Highest Need**

Delaney (1995) cited specific examples of differences between secondary education teachers and other teacher education majors in the types of challenges they face, such as motivating students, evaluating their own teaching, and teaching students from different
socio-economic status backgrounds. Also, when asked about which challenges could have been better addressed in their programs, the sample as a whole prioritized maintaining discipline, teaching students of different ability levels, and relating to parents. Delaney found a significantly higher percentage of secondary teachers, compared with other teachers, identified having major problems with motivating students, evaluating their own teaching, and teaching students with different socio-economic backgrounds. In addition, secondary teachers cited maintaining discipline as a primary concern in relatively higher rates than their peers. In the study, Delaney provides recommendations to teacher educators based on the experiences of their graduates, the most important of which is the need for connecting theory and practice, providing training in behavior management and classroom organization, and training to deal with student social and psychological issues.

Despite the overwhelming responses from teachers that classroom management is a primary concern, new teachers report lack of preparation in classroom management (Baker, 2005; Siebert, 2005). In addition, little consistency in course offerings in teacher preparation programs has been reported. Christofferson and Sullivan (2015) studied 157 pre-service teachers throughout the United States and found that 60% of participants received stand-alone courses in classroom management. Also recognizing the need for more effective classroom management preparation, Oliver and Reschly (2007) recommend that teacher preparation programs use both fieldwork that focuses on classroom management and restructuring core courses to integrate effective practices, such as the Organization and Behavior Management Innovation Configuration, a tool they created to revise courses.
**Problems with Classroom Management**

Beginning teachers are known to be the most vulnerable to stress (Jones, 2006). At first, beginning teachers may have unrealistic optimism (Weinstein, 1998) in their ability to control the classroom. However, the goal of classroom management is not to control, but to cultivate an environment that recognizes self-regulation. According to Sharp and Forman (1985), good classroom management can increase well-being and classroom management training can improve teachers’ behavior.

Classroom management and student discipline problems can be linked to teacher persistence and attrition. Ingersoll and Smith (2003) report on the National Center for Education Statistics surveys of beginning teachers who left due to dissatisfaction with school working conditions (1994-1995 Follow-up Survey). Classroom discipline problems and poor administrative support were major reasons teachers left the profession. On the other hand, Ingersoll and Smith note that the 2001-2002 Teacher Follow Up Survey showed teachers who received induction support were less likely to leave the classroom. Therefore, “policy amenable” working conditions can be mediated by supporting new teachers, specifically in the area of classroom management (Ingersoll & Smith, 2003, p. 33).

The ability to manage a classroom directly impacts how teachers feel about their ability to impact student performance (Woolfolk, Hoy, & Weinstein, 2009, p. 204). Poor classroom management can lead to a teacher’s feeling of a loss of control. As Emmer and Gerwels (2006) suggest, feeling a loss of control has negative effects on a teacher: “Inability to carry out some fundamental managerial tasks can create miniworlds of chaos” (p. 408). Such chaos for a teacher can derail instructional efforts and lead to a lack in confidence. Conversely, studies have found a significant relationship between classroom management
courses and their sense of preparedness and confidence (Freiberg, Huzinec, & Templeton, 2009; O'Neil & Stephenson, 2012).

**Intervention Studies and Preventative Classroom Management**

While ineffective classroom management can derail a beginning teacher, there are approaches that can help to establish strong classroom management. Learning and implementing preventative strategies are widely accepted as primary methods for achieving effective classroom management (Emmer & Stough, 2001; Oliver & Reschly 2007; Simonsen et al., 2016). The use of rules and procedures is one of the most common preventative approaches. Alter and Hayton (2017) studied the prevalence of the *rules and procedures* approach. They reviewed empirical and non-empirical articles that focused on classroom rules and procedures to establish an evidence-base for the practice of implementing rules and procedures. Their analysis found that clearly teaching rules to students early in the year and connecting the rules to consequences leads to the most effective classroom management. There were 15 empirical studies: two were non-intervention studies, three were implementation studies in stages, one was an implementation within a single classroom, and nine used classroom rules as part of a “packaged intervention” (Alter & Hayton, 2017, p. 117). In their search, they excluded studies of the Good Behavior Game (GBG) which was considered to have a “contingency component” (p. 117) and was presented as “rules of the game” rather than classroom rules that applied consistently throughout the school day.

There is empirical support for using specific rules as a way to manage a classroom. Alter and Hayton (2017) specify the dimensions to effective rules: a small, manageable number, created collaboratively with students, which are stated positively and which are
specific in nature, publicly posted; taught to students; and tied to positive and negative consequences (pp. 119-120). Alter and Hayton (2017) also suggest (a) there are layers and degrees to teaching classroom management and (b) communicating to students the classroom expectations can be done effectively in a variety of ways. For example, there might be a general recommendation to use a smaller number of rules, but the exact number varies based on context. Since classroom management is dependent on a number of other factors, it is difficult to discern the impact directly on behavior. Gaps noted by Alter and Hayton (2017) include the empirical research at the secondary levels about rules and procedures. Similarly, Oliver and Reschly (2007), in their report on Effective Classroom Management for the National Comprehensive Center for Teacher Quality, list rules and routines as one of their recommendations for the content of classroom management teaching, describing them as a “powerful, preventative component” (p. 7) of classroom organization. In their 1983 classroom management study of elementary schools, Evertson, Emmer, Sanford and Clements found that effective classroom management approaches are proactive in nature. Effective classroom managers taught rules and procedures at the beginning of the year, reinforced these with consistency, monitored progress and provided feedback, and addressed inappropriate behavior as soon as it occurred, rather than ignore it.

However, when teachers do not use preventative classroom management strategies such as rules and procedures, they may resort to reactive strategies. Numerous studies show that many beginning teachers rely on the use of punishments (e.g., Lewis & Burman, 2008; Roach & Lewis, 2011). In fact, research suggests that many teachers lack knowledge about how to manage disruptive students besides issuing rewards and punishment (Lewis & Burman, 2008). Riley, Lewis, and Brew (2009) suggest that many teachers may be more
reactive rather than proactive, and they call attention to the importance of professional development in this area. In their experimental study of teachers’ reasoning for aggressive tactics, they found that more teachers use reactive strategies. Moreover, secondary teachers were found to be more likely to use attribution theory to explain their use of aggressive behaviors, meaning teachers explain their reactive management as “a function of the child rather than the child in context” (Riley, Lewis, & Brew, 2009, p. 962).

Building on the classroom management research of Sharp and Forman (1985), Dicke and colleagues (2015) focused on beginning teachers. Using an experimental design, they used preventative strategies as the foundation of the professional development interventions. These strategies were tailored around classroom organization, rules and procedures, the importance of the beginning of the school year, maintaining the “classroom management system,” problematic behavior, interpersonal relationships, and communication. They utilized a training approach known as Classroom Organization and Management Program (COMP) which helps new and experienced teachers improve their overall classroom management (Emmer, Evertson, & Worsham, 2002). They also added sessions on stress management and relationships. Results indicated that after the beginning of the year (wave 1), control groups (those who received no classroom management training) scored lower on all variables (classroom management skills and well-being) as compared with the training groups during wave 2. Because their training group participants showed a stronger tendency for improvement, the researchers concluded that “classroom management training seems to have been effective in preventing beginning teachers from experiencing the symptoms of reality shock” (Dicke et al., 2015, p. 9). Preparation and prevention are not only key to classroom organization, but also diffuse teacher stress and improve confidence.
Piwowar, Thiel, and Ophardt (2013) studied changes in both teacher “reported declarative knowledge” of classroom management and teacher “competencies” (p. 2) of a traditional CM program and the intervention program (KODEK). Results showed increased declarative knowledge in both groups, and a stronger knowledge for the intervention group. The intervention group received a training called KODEK which, based on principles of professional learning (Simons & Ruijters, 2004), uses lecturing, role-playing, and video circles to analyze classroom management techniques in context. There were some inconsistent findings regarding the competencies of the two groups of teachers. There were also some positive trends for the competencies in the intervention group, including the dimension of preventative strategies; but the quality of reactive strategies did not change. Based on these findings, Piwowar, Thiel, and Ophardt (2013) suggest that it is possible that “greater potential for improving competencies lays with preventive and proactive management skills” (p. 9).

Other research-based intervention programs that have been used for secondary schools include Consistency Management and Cooperative Discipline (CMCD; Freiberg, Stein, & Huang, 1995), a school-based program by Gottfredson, Gottfredson, and Hybl (1993); and a self-training program, The Incredible Years (Shernoff & Kratochwill, 2007). These programs are scripted and delivered in a packaged approach. In contrast, this study focuses on CM professional development delivered by presenters who design their own sessions.

**Frameworks of Classroom Management**

The field of classroom management as an area of inquiry is organized into three overall approaches: behavioral, ecological, and socioemotional. Given the focus of the study,
beginning teachers, and the context, their participation in classroom management sessions at a university-based Beginning Teacher Institute, one framework emerges as the most suitable lens to guide this inquiry—ecological. While each has separate definitions and philosophical underpinnings, they are not taught or adopted independently. However, a separate analysis of the three approaches assists in narrowing down the focus of the research. Each approach has a different theoretical perspective on effective classroom management. And these perspectives suggest different preventative measures and interventions for managing the classroom.

**Ecological Approach**

One perspective used to discuss, analyze, and frame the concept of classroom management is an ecological approach. The ecological framework offers the perspective that individuals are part of a series of systems. And as applied to education, an ecological approach looks at the development of the student and the teacher within the context of a series of relationships that form the environment. Classroom management, from the ecological perspective, is a skill that is used in the context of the environment. Important to the development of the ecological approach was the identification of what is known as the ripple effect (Kounin, 1970; Kounin & Gump, 1970). The ripple effect is the idea that a classroom has its own environment with actions and activities that affect each other.

According to Walter Doyle (1977, 2006), a researcher in classroom management, there are six dimensions that contribute to a complex classroom environment: (1) multidimensionality, (2) simultaneity, (3) immediacy, (4) unpredictability, (5) publicness, and (6) history. According to Doyle (2006), these dimensions create “demands and pressures” (p. 99) on students and the teacher. The teacher has the responsibility to plan and monitor the classroom
activities. Therefore, ecologically, these demands to plan and monitor classroom activity are the primary concerns of classroom management (p. 99). Doyle (2006) also explains that classroom management is defined by observing the “order” (p. 106) of the environment. Since it is focused on the classroom as an “environment,” an ecological approach emphasizes preparing a classroom for the first days of school. It aids in establishing processes that can prevent distractions from learning.

Back, Polk, Keys, and McMahon (2016) used an ecological approach to frame their discussion of interventions in low achieving schools. Focusing on the classroom and school, they utilized a multilevel approach to school functioning, which included teachers and staff relationships. Using a structural equation model, Back and colleagues found that classroom management and school climate contribute to achievement. By assessing classroom management through the goals of the CHAMPs program, they presented a model that shows some evidence that classroom management and school climate predict student standardized test scores.

There are limitations to the ecological perspective. It does not account for more social processes within the class. However, newer iterations of the ecological perspective have expanded on the key terms—order, lesson, curriculum, task, student, and teacher—to the historical and cultural relevance of the particular class. Thus, from an ecological approach, in response to the need to incorporate social processes, the “activity” is the basic unit of classroom organization (Doyle, 2006, p. 102). According to Gump (1982), “The action structure is the heart of classroom segments,” (cited in Doyle, 2006, p. 99) which help the teacher and students achieve the learning outcomes.

An ecological perspective is useful to this study because it offers a concrete
framework from which to ask beginning teachers about their classroom management. It recognizes the complexity of the classroom environment and prioritizes learning activities. Order and structure are peripheral goals of an ecological perspective; they are objectives only insofar as they optimize student involvement in the activity. Therefore, as beginning teachers report and talk about their classroom management, they do so in the context of their classroom as an entity of study, which can include the way teachers, students, curriculum, tasks, order, and lessons, interact.

**Behavioral and Socio-emotional Approaches**

Two other approaches are used to discuss classroom management: the behavioral and socio-emotional approaches. A behaviorist approach may seem a likely choice for a research perspective, as it focuses on student behavior as a measure of strong management. However, it receives criticism because of its overreliance on reinforcement to achieve a desired behavior, making student compliance rather than participation a desired end (Bullis, Walker, & Sprague, 2001). Workshop programs often have a behaviorist approach, emphasizing rules and procedures and rewards and punishments. Since the purpose of this research study is to examine the learning of classroom management, it is more appropriate to use an ecological perspective because it draws attention to the activities or action that teachers can organize or manipulate, rather that the behavior of students.

The social and emotional learning approach (SEL) is a more contemporary framework for conceptualizing classroom management by focusing on the interpersonal relationships of students and teachers. In his summary of classroom management approaches, Bear (2015) states that SEL is a “general approach to the promotion of mental health and well-being that is not specific to classroom management” (p. 24). According to Bear (2015),
interventions that utilize the SEL approach (such as the Responsive Classroom and the Caring Schools Community) center on “how children think, feel and act” (p. 24). While there are many benefits to the socioemotional framework, it does not align with the research questions regarding professional development and classroom management because this study focuses on how adults think, feel and act before, during, and after BTI.

**The Beginning Teacher Institute**

The Beginning Teacher Institute at NC State University was proposed in November 2012, and the first BTI was held in the summer of 2013 with a cohort of 30 students. The original purpose was to provide outreach and support to first, second, and third year teachers who graduated from NC State’s College of Education. According to the original proposal submitted in November 2012:

> During their induction years, early career teachers are often overwhelmed by the many pressures and competing demands to create the best possible learning environment for their students. Extending support to our students through their induction years will have tangible results in student success and retention of successful early career teachers while creating professional teacher networks.

(Starting Teacher Institute Proposal, p. 1)

Goals included increasing the success of beginning teachers, increasing beginning teacher retention, and developing teacher networks for professional support. The original proposal outlined follow-up sessions, coaching and mentoring, and online support, but because there was a higher interest in the summer event and lower participant engagement throughout the year, the BTI has been collapsed into the summer session.

Some of the advertised topics (NC State College of Education Beginning Teacher...
Institute) include “coaching to develop detailed plans for the first week of school; varying aspects of classroom management; differentiation in instruction and assessment; classroom diversity and cultural competence; and more practical hot topics.” (p. 1). Benefits advertised to teachers are practicality and applicability of the individual sessions. In addition, teachers have a choice in determining their schedules and have opportunities to connect with other teachers.

**History and Schedule**

For the first two years, BTI was only open to graduates of NC State College of Education. In 2015, BTI opened to all beginning teachers in NC. Professional development sessions are conducted on many different topics that are of interest and importance to first, second, and third year teachers. There are multiple sessions on topics such as planning lessons, using technology, embracing diversity and equity in the classroom, using data to guide instruction, learning classroom management, differentiating instruction, and teaching students with special needs. The presenters of these workshops are university faculty or current classroom teachers, depending on the topic. The goal is for the size of the sessions to remain small, between 15-30 students, in order to optimize learner engagement.

BTI’s core beliefs that guide the planning and implementation of this institute were articulated by the BTI committee on January 26th, 2017. Table 2.2 lists these core tenents that provide a framework and show how BTI aims to offer a program that is practical, relevant, and utilizes examples.
### Table 2.2.

**BTI Core Tenets/Beliefs**

<table>
<thead>
<tr>
<th>Tenant/Belief</th>
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</thead>
<tbody>
<tr>
<td>- Sessions are led by practitioners currently in the classroom</td>
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<tr>
<td>- Topics are practical and relevant to the start of the school year</td>
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<tr>
<td>- Hands-on focus to workshops vs. only presentation</td>
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<td>- Online materials for sessions</td>
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<tr>
<td>- Sessions under 40 participants</td>
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<td>- Free with food provided</td>
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<td>- High quality keynote speakers – Teacher of the Year</td>
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<td>- Session choice for participants</td>
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<tr>
<td>- Technology infused throughout the Institute - paperless focus</td>
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<tr>
<td>- In-person summer institute</td>
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<td>- BT Years 1, 2 and 3</td>
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<tr>
<td>- Vetted session leaders</td>
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<tr>
<td>- Panel of early career teachers</td>
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<tr>
<td>- NCSU alumni first priority and then open to entire state</td>
</tr>
<tr>
<td>- Diverse teaching scenarios in presenters, topics, and attendees</td>
</tr>
<tr>
<td>- On campus</td>
</tr>
</tbody>
</table>

*(BTI Committee, 2017)*

### Sessions and Presenters

At the core of the BTI framework is the emphasis on practical, hands-on teaching strategies that will help teachers at the start the year. The facilitators of these sessions are primarily practicing classroom teachers who create their own professional development session. It has been the goal of BTI to keep instruction in the hands of classroom teachers; there are only a few university faculty conducting sessions. For the upcoming BTI, presenters are being asked to submit a proposal of their session before the institute. A Request for
Proposal (RFP) was made on Tuesday, February 27th to all previous speakers. Then the invitation was sent from the communications director in College of Education to district representatives across North Carolina so they could disperse the RFP to principals and teachers.

**Classroom Management Sessions**

Classroom management sessions have been consistently offered at the Beginning Teacher Institute. These sessions are divided into secondary and elementary levels to account for the different classroom management and behavior needs of the students in these grades. For example, in the Summer 2017 session, which had 179 participants, there were 26 sessions on classroom management. These sessions were spread across all three days: 8 on day 1, 12 on day 2, and 6 on day 3. Table 2.3 summarizes these sessions; some of these sessions were offered multiple times to maximize the number of participants who could attend. Sessions regarding motivation as part of the title and description were not counted as part of the classroom management sessions listed here.
Table 2.3.

Summary of Classroom Management Sessions at BTI 2017

<table>
<thead>
<tr>
<th>Day</th>
<th>Name of Session</th>
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<tbody>
<tr>
<td>Day 1</td>
<td>Conscious Discipline Overview: Elementary</td>
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<td></td>
<td>Conscious Discipline Overview: Elementary</td>
</tr>
<tr>
<td></td>
<td>How to Diffuse Classroom Behaviors: Elementary</td>
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<tr>
<td></td>
<td>Using the Conscious Discipline Brain State Model to Understand Challenging Behavior: Elementary</td>
</tr>
<tr>
<td></td>
<td>Classroom Management Routines and Procedure: Secondary</td>
</tr>
<tr>
<td></td>
<td>How to Diffuse Classroom Behaviors: Elementary</td>
</tr>
<tr>
<td></td>
<td>Using the Conscious Discipline Brain State Model to Understand Challenging Behavior: Elementary</td>
</tr>
<tr>
<td></td>
<td>How to Diffuse Classroom Behaviors: Secondary</td>
</tr>
<tr>
<td>Day 2</td>
<td>Classroom Management – Effort and Celebration: Elementary</td>
</tr>
<tr>
<td></td>
<td>How to Diffuse Classroom Behaviors: Secondary</td>
</tr>
<tr>
<td></td>
<td>Reaching Your Potential 101 – Classroom Management and Communication: Secondary</td>
</tr>
<tr>
<td></td>
<td>Classroom Management Routines and Procedures: Elementary</td>
</tr>
<tr>
<td></td>
<td>Designing Classrooms to Maximize Student Achievement: Elementary</td>
</tr>
<tr>
<td></td>
<td>Classroom Management – Effort and Celebration: Elementary</td>
</tr>
<tr>
<td></td>
<td>Designing Classrooms to Maximize Student Achievement: Elementary</td>
</tr>
<tr>
<td></td>
<td>How to Diffuse Classroom Behaviors: Elementary</td>
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<tr>
<td></td>
<td>How to Diffuse Classroom Behaviors: Secondary</td>
</tr>
<tr>
<td></td>
<td>How to Diffuse Classroom Behaviors: Elementary</td>
</tr>
<tr>
<td></td>
<td>Reaching Your Potential 101 – Classroom Management and Communication: Secondary</td>
</tr>
<tr>
<td>Day 3</td>
<td>K-12 Intervention – Managing Behavior in Students with Special Needs</td>
</tr>
<tr>
<td></td>
<td>Classroom Management and Positive Conflict Resolution: Secondary</td>
</tr>
<tr>
<td></td>
<td>Nurturing Positive Behavior: Secondary</td>
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<tr>
<td></td>
<td>K-12 Intervention – Managing Behavior in Students with Special Needs</td>
</tr>
<tr>
<td></td>
<td>Classroom Management that Build Community: Secondary</td>
</tr>
<tr>
<td></td>
<td>Nurturing Positive Behavior: Secondary</td>
</tr>
</tbody>
</table>

*(Beginning Teacher Institute, 2017)*

**BTI and Follow-up**

Final surveys are sent to participants on the final day of BTI. The evaluations ask about the strengths of the program, most effective sessions, and suggestions for future BTIs.
While the committee utilizes these responses to make changes for next year, there is no additional study beyond the survey. BTI does not have any follow-up sessions to see how teachers have integrated the approaches into the classroom. Given the volume of interest and the growing attendance, and considering the teacher turnover rates in the first five-year years of teaching, follow-up on how participants are using the strategies and what teaching practices were most effective could inform future BTIs.

It should be noted, that after the first two institutes (Summer 2013 and 2014), there were attempts, in alignment with PD literature, to conduct a one-day follow up Saturday session in November and online webinars. However, due to the low attendance, these follow-up sessions have not been used for the 2015, 2016, and 2017 Institutes. This lack of follow-up highlights a gap in the research on the application of learning at BTI and underscores the relevance of the current study. This study is the first to follow up with teachers and may become part of BTI strategy in the future.

**Summary**

This chapter reviewed literature on the relevance of adult learning theory in professional development for beginning teachers, describing the effectiveness of using self-directed, active, and contextual learning. The literature review also identified classroom management as an important area of interest in professional development and summarized three different approaches. It explained the significance of the ecological approach to classroom management. Finally, the review described the history and background of the Beginning Teacher Institute and highlighted the lack of credible evidence examining the applicability of this professional development event.

In Chapter 3, I discuss the Methodology of this study. It begins with an overall
discussion of qualitative research and the choice of the case study as the methodology.

Chapter 3 defines the site, the data collection, and the data analysis approach of Stake (1995).
CHAPTER 3: METHODOLOGY

The purpose of this study is to explore the experiences of beginning teachers at North Carolina State University’s Beginning Teacher Institute in July of 2018 and how they apply those experiences to their practice. This chapter explains the qualitative research design, including a description of the overall methodological approach of this case study; particulars of the design including the site and participant sampling; and data collection and analysis methods. Data collection and data analysis sections are each divided into the three phases of the study: (1) pre-session (2) during-session, and (3) post-session. Additionally, Chapter 3 describes measures to ensure validity and reliability in the research design, including triangulation and subjectivity. Finally, Chapter 3 concludes with a discussion of the data management procedures followed in the study and summary.

Research Design: Qualitative Case Study

A case study design seeks to uncover the decisions, meanings, and influences of the individual and explore these experiences in-depth, and thus is appropriate for this research on the experiences of beginning teachers. This case study can be further delineated as an “intrinsic” case study, as the case itself is of primary interest (Stake, 1995). A case study explores a bounded system and collects multiple sources of data (Creswell, 2014, p. 73). The case can be both the object of study and the product of the research. In order to gather rich and detailed data, a case is bound by time, place, and participants. The data collection and tools for a case study enable the researcher to go in-depth and discover the experiences of the participants, building a critical case. The results are reported with thick, rich descriptions of the case and the participants’ experiences. In this case, that means the individual experiences in classroom management sessions at BTI and how those experiences are applied to the
In general, the goal of a case study is to gain an in-depth understanding of an issue, process, or problem by exploring the particulars. Interviews, observations, questionnaires, and document analysis are all tools used by the case study researcher to gain this understanding. A case study is appropriate to this research because the purpose is to understand the learning experiences of beginning teachers in classroom management. In particular, this case study analyzes what classroom management strategies are taught and how they are learned. Stake (1995) describes the role of the case study researcher as the interpreter of this case in the context:

The case researcher recognizes and substantiates new meanings. Whoever is a researcher has recognized a problem, a puzzlement, and studies it, hoping to connect it better with known things. Finding new connections, the researcher finds ways to make them comprehensible to others. (p. 97)

This study is a qualitative intrinsic case study of BTI classroom management PD participants and their expectations, experience, and application of what they learned in these sessions. The primary task of an intrinsic case study, according to Stake (1995), is to develop an understanding of the case itself. The intrinsic case study is appropriate because the purpose of this study is to investigate a specific professional development opportunity, the Beginning Teacher Institute. Other features of the case study are defined by Stake (1995), who maintains that there are three unique qualities of qualitative research: “it is holistic, it is empirical, and it is interpretive” (p. 47). These defining characteristics makes it an appropriate choice for studying the experiences of beginning teachers in classroom management professional development. The interpretive nature of qualitative methods values
observation and conversation to collect empirical data that describe individuals’ experiences. In the introduction to their most recent qualitative methods manual, Miles, Huberman, and Saldana (2014) clarify the purpose and appropriate contexts for conducting qualitative research: “Qualitative data, with their emphasis on people’s lived experiences, are fundamentally well suited for locating the meanings people place on the events, processes, and structures of their lives and for connecting these meanings to the social world around them” (p. 11). In researching the way in which beginning teachers learn from professional development, it is helpful to investigate the approaches the participants found meaningful and how they connect the learning experience with their actions in the classroom. Qualitative data prioritize the participants’ experiences with BTI and the meanings they ascribe to those experiences.

Qualitative research is based in constructivism, which recognizes the importance of patterns and relationships in how people experience reality. Miles, Huberman, and Saldaña (2014) describe the philosophical underpinnings and reconcile the complexity of reality with qualitative research:

Human relationships and societies have unique peculiarities and inconsistencies that make a realist approach to understanding them more complex—but not impossible…

Human meanings and intentions are worked out within the frameworks of these social structures—structures that are invisible but the nonetheless real. (p. 7)

Therefore, meaning is constructed by the participants’ experiences, and qualitative researchers explore and analyze these meanings in-depth. In qualitative research, meaning is communicated with words. Stake (1995) explains, “Constructivism helps a case study researcher justify lots of narrative description in the final report” (p. 102). This study
recognizes that language, including the use of metaphor, is another construct and subject to interpretations based on different experiences and knowledge. Therefore, careful attention is given to language and much of the analysis is done by assembling and organizing language. Then the researcher constructs themes and patterns to explain the research questions. The main task is to describe the ways people in particular settings come to understand their situations.

Stake (1995) explains that interpreting qualitative data analyzes individuals’ experiences by “seeking patterns of unanticipated as well as expected relationships” (p. 41), as well as embracing the “uniqueness” (p. 44) of participants’ various experiences. At the same time, the researcher recognizes how his or her “faults” may impact analysis (p. 45). To understand participants’ experiences, the qualitative researcher captures the meaning participants create based on the situation—in this case, the meaning they glean from how their learning experience meets their specific needs. Describing these unique perceptions can be achieved through conducting inductive research and providing richly descriptive findings that seek to deeply analyze and describe a particular case.

**Data Sources**

**Site Selection**

The site of this case study is the North Carolina State University Beginning Teacher Institute that took place from July 24-27, 2018, specifically focusing on the two days designed for instructing secondary teachers: July 26th and 27th. The selection of the site for this case study was purposeful because it was of interest to the researcher. BTI was selected for the site because it serves a population of beginning teachers; participation is voluntary (as opposed to mandatory); it offers classroom management sessions (the focus of the study);
and it offers participants a choice of what subject they want to learn. Furthermore, BTI is an annual event that has been conducted several times before. This means there are structural and organization components already in place that assist the researcher with the site and sample. For example, BTI participants and presenters follow an organized online schedule on a platform called Sched. It enables sessions to start on time and provides participants access to available materials uploaded by presenters. The online tool Sched gives participants the opportunity to sign up for sessions before the PD and produces a detailed roster of participants for each session.

**Participant Sampling**

Participants in the study include beginning secondary (middle and high school) teachers who were taking the classroom management sessions at the Beginning Teacher Institute as well as the presenters at these sessions. This case study employed three steps to sampling: (a) purposive sampling based on criteria for the sessions (secondary classroom management sessions that do not overlap); (b) convenience sampling for the three sessions and their presenters; (c) convenience sampling for the beginning teacher interviews.

Purposive sampling is used when the researcher needs to select the sample based on the objectives of the study. Similarly, convenience sampling is used when participants are limited; in this case, the researcher relied on volunteers from those in the classroom management session. In other words, the approach to sampling for this case study was guided first by criteria and then by volunteers. The sessions of interest were on classroom management, and the choice of beginning teacher interviewees was first narrowed to those attending these sessions, and further narrowed to those beginning teachers who agreed to be interviewed. This method is supported by Stake (1995), who maintains that for case studies,
identifying and seizing “opportunities to learn are of primary importance” and leaves some flexibility in case study design to “progressive focusing” (p. 9). This approach is supported in other literature reviews of qualitative methods. For example, Miles, Huberman, and Saldaña (2014) state that the focus narrows as the fieldwork begins. This sampling can be considered “within case” (p. 33) because it begins by identifying all classroom management sessions which are “nested” within BTI (p. 33). The case narrowed to observations of three selected sessions, and then it employed purposive sampling to choose interview participants from these sessions.

Table 3.1.

Summary of Data Sampling

<table>
<thead>
<tr>
<th>Phase</th>
<th>Type of Sample</th>
<th>Description</th>
<th>Participants</th>
</tr>
</thead>
</table>
| Phase 1 – Before session | Purposive (criterion-based) and convenience sampling of sessions and presenters | Criterion: Classroom management sessions for secondary teachers  
Convenience: Three presenters volunteered | Three volunteers from pool of secondary classroom management session presenters |
| Phase 2 – During session | Purposive (criterion-based) and convenience sampling of sessions and presenters | Observations of sessions based on volunteers from criterion-based sample | Three session observations                                                  |
| Phase 3 – Post session  | Convenience sampling                               | Volunteers from sample of participants attending one of the three chosen sessions | Six interviewees who attended one or more of the three sessions               |
**Sampling of presenters/sessions.** BTI hosted over 200 beginning teachers and offered over 50 sessions. The case study used purposive sampling to select sessions using these primary criteria: topic of classroom management sessions and for secondary teachers. The sampling of classroom management sessions was initially be made based on availability (the sessions could not overlap). An email request was sent to the secondary classroom management session presenters describing the purpose and procedures of the study (Appendix K).

**Sampling of participants for questionnaires.** There were three groups of participants invited to complete the questionnaires. The participants included those who signed up to attend at least one of the three classroom management sessions selected for the study. The questionnaires were administered in an invitation via email and the Qualtrics link was included (See Appendix J). To increase the response rate, potential participants were offered an incentive of a $5 gift card to complete both the pre and post questionnaires. The email and informed consent described the incentive and when it would be awarded.

**Sampling for beginning teacher interviews.** The researcher narrowed down the interview participants after the session observations and chose them with the goal of obtaining rich data. The researcher first asked for volunteers by emailing those who participated in the observed CM sessions. By choosing to attend a session in CM, I assumed the selected teachers had an interest in learning about classroom management and would, perhaps, be interested in discussing their experiences with me. While I attempted to apply maximum variation in the selection so teachers from different schools, districts, geographical settings, and subject areas were represented, not enough participants volunteered, thus eliminating the option for achieving the desired variation. Nevertheless, the participant pool
consisted of six teachers, thereby offering an array of responses needed to analyze their learning experiences.

**Data Collection**

This section describes the data collection procedures for this study and primary data instruments for the case. Importantly, the research activities of this study follow the guidelines of the International Review Board (IRB). An IRB application and the supporting documents (informed consent forms) were submitted prior to the study and are included in Appendices F through L. In terms of the data collection of qualitative research, Creswell (2014) offers specific descriptions of the types of collection tools as well as their uses, benefits, and limitations. Of these tools, I used questionnaires, observations, interviews, and documents. Data collection was divided into three phases: pre-session, during-session, and follow-up and is summarized in Table 3.2.
Table 3.2.

_Data Collection and Analysis Summary_

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Phase</th>
<th>Method</th>
<th>Data</th>
<th>Coding</th>
</tr>
</thead>
<tbody>
<tr>
<td>RQ1: What are beginning teachers’ desired needs regarding classroom management before BTI?</td>
<td>Phase I</td>
<td>Questionnaires</td>
<td>Online questionnaire</td>
<td>a priori and open coding</td>
</tr>
<tr>
<td>RQ2: What classroom management strategies do they learn at BTI?</td>
<td>Phase II</td>
<td>In-person observations</td>
<td>Observation protocol</td>
<td>a priori and open coding</td>
</tr>
<tr>
<td>RQ3: How do they learn them?</td>
<td>Phase II</td>
<td>Document analysis</td>
<td>Interpretation</td>
<td>a priori and open coding</td>
</tr>
<tr>
<td>RQ2: What classroom management strategies do they learn at BTI?</td>
<td>Phase III</td>
<td>Presenter interviews</td>
<td>Interview protocol (semi-structured)</td>
<td>a priori and open coding</td>
</tr>
<tr>
<td>RQ3: How do they learn them?</td>
<td>Phase III</td>
<td>Presenter interviews</td>
<td>Interview protocol (semi-structured)</td>
<td>a priori and open coding</td>
</tr>
<tr>
<td>RQ4: To what extent do secondary teachers apply what they have learned about classroom management from the Beginning Teacher Institute in practice?</td>
<td>Phase III</td>
<td>Participant interviews</td>
<td>Interview protocol (semi-structured)</td>
<td>a priori and open coding</td>
</tr>
</tbody>
</table>

**Phase I: Pre-session / Pre- and Post-Questionnaires**

A questionnaire is a list of standardized survey questions to elicit an overview of participants’ responses to a topic. In this case, the questionnaires probed the participants’
experiences regarding classroom management prior to attending BTI and asked for their overall comfort level with managing student behavior. The questionnaire is valuable because it helps answer my first research question about what they wanted to learn. Benefits to collecting and analyzing questionnaires is that they provide comparison data regarding what teachers desired to learn about classroom management to what they actually learn about it. The questionnaires were sent to all participants in the three selected classroom management sessions. Weaknesses of this approach include the propensity for questionnaires to oversimplify participants’ experiences or neglect the deeper meaning that respondents could offer regarding their classroom management needs. These weaknesses are mitigated by the inclusion of in-depth interviews with participants that enrich the questionnaire data by exploring the issues at length.

Participants were given two questionnaires—one before the session and one afterwards (See Appendices A and B). From the pre-questionnaire, I established background data regarding how many years participants have been teaching. Also included in the pre-questionnaire was a self-assessment (Washburn, 2010) that surveyed their perceived skills regarding classroom management, their current perceived problems with classroom management, and what they wanted to know more about. Self-assessment questions included those that asked about teachers’ current classroom management practices, such as implementing rules and procedures (Appendix A). Sugai, Lewis-Palmer, and Hagan (2008) first devised this self-assessment as a recommendation for translating their findings regarding effective classroom management practices. These findings align with the best practices for classroom management found in Marzano, Marzano, and Pickering (2003), which include preventative strategies.
In order to respect presenters’ time, the questionnaires were administered online using Qualtrics so that participants could complete them before attending BTI. Participants who had enrolled in the three selected classroom management sessions were emailed a link to the Qualtrics questionnaire. Page one of the questionnaire was the informed consent; it also included the discussion of the gift card incentive to complete both questionnaires. Once participants had electronically signed the informed consent, they proceeded to the questionnaire. The post-questionnaire was emailed at the end of the session. Using the same process as used to collect the pre-questionnaire, the first page included an informed consent and was proceeded by the post-questionnaire.

**Phase II: During-session data collection**

**BTI Session Observations.** In qualitative research, observations are detailed notes of the environments of the case. Stake (1995) identifies observations a primary tool for data collection and “work the researcher toward a greater understanding of the case” (p. 60). Stake emphasizes that “we need observations pertinent to our issues” (p. 60). The benefits to observations are the collection of first-hand data. I was able to observe the professional development session, the engagement of the participants, and the content of the session first hand. However, a primary concern about first-hand observations is the effect of the researcher’s presence on the presenter and participants. While the purpose of a case study is to study the naturalistic, “lived experiences” of its participants, the presence of a video camera, may have impacted how “natural” participants felt being recorded. By conducting observations without video-recording the session, I aimed to minimize observer effect. I observed each session in the corner of the room and took notes according to the observation protocol (Appendix C).
Each observed session was given a letter (A, B, and C); this letter was also assigned to its presenter. This helped organize the data and maintain confidentiality of the presenter and attendees. From these observations, I gained a first-hand account of the content of the sessions and documented specific examples of professional development teaching strategies (see Chapter 4). First, I administered the observation informed consent forms for the presenter and participants (See Appendix G). Then I observed the session and used the observation protocol to make initial notes on the content of the session and the way in which the session was taught. I also noted the time, and included a notation at least once every five minutes. To ensure confidentiality, all observation notes were kept in a password-protected file on a hard drive in a locked room.

**Document analysis.** Qualitative researchers recommend going beyond interviews and observations as sources of data (Creswell, 2014). An analysis of primary and secondary documents can help add depth to a qualitative case study by adding to the rich description of the case. A document analysis was conducted on the professional development materials used by the presenter, including their PowerPoint presentations. These materials helped triangulate the data for the content of the sessions, along with participant questionnaires and session observations. As summarized by Creswell (2014), there are several other benefits to collecting the presenters’ materials: 1) They enable a researcher to obtain the language and words of participants; 2) They can be accessed at a time convenient to the researcher; 3) Documents represent data to which participants have given attention; and 4) Documents comprise existing evidence that does not need to be transcribed. The researcher administered informed consent form to the presenters for permission to use their presentation materials in the study, and they were assured of confidentiality.
Phase III: Post-session and follow-up data collection

**Interviews with presenters.** Qualitative research seeks to understand the world from the participants’ perspectives and to uncover meaning from their experiences. Interviews are an important tool for gathering these perspectives in participants’ own words. A case, according to Stake, “will not be seen the same by everyone. Qualitative researchers take pride in discovering and portraying the multiple views of the case. The interview is the main road to multiple realities.” (p. 64). For this case study on the experiences of beginning teachers in classroom management sessions, I interviewed the session presenters to understand their choice of classroom management content and the strategies they used to teach this content through the lens of adult learning theory. Presenters were interviewed after the sessions using a semi-structured interview format (Appendix D), which allowed me to ask the same questions to all presenters. They were asked about their choice of activities and to reflect on the session. Written and verbal consent was obtained before the interview. Interviews with the presenter provided additional data to answer research questions two and three.

**Interviews with BT participants.** Beginning teacher interview participants were selected by asking for volunteers from the sample who attended the selected classroom management sessions. As with the presenters, I interviewed the beginning teacher participants using a semi-structured interview guide (Appendix E). A semi-structured interview protocol has many advantages to the case study design. It provides contextual information regarding the topic and the researcher can control the line of questions (Creswell, 2014). For this case, the protocol framed the discussion of classroom management in terms of an ecological perspective. It also engaged in a line of questioning about *how* beginning
teachers learned about classroom management. It elicited data from the teachers to achieve “rich, thick description” by asking follow-up and probing questions. Semi-structured interviews with six (two from each session) participants provided data to help answer research questions two, three, and four. The purpose of conducting at least six interviews was to obtain enough interview data for interpretation and analysis.

The interviews with the participants took place in October of 2018, three months after BTI when the teachers returned to their schools. They were interviewed after they had time to utilize their experiences at BTI and implement classroom management strategies at the beginning of the school year. In order to capture the teachers’ experiences with classroom management and the professional development they experienced at the beginning teacher institute, questions were organized into three parts: (1) background and context, (2) classroom management strategies and examples of use, and (3) perceptions of professional development.

Interviewees were administered informed consent both in written and verbal formats (Appendix I). Before the interviews, I reiterated confidentiality and the purpose of the study. The audio recordings were kept in a password-protected file on a hard drive in a locked room. Interview participants’ names were assigned pseudonyms; no reference to either of these were made in the transcription or analysis. The researcher used a back-up recorder in case the primary device did not work. In accordance with APA and IRB guidelines, once the study is complete, all transcriptions and recordings are deleted and destroyed. Paper records are shredded and electronic files are erased using software applications designed to remove all data from storage devices.
Data Analysis

The data analysis discussion for the case study is divided into three phases: pre-session, during-session, and post-session. Stake (1995) refers to data analysis using two methods: categorical aggregation and direct interpretation. According to Stake, case study relies on both of these methods. Even with the intrinsic case study, “the caseworker sequences the action, categorizes properties, and makes tallies in some intuitive aggregation” (p. 74). Categorical aggregation is the process of clustering complex data into categories to assist in the search for meaning. Direct interpretation, then, is making new meanings out of these categories. The methods for this case study used a combination of a priori and open coding to categorize the data and lead to interpretation. Table 3.3 summarizes the data collection and analysis choices and how they map to the research questions.
### Table 3.3.

*Alignment of Research Questions to Data Tool and Approach to Analysis*

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Collection Tool</th>
<th>Approach to Analysis: Categorical Aggregation and Direct Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RQ1:</strong> What are beginning teachers’ desired needs regarding classroom management before BTI?</td>
<td>Pre-Questionnaire</td>
<td>X</td>
</tr>
<tr>
<td><strong>RQ2:</strong> What classroom management strategies do they learn at BTI?</td>
<td>Post-Questionnaire</td>
<td>X</td>
</tr>
<tr>
<td><strong>RQ3:</strong> How do they learn them?</td>
<td>Document Analysis</td>
<td>X</td>
</tr>
<tr>
<td><strong>RQ2:</strong> What classroom management strategies do they learn at BTI?</td>
<td>Observation Guide</td>
<td>X</td>
</tr>
<tr>
<td><strong>RQ3:</strong> How do they learn them?</td>
<td>Semi-structured Interview Guide</td>
<td>X</td>
</tr>
<tr>
<td>(Presenters)</td>
<td>(BT Participants)</td>
<td>X</td>
</tr>
<tr>
<td><strong>RQ4:</strong> To what extent do secondary teachers apply what they have learned about classroom management from the Beginning Teacher Institute in practice?</td>
<td>Semi-structured Interview Guide</td>
<td>X</td>
</tr>
</tbody>
</table>

### Phase I Data Analysis: Pre-session

The responses to the questionnaires helped me to understand the current experiences and articulated needs of the participants. These data were collected using questions aligned with Doyle’s ecological characteristics (2006). Data were coded in two cycles: 1) a priori
coding of the data into overall classroom management approaches (preventative vs. reactive) and ecological approaches; and 2) open coding to identify trends across participants. Results from the questionnaire are reported in Chapter 4 according to these categories and gave information to build participant profiles and give a voice to the participants regarding what they hoped to gain from classroom management sessions. Questionnaire responses were uploaded to NVivo for organized and systematic coding and analysis.

**Phase II Data Analysis: During Session**

**Observations.** A priori and open coding was used to analyze the observation protocols and answered research questions two and three. Observations of the professional development sessions were recorded according to what content was taught (e.g., preventative or reactive) and how the sessions were taught (e.g., active learning, lecture, role playing, collaboration, modeling, examples, feedback/reflection, discussion). If they did not fit into one of the aforementioned categories, open coding was utilized to identify new themes based on the data. This strategy aligns with Stake’s (1995) approach to analysis of categorical aggregation and patterns. In this case, the number of instances of each teaching strategy is important in understanding how the participants learned. Each session was 45 minutes and notations were made at least every five minutes. A new notation was made when the content or the strategy changed. The observations were made by hand in a research notebook and then typed into a Word document after the session. The Word documents were saved as separate files for each presenter and uploaded to NVivo for tallying and analysis. Stake uses tallying of coded data in observations to help describe the pervasiveness of an idea.

**Document data analysis.** The presenters’ materials can offer details about the professional development session that may have been difficult to observe. To assist in the
categorization of the document data, the presentation materials were uploaded to NVivo for both a priori and open coding and interpretation. Text of the materials were analyzed by categorizing classroom management strategies using predetermined categories (preventative or reactive). The materials were also analyzed for the types of strategies they used in the professional development sessions. Chapter 4 reports results of the document analyses.

Phase III Data Analysis: Post-session and Follow-up

Presenter interviews. Presenter interviews also were coded with categories according to the approaches used to teach. First, interviews were read and transcribed for overall flow and impression. Then, I assigned a priori categories related to active learning, applied teaching practices, changes in teaching practices, and experiences at BTI using the presenter interview protocol (Appendix D). The coding of the presenter interview data helped answer research questions two and three investigating what classroom management strategies teachers learned at BTI and how they learned them. It also provided the context to interpret the beginning teachers’ data.

BT participant interviews. Interview transcriptions with the beginning teachers provided rich amounts of data. After broad categories were assigned to data using a priori coding (preventative vs. reactive strategies), I looked for and identified emerging relationships and issues regarding classroom management using open coding. NVivo software helped identify codes, coding schemes, coding iterations, researcher’s memos, searched and retrieved material, data displays, and episodes of analysis (Miles & Huberman, 1994). Back-ups of all work were created and stored securely. The categories from both a priori and open coding, were used to describe the experiences of beginning teachers in the classroom management sessions and the application to their classrooms. Conflicting
experiences were also identified.

**Validity and Reliability**

In a qualitative study, measures of validity and reliability take on a different meaning for the research than they do for a quantitative study. According to Merriam (1995), “Qualitative research assumes that reality is constructed, multidimensional, and ever-changing” (p. 54). Therefore, in terms of reliability in a qualitative study, the question is not about finding the same results again; rather, reliability involves taking specific steps to ensure that the case is being conveyed truthfully. Merriam (1995) emphasizes the importance of multiple ways of conducting qualitative research to ensure reliability, explaining, “Human behavior is never static. Classroom interaction is not the same, day after day, for example, nor are peoples’ understanding of the world around them” (Merriam, 1995, p. 55). To take steps toward maintaining reliability in this study, the research sought to obtain a nuanced understanding of the case, and, as Merriam (1995) explains “to understand the particular in depth” (p. 57). Data source triangulation and a statement of subjectivity helped to convey this nuanced understanding and the dependability of the results.

**Triangulation**

According to Stake (1995), triangulation is “working to substantiate an interpretation or to clarify its meanings” (p. 45). This case study uses data source triangulation to substantiate an interpretation. Multiple data sources included session observations, interviews with the presenters, and interviews with session participants. In addition, the presenter materials were also used in the data analysis. The various data sources help gain a deeper understanding of beginning teachers’ experiences in the classroom management sessions. The interview data helped to corroborate and elaborate on the observational data.
In addition to multiple data sources, there were practical methodologies that helped build trustworthiness. I created an interview protocol for the presenter and for the participant. Protocol were followed so their responses could be compared. The careful documentation and implementation of these strategies contributed to the truthfulness of the research.

**Statement of Subjectivity**

In this section, I reflect on my role as researcher in this study and address sources of potential bias (Stake, 1995). In traditional models of research, the ideal is to be as objective and detached as possible so as not to “contaminate” the study. However, in qualitative research where the researcher is the primary instrument of data collection, subjectivity and interaction are assumed. The question then is not whether the process of observing affects what is observed, but how the researcher can identify those effects and account for them in interpreting the data (Stake, 1995). Because the researcher is the instrument in a qualitative study, it is important to include a statement of subjectivity that describes the researcher’s experiences and role in the study and how they may influence the analysis of data and reporting of research.

I have worked in the education profession for seventeen years, first as a classroom teacher and then as an instructor and coordinator of teacher education. I began my career as a high school English teacher at a North Carolina public school. Overall, my experiences in teaching were positive, and I felt confident in my own professional development. Classroom management was a struggle for me in my first year of teaching, but I took steps over the next semesters to improve. Therefore, I come from a perspective that teachers can become better at what they do. I see teaching as a craft, and my analysis and interpretations reflect my underlying assumption that teaching can be improved. This may have biased my perspective
in that I can relate to the experiences of new teachers. While my advocacy for teachers and teaching might influence my interpretation, it also drives my interests as a researcher. To alleviate some of this bias, I took steps to be objective in my approach in the interviews. I followed an interview protocol and asked questions as an objective observer. When participants were unclear, I asked follow-up questions to obtain their perspective rather than make assumptions.

In addition, I am employed at NC State as a director in the field of teacher preparation. I have been employed by the College of Education as the alternative licensure coordinator for the past ten years. My daily responsibilities include advising, training, and supporting new teachers who enter the profession as second-career professionals. They struggle with the demands of being a first-year teacher and the pressures of an adult with competing responsibilities. I have taken the position as their advocate and this translates to other new teachers as well. Given this experience in teacher education, I can easily relate to the experiences of new teachers and gravitate toward wishing to help support them or “fix” their problems in the classroom. As a researcher, this may have biased my investigation of teacher success. To mitigate this bias, it was important to prioritize follow-up questions with presenters and beginning teachers rather than make assumptions about what they mean.

It was important to articulate my position of leadership regarding the Beginning Teacher Institute. I have contributed to the Beginning Teacher Institute for the past three years; this will be my fourth institute serving as a committee member. As a committee member, I had insider access to conversations regarding BTI organization, goal-setting, evaluation, and best practices. My subjective experiences positively impacted this study by informing my detailed methods, rich, thick description, and immersion in the data that adds
to the knowledge base and expands the description of the Beginning Teacher Institute. I informed participants of my position of leadership before our face-to-face interviews.

**Data Management and Security**

I obtained IRB approval from North Carolina State University (Appendix P). To ensure confidentiality and “nonidentifyability” (Miles, Huberman, & Saldaña, 2014, p. 57), the classroom management sessions observed did not identify session, presenters, or BT participants by name. In addition, the participants’ schools were not identified in the study. While participants may have referred to their school in the interview, the names and identifying characteristics were not included in the findings and discussion. The focus of the case study is the teachers’ learning and application, and the site is the Beginning Teacher Institute (rather than the participants’ schools). The observations, using a semi-structured observation protocol, focused on the (a) content of the session, (b) the styles of teaching, and (c) the interaction from the participants.

An agreement with study participants was established that described the time and effort involved and the types of data collection involved. Voluntary participation was emphasized and the researcher communicated how their confidentiality was maintained. Benefits to both participants and the researcher included an in-depth awareness of classroom management practice and the contribution to future professional development planning. Participants will be sent a summary of the findings and the discussion. The agreements were communicated through written consent forms and described to the participants in person. In accordance with IRB, I collected written consent forms before the observations and interviews. Also, before each interview, I explained the purpose of the study and the goals of the research.
Summary of Methodology

To address the concerns of beginning teachers and their approaches to classroom management, I conducted a case study of the experiences of teachers in the classroom management sessions at the Beginning Teacher Institute. This study employed a qualitative intrinsic case study design in the tradition of Stake (1995). With a focus on the experiences of beginning teachers with professional development in classroom management, this study elicited data through questionnaires, observations, interviews, and document analysis. Data was managed through NVivo software, which also helped to code, retrieve, and analyze the data. The study employed a priori and open coding to categorize and interpret the data. A priori codes connected to classroom management strategies found in literature as well as adult learning theory tenants were first used to analyze the data. Then, open coding was used to allow new themes to emerge.

Chapter 4 presents the findings from the study and the final chapter discusses the recommendations and conclusions from these findings.
CHAPTER 4: FINDINGS

This study examines the experiences of beginning secondary teachers in classroom management sessions at North Carolina State University’s Beginning Teacher Summer Institute. Chapter 4 reports the findings from the study. The chapter begins with a review of the study’s purpose as well as an overview of the data sources, data management, and data analysis strategies. Next, the findings are organized by research questions and further divided into themes.

**Research Questions**

The following four research questions guided this study:

1. What are beginning secondary teachers’ desired needs regarding classroom management before BTI?
2. What classroom management strategies do secondary teachers learn at BTI?
3. How do beginning secondary teachers learn the classroom management strategies at BTI?
4. To what extent do beginning secondary teachers apply what they have learned about classroom management from the Beginning Teacher Institute into practice?

**Description of Findings**

The presentation of findings is organized by research questions and then by the phases of data collection: Phase I, Phase II, and Phase III. Phase I includes collecting the pre- and post-questionnaires given to the participants. Phase II describes the observations of the classroom management sessions and the document analysis of the presenter materials. Phase III begins with the interviews with the presenters after their sessions concluded and concludes with interviews with six beginning teacher participants a few months after the
institute. I strove to present the lived experiences of the participants by examining the complexity of the context and including substantial direct quotations. A summary of the data for each phase is found in Table 4.1. Coding the data began with a priori categories, yet as other topics began to emerge, these topics were also given codes. These new topics are discussed in the phase-specific findings below.

Table 4.1.

Summary of a priori Coding by Phase

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Name</th>
<th>Data Collected</th>
<th>a priori codes</th>
<th>a priori subcategories</th>
</tr>
</thead>
<tbody>
<tr>
<td>RQ 1: What are beginning secondary teachers’ desired needs regarding classroom management before BTI?</td>
<td>Phase I</td>
<td>Questionnaires</td>
<td>-Want to learn</td>
<td>None used</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-Learned</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-Know more about</td>
<td></td>
</tr>
<tr>
<td>RQ2: What classroom management strategies do secondary teachers learn at BTI?</td>
<td>Phase II</td>
<td>Observations and Teaching Materials</td>
<td>CM Content Strategies</td>
<td>Preventative or reactive</td>
</tr>
<tr>
<td>RQ3: How do beginning secondary teachers learn the classroom management strategies at BTI?</td>
<td></td>
<td></td>
<td></td>
<td>-Lecture, activity, discussion, group work</td>
</tr>
<tr>
<td>RQ3: How do beginning secondary teachers learn the classroom management strategies at BTI?</td>
<td></td>
<td></td>
<td></td>
<td>-Active listening, questions, eye contact</td>
</tr>
<tr>
<td>RQ4: To what extent do beginning secondary teachers apply what they have learned about classroom management from the Beginning Teacher Institute into practice?</td>
<td>Phase III</td>
<td>Interviews</td>
<td>Preventative strategies, reactive strategies</td>
<td>-Lecture</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>-Connection to presenter</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>-Examples and modelling</td>
</tr>
</tbody>
</table>
Research Question 1: What Are BTs Needs Regarding CM?

Prior Experience (Phase 1)

In order to elicit participant responses about their desired needs regarding classroom management PD, it was necessary to ask them about what they wanted to learn before the session. Forty-one percent of those who attended one of the three classroom management sessions (n=58) completed the before-questionnaire. Of the 24 participants who completed the pre-questionnaire (Appendix A), the majority had one year of experience or less. Nine reported having zero years’ experience, and seven reported having one year’s experience. The remaining eight participants had two (n=4) or three years of experience teaching (n=4).

The pre-questionnaire participants also gauged their own abilities with classroom management. Classroom management in this study refers to actions taken by the teacher to establish order, organization, and cooperation so that learning can take place. The purpose of the questionnaire was to assess what they wanted to learn about CM in alignment with the first research question and establish the context of prior experience with CM. The questionnaire assessed what they knew, what they had done in the past, and what they wanted to learn prior to attending BTI. In the first part of the questionnaire, participants were asked to complete a self-assessment. The self-assessment showed their comfort with various classroom management categories: classroom structure, rules and procedures, effective instructional delivery, varied instructional strategies, self-evaluation, positive interactions, response to misbehavior, developing relationships and student responsibility. The strategies that six of the participants had not yet implemented include: involving students in creating the class rules; using multiple systems to acknowledge expected behavior; maintaining a 4:1 ratio of positive interventions; providing students with self-control and self-monitoring
strategies; communicating with families; using positive reinforcement; and reviewing and teaching classroom procedures. These categories are summarized on Table 4.2. The category that scored the highest in “not yet implemented” was actively involving students in class rules. The percentage of participants who had made “some attempt to implement” was also high in these categories. Participants reported being most prepared for lessons and activities in addition to providing a clear explanation of lesson objectives. Other areas that participants reported making a strong attempt to implement are providing extra time and assistance for students who struggle, learning students’ names by week two, using explicit activities to learn about their backgrounds, and speaking to students with dignity and respect.

Table 4.2.

*Self-assessment of Session Participants – Highest ‘Not Yet Implemented’*

<table>
<thead>
<tr>
<th>Category</th>
<th>Not Yet Implemented</th>
<th>Some Attempt</th>
</tr>
</thead>
<tbody>
<tr>
<td>I establish and explicitly teach student procedures.</td>
<td>26%</td>
<td>26%</td>
</tr>
<tr>
<td>I explicitly teach and review the school-wide expectations in the context of routines and as broad concepts.</td>
<td>26%</td>
<td>26%</td>
</tr>
<tr>
<td>After correcting rule violations, I use acknowledgement and positive reinforcement for rule following</td>
<td>26%</td>
<td>30%</td>
</tr>
<tr>
<td>I communicate with students/families before school starts and continue frequent contact.</td>
<td>26%</td>
<td>17%</td>
</tr>
<tr>
<td>I provide students with self-control and self-monitoring strategies.</td>
<td>26%</td>
<td>22%</td>
</tr>
<tr>
<td>I maintain a ratio of 4:1 positive interactions</td>
<td>30%</td>
<td>17%</td>
</tr>
<tr>
<td>I also use multiple systems to acknowledge expected behavior (teacher reaction, group contingencies, behavior contracts, or token systems).</td>
<td>30%</td>
<td>30%</td>
</tr>
<tr>
<td>I actively involve students in establishing classroom rules.</td>
<td>43%</td>
<td>17%</td>
</tr>
</tbody>
</table>
Participants’ Stated Needs (Phase 1)

The pre-questionnaire results provide data regarding what participants hoped to gain from the session. The 24 responses to the question, “What do you hope to gain from this session?” were uploaded to NVivo for analysis. Using Stake’s (1995) approach to categorical aggregation as a guide, a priori coding was used and then major themes were developed using open coding. Firstly, many focused on wanting to learn strategies that they could take back to their own classrooms. Phrases such as “strategies,” “practices,” “techniques,” and “skills” were coded as strategies.

A second theme that emerged from the questions about what respondents wanted to learn was concerned with the implementation of new strategies. Phrases such as “apply,” “use,” “implement,” and “take back to my classroom” were coded with this theme. Other respondents identified implementation and application as separate learning outcomes.

A third theme in the responses was the participants’ desire to learn from the examples and stories of others. Interestingly, two responses included a non-example. For example, one response indicated that the participant wanted “Tips on how to (and how not to) handle class behavior and management.” Similarly, another questionnaire respondent stated, “During my first years, I spent the majority of my efforts trying to control my class. This year, I want to be able to implement best practices that will allow me to focus more on creating engaging opportunities for my students.” The participants expressed the desire to learn information, techniques, and implementation principles.

What They Still Want to Learn (Phase 1)

The post-questionnaire was sent to those participants who completed the pre-questionnaire immediately after the session. Of the 24 pre-questionnaire participants, 15
completed the post-questionnaire, having a return rate of 63%, and an overall return rate of only 26%. As indicated in the informed consent (Appendix F), I sent $5 Amazon gift cards to each of the 15 participants who completed both the pre- and post-questionnaires.

Participants were asked to complete the post-questionnaire within one week of the session. Most of the session participants completed the post-questionnaire within 48 hours, and three completed it after 72 hours. The answers to the post-questionnaires were more nuanced than those on the pre-questionnaire. There were two questions pertaining to what participants learned from the sessions: “Describe 2-3 takeaways from this session,” and, “Do you intend to implement any strategies when you return to the classroom? If so, which strategies? Please describe” (Appendix B).

The open-ended question regarding takeaways invited beginning teacher participants the opportunity and space to summarize what they got out of the session. The 15 responses were coded using what Stake describes as “intuitive aggregation” (p. 74). The responses were interpreted and categorized according to general themes. The following emerged as the most prevalent themes: engaging students, procedures and plans, cultivating relationships, positivity and rewards, and self-monitoring. For example, one participant reported “bell-to-bell instruction, utilizing every minute in class to engage students” (Respondent 4) as takeaways. This was categorized under two themes: engaging students and procedures and plans. Another participant described the takeaways in the following way:

Everything you do in your classroom, how you do it, and how you create and manage your classroom environment needs to support the success of your students. Your success and your students’ success is built on the foundation of deep, authentic relations both within and outside of the classroom. (Respondent 3)
The strategies that participants plan to implement after BTI were also categorized by major theme. These themes were similar to the takeaways in the previous question. In addition, there were specific examples given. For example, for self-monitoring, three participants (Respondent 4, 7, and 9) mentioned the acronym “QTIP” (Quit Taking it Personally), which was taught by Presenter B. For building relationships, there were several examples, including getting to know more about the students’ interests during the first days of school. One participant who described her plans to engage students stated she would make “more detailed lesson plans to bridge time gaps and prevent unstructured downtime” (Respondent 4). Another respondent said that she would use “eye contact and hands-on activities that reach every student’s potential” (Respondent 2). One questionnaire respondent named a specific game that would engage students: “I think my students would really enjoy doing the snowball fight. And it is a great way to get them out of the seat and then clean up the mess quickly” (Respondent 10). The post-questionnaire gave beginning teacher participants the opportunity to report what they would like to implement when they return to their classrooms in the fall.

Participants in the classroom management sessions expressed what they wanted to learn more about after the session using the post-questionnaire. Many of those 15 respondents wanted to know more about how to keep students engaged in their classes. For example, Respondent 1 stated, “I would like to know more about deescalating and how to increase engagement in order to reduce behavior issues.” Respondent 3 opined, “The Classcraft program was interesting but I would like to explore other less time-consuming options that may get students just as involved.” Similarly, Respondent 7 indicated that she wanted to learn “how to engage them at all times and keep them motivated;” Respondent 8
confessed, “I want to know more about how to keep students engaged.” The other post-questionnaire responses about what they still wanted to learn were not directly related to classroom management. For example, the data from the post-questionnaires gauged participant responses directly after the session. The participant interviews in Phase III are discussed below and expand on some of these findings.

Research Question Two: What Did They Learn?

Three classroom management sessions were selected from those offered at the Beginning Teacher Institute as the focuses of the case study. One month before the institute and after obtaining IRB approval, I emailed the secondary classroom management presenters inviting them to be a part of the study (Appendix K). Three presenters volunteered and gave their consent for their session to be observed, to be interviewed, and to obtain any teaching materials used in the session.

From Whom They Learned: Presenters

In professional development, it is necessary to have experienced professionals teaching. One of the preferred requirements for the Beginning Teacher Institute is for presenters to currently be active teachers in the classroom. There were 54 presenters during the middle and high school BTI workshops. Of these sessions, three were taught by educational professionals who were not currently teaching. The presenters provided background information at the beginning of the interview. From these self-descriptions, I learned that all three presenters are practicing teachers in North Carolina and that three presenters have presented at BTI in previous years. The three presenters were labeled according to letters in sequential order regarding when their session took place.
**Presenter A.** Presenter A is a Middle School Science teacher who has presented at BTI in previous years. Compared to the other two presenters, he is less talkative and the interview moved very quickly. Presenter A has taught 8th grade Science for 16 years. He has been at his current school for the past five years. His favorite moments in teaching occur when students understand a complex or difficult concept because of a lab or analogy he used.

**Presenter B.** Presenter B is a High School English teacher at a large, suburban public school in Cary, North Carolina. He has taught for 17 years. He currently teaches English I (9th grade), English IV (12th grade), and African American literature (an elective course offered to all grade levels). Presenter B has a particular passion for the students and enjoys interacting with them on a daily basis. While he loves his course content, the interactions with students keep him in the profession. He also has a passion for mentoring new teachers. When there is a new teacher at his school who is struggling, other teachers (from all subject areas) send the new teacher to him for assistance. He is warm and inviting and is generous with his time when it comes to helping other teachers.

**Presenter C.** Presenter C is a high school English teacher at an urban public school in Durham, North Carolina. She teaches English II (10th grade) and Journalism (an elective available to all grade levels). She has been teaching for eight years, and all of her teaching experience (including student teaching) has been at the same school. She enjoys the “a-ha” moments in teaching, when she sees students grasp a concept that has before eluded them. She thinks of herself as a “data-driven teacher” who wants to find ways to teach her students how to think about themselves critically. She wants to show her students how to grow personally. She has been teaching classroom management at BTI for the past few years, and this is the sixth time she has delivered this particular presentation. Presenter C stated that she
tweaks it each time so it fits her audience.

Table 4.3.

**Presenter Experience and Background**

<table>
<thead>
<tr>
<th>Name</th>
<th># Years Teaching</th>
<th>Subject and Level</th>
<th>Years Presenting at BTI</th>
<th>Session description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presenter A</td>
<td>16</td>
<td>Middle Grades Science</td>
<td>4</td>
<td>Tools and strategies to combine engaging classroom structures and building relationships</td>
</tr>
<tr>
<td>Presenter B</td>
<td>17</td>
<td>High School English</td>
<td>4</td>
<td>Classroom management best practices</td>
</tr>
<tr>
<td>Presenter C</td>
<td>8</td>
<td>High School English</td>
<td>3</td>
<td>Effective approaches to classroom management and conflict management.</td>
</tr>
</tbody>
</table>

**What They Learned: Interviews with Presenters (Phase III)**

Three presenters were interviewed at the conclusion of their sessions, either directly after the session or at the end of the day. Table 4.3 summarizes presenters’ backgrounds, experience at BTI, and their session content. According to Stake (1995), the purpose of interviews is to get a “description of an episode, a linkage, an explanation” (p. 65). For the purpose of this case study, presenters were interviewed to gain a description of their teaching methodology and to learn how they would modify their sessions in the future. Presenters were provided with the interview protocol prior to the interview (Appendix D) and informed consent was collected before the interview began (Appendix H). Several themes emerged from these interviews to answer research question 3: “What classroom management
strategies do middle and high school teachers learn at BTI and how do they learn them?” The content and activities of each session is planned by the presenter. Therefore, it is important to give voice to the presenters to learn more about their choices of content and teaching strategies. From the interviews with the presenters, four themes were identified and refined: choice of content, strategies used, gauging engagement, and “do differently.” Using a priori coding, each of these themes was tied to a question from the interview protocol.

The choice of content, or the subject matter the presenters taught about classroom management, is connected to the classroom management philosophies each presenter has. For example, Presenter B, who taught that proactive strategies and relationships are key to effective classroom management, discussed his strengths as a teacher:

It’s something that I’ve always felt at my school. When we have young teachers they always have sent me in, ‘Hey go watch them and see what they need help with.’ And that’s been my niche. Some people, their niche might be in the planning or the assessment area. Mine has been with creating relationships with kids. (Presenter B Interview)

In addition, Presenter B describes the problem of poor classroom management and “common mistakes” he sees teachers making. He explained two common problems that lead to weak classroom management: being too authoritative and lacking confidence. However, despite these shortcomings, becoming an effective teacher is possible with time and work. Yet, there is a dispositional attribute, “withitness,” that cannot be taught:

It’s not as simple as just being one chapter ahead of the kids in the book. So sometimes that can be rectified just simply by working harder and longer and being more prepared. Sometimes it’s more of a personality thing. Malcolm Gladwell has a
great article where he talks about this concept of ‘withitness.’ And again, this is something there isn’t a program you can put together at NC State or elsewhere. How do you teach somebody how to appear as though they are the person who’s in charge and they are the person to turn to when you have a question? And they are the person who is ultimately responsible for everything that happens in the room. You have to project that without saying a word. (Presenter B Interview)

Although becoming an effective teacher, according to Presenter B, takes experience and reflection, he believes certain strategies can be learned. But because each teacher has a unique teaching environment, teaching these strategies to BTI participants must be broad and encompass many different examples:

I know that they all had some different things that they might need to hear. A person’s struggle with classroom management is not usually just one simple thing. So I want to cover as many potential pitfalls and as many potential avenues to success as possible so that somebody leaving the session will get something out of it. (Presenter B Interview)

Presenter A also chose his content based on feedback of students and teachers at his school:

So, for the last few years I have sort of honed my classroom management style or system and got a lot of positive feedback from people that have visited my classroom and from students, honestly. And so, I feel like what I do is in many ways transferable, and so I want to find ways to share what I do as much as possible so that others might benefit from it.

Presenter A, much like Presenter B, has received positive feedback from his students and peers regarding his classroom management style. And he uses these successes as the
basis of the session. Presenter C also discussed her reasons for choosing her content, which differs slightly from Presenters A and B. She contends that while experience is the primary way new teachers learn to improve classroom management, she identified disorganization as the greatest challenge to a new teacher. Her PowerPoint was created to identify and address these common struggles that are rooted in disorganization. In addition, she suggests creating a community and a positive learning environment.

**What They Learned: Observations of Sessions**

In-person observations of the classroom management sessions gave important details to help describe the experiences of beginning secondary teachers at the Beginning Teacher Institute. Observations added another layer of data collection, thereby triangulating the data (Stake, 1995). During the BTI, I observed three sessions on classroom management using an observation protocol (Appendix C). The observation protocol assisted me in creating structured, focused notes about the time, the content being taught, how the content was taught, and the engagement of the participants.

A priori coding was used to analyze the observation protocols and to answer research questions two and three. Using the framework of Stake (1995) and categorical aggregation, observations were marked with categories that apply to the classroom management content, how the sessions were taught, and the engagement of the participants during the session. As coding continued, topics that were relevant, found in literature, and/or repeated began to emerge within the categories. These codes were refined and later grouped to reduce the number of categories (Creswell, 2014).

Several themes began to emerge for each of these larger categories. A mind map was created using the frequency of mentions for each theme to help illustrate and represent the
categories. The categories with the highest frequency are included on the map (Figure 2). Stake (1995) mentions using different representations to classify, organize and refine raw data as part of categorical aggregation. A mind map is a qualitative tool used to help in this organization process. The categories that helped organize the data are discussed in detail below.

Figure 2. Summary of Observation Analysis Using Categorical Aggregation

The content of the classroom management sessions refers to the topics, lessons, approaches, or teaching strategies the presenter chose to include in the workshop. From the three observations, the topics that were most presented involved relationships, proactive/reactive strategies, and engaging lessons. Each of these is discussed in-depth below. The data collected from the in-person observations was used to create data source triangulation (Stake, 1995), especially as interpretations and assertions were made.

**Relationships.** A recurring reference in the three classroom management observations is that building and maintaining relationships are the keys to classroom management. For purposes of this study, relationships as a classroom management strategy
means developing a rapport with students individually and as a group to create an environment that is supportive of learning. All three presenters discuss developing relationships with students and also mentioned the relationship with the students’ parents. The idea of developing relationships was observed both in the session and materials.

Presenter C emphasized developing relationships and “learning about students” in at least three separate incidences during the session. Presenter C’s materials describe ways to learn about students, suggesting, for example, student activities on the first day of school such as having them write a personal poem, mapping their interests, or having students write a letter about themselves. Presenter B referenced relationships at least six separate times in his session. In fact, in a similar fashion to Presenter C, he emphasized the first day of school. In the beginning of his session, he stated, “I start building relationships on day 1, and I don’t stop.” Presenter A emphasized relationships as well, using slightly different language than presenter B and C. He referred to relationships as “connections” and to “find things in common” and “show them you care.” His materials echoed the importance of connections, using inspiring quotes from writers and leaders. He quoted a Tweet from Robert Marzano (2018), an educational researcher and writer:

   Effective teaching is not a simple matter of executing specific behaviors & strategies, because effective teaching is grounded in human relationships. If teachers don’t have sound, supportive relationships w/their students, the effects of their instructional practices are muted.

In addition, he quoted Rita Pierson from her TED Talk: “Kids don’t learn from people they don’t like.” And his final suggestions included “research the culture that matters to them, make fun of yourself, model continuous improvement, make it clear that you value their
classroom experience.” Presenter A emphasized the importance of developing relationships by quoting experts and using personal examples.

**Proactive and reactive strategies.** Another topic that pervaded the content of the classroom management sessions in this study were proactive and reactive strategies. Proactive strategies are identified throughout classroom management literature as preventative actions taken by the teacher to avoid having classroom management problems. One of these such proactive steps is the arrangement of the physical space. Presenters B and C both discussed utilizing the physical space in the classroom to maximize learning and to minimize disruption. Presenter C included specific examples of rules and procedures that may help curtail off-task behavior in the classroom, stating that such policies help get students’ respect. She mentioned organizational systems, attendance, learning names, bell work, parent contact, grading work, passing back work, phones, hall passes, bathroom passes, and an extra credit system. Presenter B also mentioned procedures and stated the importance of having “planning systems in the room to enable student success,” and later repeated this idea, adding that teachers need to “be purposeful” and have “planning and pacing and structure.” Presenter B summarized his proactive approach with this maxim: “Put in a lot of effort but make it look effortless.” Presenter A did not mention procedures except in the case of using a “carrot-based” approach, which emphasizes that fostering a positive relationship with students helps a teacher prevent misbehavior.

Reactive strategies were also discussed. Presenters B and C mention them as the appropriate balance to proactive strategies. Both of these presenters discourage calling administration to intervene. Instead, they both encourage de-escalation and not “losing your cool” (Presenter C). Presenter B uses the acronym Q-TIP: “Quit Taking it Personally” to
encourage new teachers to “give up the power struggle.” Similarly, Presenter B encourages teachers not to feel like they had to “win every battle.”

**Engaging lessons.** A third topic that emerged throughout the sessions was the idea of designing engaging lessons as a means to curtail off-task behavior. Literature supports the idea of engaging lessons as a solution to classroom management. In Presenter C’s PowerPoint, she asserted the connection between well-made lessons and avoiding misbehavior. The slide states, “Where do problems stem from? Instruction: Not engaging. Not meaningful. Not challenging. Bell-to-bell instruction is missing” (Slide 4). Presenter 2 also drove home the idea of effective planning: “Differentiation and the Element of Surprise” using the metaphor of the pied piper: “pull, don’t push” to engage students. This metaphor compares a fairy tale character who led wayward children using his music to a teacher who uses engaging lessons to capture student attention. Presenter A also discussed engagement as a way assuage classroom management problems. In fact, he called it “a different option.” Specifically, he described *gamification* as a way to appeal to student interests. In his examples, students create online profiles using software gaming tools. Presenter A’s ideas echo those of both Presenter B and Presenter C: “It is the teacher’s job to create lessons that are so engaging, kids aren’t interested in their distractions.”

**What They Learned: Document Analysis**

The presenters’ materials provided details about the professional development session that may have been difficult to observe. These materials were sent by the presenters to the researcher. Informed consent was collected to use these materials in the study. The beginning teachers had access to the materials via Sched, a free online scheduling tool. The materials, three PowerPoint presentations, were uploaded to NVivo for analysis. Text of the materials
was analyzed by first categorizing the content and the classroom strategies used. In addition, the PowerPoints provided additional data regarding types of strategies the presenters used in their sessions. Overall, the content of the materials coincided with the observations of the instructors. The slides reinforced and summarized the points made by the presenters. There were additional resources that the participants in the session could use in their own classroom and therefore apply when they were teaching. From the PowerPoints, the researcher could see the organization of content. For example, presenter B organized part of his presentation into proactive strategies and reactive strategies. And presenter C did as well, using terms such as “procedures” and “consequences.” Presenter A utilized a proactive approach, using the carrot-based approach.

The themes that emerged from each category (content, how taught, and participant engagement) of observation are detailed in the next sections. I developed a codebook for the session observations and the document analysis which includes the list of codes and a definition or description (Appendix M).

**Research Question 3: How Did They Learn?**

Research question 3 asked, “How do beginning secondary teachers learn classroom management strategies at BTI?” The sections that follow answer research question 3 by describing the data collected from the observations and presenter interviews. Data from these sources are further categorized by prominent themes.

**Observations**

During the observations of the three classroom management sessions, the researcher also observed and noted how the sessions were taught. *How taught* refers to strategies the presenter used to convey the material. Table 4.4 summarizes the number of instances of each
strategy.

**Lecture and direct instruction.** A prominent theme that emerged from the observations was “lecture” in reference to how the classroom management was taught. The majority of each session’s teaching was direct instruction or lecture. During the observations, the way in which the presenters delivered the material was noted in the observation protocol. The majority of each session’s teaching was direct instruction or lecture. In Presenter A’s session, “lecture” was recorded 17 times out of 26 instances. The presenter was directly instructing the participants from the slides, and the participants were quiet. In Presenter B’s session, lecture was recorded in 13 out of 17 total instances. For example, Presenter B used direct instruction to teach about room arrangement, classroom culture, and planning and pacing. He also used direct instruction to teach the importance of developing relationships. In Presenter C’s session, lecture was recorded 15 out of 29 total instances. Some examples of lecture in Presenter C’s presentation were on class procedures, policies, consequences, and learning about students. The lecture format was reinforced by the content on the PowerPoint.

**Scenarios and examples.** Other teaching methods were used alongside direct instruction. The sessions included personal examples from the presenters’ classrooms. Usually examples were part of the lecture, but they were recorded as separate instances. Presenter A had four out of 26 total instances that were considered scenarios or examples. One example that Presenter A used was how he uses positive reinforcement in his classroom to encourage on-task behavior. Presenter B had 10 instances of scenarios/examples out of 25 total instances. One notable example was his personal example of how he handles administrative referrals in his room. Presenter C’s session had eight instances of scenarios and examples out of 29 instances. For example, she described her classroom procedures and
her justification for the choices she made creating that document. One scenario that she posed to the participants was regarding fights in the class.

**Discussion.** A third method used throughout the three sessions was discussion. The presenters posed questions to the audience, asking for participant examples and feedback. Presenter A had four instances of discussion. In particular, he conducted a brief discussion at the end of the session and helped answer remaining questions. Presenter B had two instances of discussion during his session. The lengthiest discussion was at the end of the session, during which he conducted a short discussion about the session and asked if the participants had any questions. Presenter C had six instances of discussion during her session. At these times, she stopped to ask “Why do we do this?” and “Can you all tell me what you do?” which elicited feedback from her participants.

Table 4.4.  

*Instances of Observed Teaching Strategies*

<table>
<thead>
<tr>
<th>Name</th>
<th>Lecture</th>
<th>Scenarios and Examples</th>
<th>Discussion</th>
<th>Total Instances</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presenter A</td>
<td>17</td>
<td>4</td>
<td>4</td>
<td>29</td>
</tr>
<tr>
<td>Presenter B</td>
<td>13</td>
<td>10</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>Presenter C</td>
<td>15</td>
<td>8</td>
<td>6</td>
<td>29</td>
</tr>
</tbody>
</table>

**Participant Engagement**

The researcher also took notes on the participants’ behaviors in the classroom management sessions. The purpose was to indicate levels of engagement in the session and how the participants responded to the teaching strategies and content. During the observed
classroom management sessions, participant engagement can be grouped into two larger
categories, active listening and questions/discussion.

**Active listening.** The session participants showed signs of active listening throughout
the sessions. In the column for participant engagement on the observation protocol, listening
was noted while the presenters were engaged in lecture. Participants were described as taking
notes, making eye contact, nodding their heads, and laughing. While most of each session
was mostly taught through lecture and direct instruction, and this can lead to participants
being more passive in their learning, the participants did show signs of engagement. Since
each of the presenters used personal examples, they also used humor to engage the
participants. The laughter in the audience also signaled they were paying attention and
responding.

**Questions and discussion.** There were some instances of participant questions,
particularly at the end of the session. In some cases, these questions were solicited and some
were not. However, the majority of each session was taught using direct instruction,
questions were intermittent, and the discussion among the group was brief. In the interviews
with participants, they point out the need for varied activities from the presenters to help
them learn the material.

**How Did They Learn: Presenter Interviews**

**Strategies used.** The way in which material is taught at professional development
sessions is just as important as the content that is taught. Relevant literature suggests using
active learning strategies in professional development so that practitioners then use the
material they learn when they are in the field. Interview responses from the presenters shows
self-awareness that they mainly used direct instruction and lecture. Presenter B conveyed this
rather bluntly, “So I know I did mostly lecture. I was mostly just there spouting and talking because I felt like 55 minutes, there’s a lot of topics I’m going to try to cover and if I made this too much of a dynamic learning experience, there would be less ground that I could cover.” Presenter C also identified that lecture and sharing of situations and scenarios was the most appropriate choice given the array of experiences in the room and the 55-minute time constraint:

So, for me to make sure that when I thought about how to talk to teachers in these sessions I kept that in the back of my mind that if they’re already teaching, don’t spell it out. Because my sessions don’t really allow for much hands-on activity.

Presenter A also identified his strategies:

So I think it was pretty exclusively me sharing ideas and asking for feedback or what I might call an interactive lecture, where I tried to get their feedback as we went along. We didn’t really need a hands-on experience… I think that my personality came through and that I saw the participants nodding a bit when we were talking about the types of strategies that work. I think stopping to ask questions and ask for input work well.

**Gauging engagement.** The presenters reported similar ways that they knew the participants were engaged. These are also reflected in the researcher’s observations. They included body language, listening, head nodes, and notetaking. Presenter C excitedly noted that they come up to her after her presentation:

And it was like the sweetest thing that I’ve had people come up and thank me for a presentation that is really good and I think that that’s how you know…. If it was boring or something, they’re just going to walk out, and I had a couple of people stop
me and ask me some questions for clarification and the I always put my email out there. Every year I have at least one person respond. And it’s always nice to be like, hey how can I help you, yeah please I want to hear it.

Comparing his presentation to previous years, Presenter A noted that students were much more engaged this year:

I’ve presented to both large and small groups where there is a lot of just apathy and not of interest…. But I think this group compared well to that. I think it was on the positive end in terms of engagement. Even the people who didn’t speak up were still sitting pretty actively engaged here. (Presenter A)

Presenter A communicated that participants were more involved in his presentation than years prior, and he defines this by the absence of apathy.

**“Do differently.”** From their interview responses, it seems that presenters felt the students in the current sessions were engaged and that the content was appropriate given their experiences. However, they all acknowledge that if they had more time, they would create more hands-on activities for the students. Presenter B stated that he would like one of the longer sessions (90 minutes) so that participants had time to digest the content and apply what they learned. Additionally, he would have like to give participants an assignment ahead of time that they could walk in with and then revisit at the end. Presenter C reported she would have used a resource website to house application materials. Presenter A explained that the session did not need a hands-on activity. However, he did report he would use one in the future:

I thought about offering to treat the participants more like my own students. And so, to give them an activity when they arrive the same way that my own students do in
my classroom… And in that way, I think I could have modeled a little better for them.

(Presenter A)

Asking presenters what they would do differently helped address gaps in the findings for research question 3, “How did participants learn?”

Research Questions Two, Three, and Four: BT Profiles and Interviews

Interviews were also conducted with BTI participants who attended at least one of the selected classroom management sessions. Six BTI participants were interviewed in October, 2018. The six interviewees were chosen from the list of participants in three observed classroom management session. From this list of attendees, interviewees were chosen based primarily on availability. The researcher arranged to meet five of the six participants at their schools, and the researcher met one participant at a community business center near her residence. All six interviews were audio recorded and transcribed by the researcher.

Steps to the data analysis included listening to and transcribing the interviews, reading, interpreting, categorizing and refining categories according to patterns. After the initial transcription, I read and listened once more for accuracy in the transcription. Next, the transcripts were uploaded to Nvivo for the initial a priori coding. During this initial coding, responses were categorized according to general properties which included participant background, classroom management techniques, and learning at BTI. As patterns emerged, open coding was used along with a priori categories to help interpret the data. The complete codebook for the BT interviews, with the open coding labels, is found in Appendix O.

Later, I relied on Stake’s method of categorical aggregation to code responses and see what themes emerged. This process helped answer research questions two, three, and four: “What classroom management strategies do middle and high school beginning teachers learn
at BTI?;” “How do they learn them?;” and “To what extent do they apply what they have learned about classroom management from the Beginning Teacher Institute into practice?”

**Beginning Teacher Participants**

The six beginning teachers who were interviewed for this study teach at six different schools. These schools are from rural, urban, and suburban geographical locations. Characteristics of the interview participants are described below and are summarized in Table 4.5, including their experience teaching, subject areas, class sizes, and BTI attendance. Descriptions of each teacher are also included.

**Anne.** Anne has two years of teaching experience and attended BTI after her second full year of teaching. She works at an urban high school with a population of approximately 1,900 students. A Social Studies teacher, Anne’s average class size is 32 students. She teaches American History I and II, so her students are mostly sophomores and juniors. She describes the school as very diverse because it is located in between two different socioeconomic geographic areas. Anne describes classroom management as not being too much of a challenge for her. Since her mother is a teacher, Anne explains, she has always had an insight on how to best work with students. Her main struggle, she explains, is navigating the professional relationships and collaborating with other teachers. She confesses that she “gets along” with her students and that she has an overall classroom management approach that works well. She describes that her approach is rooted in relationships. She has a sense of pride in her ability to manage her classroom and her students, and her confident demeanor and positive descriptions of her classroom were evident throughout the interview.

**Danielle.** Danielle, a high school Science teacher, has been teaching for three years at a high school in a rural area. Like Anne, her average class size is 32. Danielle’s school has a
high population of low-income students; 70% of the population is on free or reduced lunch. Danielle has a much more negative perspective of teaching. Throughout the interview, Danielle gave examples of an unsupportive administration and unmanageable situations. She has a lot of strategies in her repertoire to engage students and manage classroom behavior; however, she confesses that these strategies continuously fail and that student apathy or disrespect overpowers her attempts at classroom management. Even though she conveyed a pessimistic outlook on her classroom management, Danielle is still hopeful that additional strategies will improve her classroom environment.

**Helen.** Helen is a first-year teacher. She attended BTI the summer after graduation. Helen teaches Math at an urban high school, and her average class size is 17. Helen is a very upbeat, caring teacher who wishes to improve her practice. She recognizes her need for classroom management training and has an overall positive outlook despite various challenges in the classroom. During her interview, she showed an enjoyment for teaching and, more specifically, for her students.

**Jane.** Jane teaches Middle Grades Science in a rural school district in North Carolina. She has been teaching for two years, and at the time of her interview, she was beginning her third year. She has a confident, energetic attitude toward teaching. While she struggles with classroom management, she looks at it as a challenge she can overcome. A lateral entry teacher, Jane did not receive any formal teaching instruction. She is currently enrolled in a teaching program and takes classes at night to finish the requirements for her license. The professional development opportunities such as her licensure coursework and BTI excite her, and she enjoys employing strategies she learned into the classroom immediately. She is quick to recognize when something is not working and modifies her strategy accordingly.
Jennifer. Jennifer teaches Spanish at a rural high school located one hour outside Raleigh. With three years of teaching experience, she admits her classroom management is improving. Jennifer is a fully licensed teacher, but she, too, entered the profession on a lateral entry license. She recalled her first year teaching and her struggles with classroom management. While classroom management continues to be a challenge for her, she believes she has improved since she started.

Kathy. Kathy has been teaching high school Science at a suburban high school for less than one year. Her average class size, like most of the other interviewees, is 32. Like Danielle, Jane and Jennifer, Kathy is a lateral entry teacher, and like Danielle, does not have a degree in teaching. She majored in Science and came to teaching as a second career. Kathy was very expressive and eager to share her teaching experiences. She is energetic and reflects a love for her students and her content.

Table 4.5.

Characteristics of Interview Participants

<table>
<thead>
<tr>
<th>Name</th>
<th>Years Teaching</th>
<th>School Geography</th>
<th>Subject and Level</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anne</td>
<td>2 years</td>
<td>Urban</td>
<td>Social Studies, 9-12</td>
<td>32</td>
</tr>
<tr>
<td>Danielle</td>
<td>3 years</td>
<td>Rural</td>
<td>Science, 9-12</td>
<td>32</td>
</tr>
<tr>
<td>Helen</td>
<td>&lt; 1 year</td>
<td>Urban</td>
<td>Math 9-12</td>
<td>17</td>
</tr>
<tr>
<td>Jane</td>
<td>2 years</td>
<td>Rural</td>
<td>Science, 6-9</td>
<td>30</td>
</tr>
<tr>
<td>Jennifer</td>
<td>3 years</td>
<td>Rural</td>
<td>Spanish 9-12</td>
<td>30</td>
</tr>
<tr>
<td>Kathy</td>
<td>&lt; 1 year</td>
<td>Suburban</td>
<td>Science, 9-12</td>
<td>30</td>
</tr>
</tbody>
</table>
Participant Perspective: What CM Did They Learn?

Several classroom management strategies were identified throughout the interviews with the participants. These included building relationships, preventative strategies, and reactive strategies. Table 4.6 provides an overview of these strategies as discussed by the beginning teacher participants.

Table 4.6.

Summary of CM Themes Discussed by Interview Participants

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Definition</th>
<th>Subtopics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationships</td>
<td>References to strengthening connection to students and to class as a solution to classroom management</td>
<td>Mutual respect, building rapport, teacher personality</td>
</tr>
<tr>
<td>Preventative Strategies</td>
<td>Strategies that rely on organization and expectations of behavior to promote on-task behavior</td>
<td>Cueing, physical setting, positioning, positive reinforcement, redirecting, rewards, rules/procedures</td>
</tr>
<tr>
<td>Reactive Strategies</td>
<td>Interventions for misbehavior</td>
<td>Consequences, administrative referral</td>
</tr>
</tbody>
</table>

Relationships. As the interviews were coded and analyzed, the themes of building relationships, developing relationships, or forming relationships with students emerged as a classroom management strategy. Relationships with their students was described as both a preventative strategy and a reactive strategy. In other words, the teachers described how their relationships with students was a structure that could prevent misbehavior and a way to resolve misbehavior. Teachers discussed that relationships with students (or relationships with the class) create an environment conducive to learning.
First, the interviewees identified mutual respect as an integral part of their teaching.

Anne stated with confidence the importance of relationships:

For me, classroom management really comes down to building relationships. If your students like you, then they’re willing to learn from you. If they respect you then when you ask them, ‘Hey can you take your headphones out?’ or ‘Hey do you mind putting your phone away?’ You tend to not run into any problems because there’s a mutual respect. So, for me, I haven’t really struggled a ton with classroom management.

According to Helen, fostering relationships are key to good classroom management. By getting to know students and making connections to them, she is able to keep them on task. She elaborated on these relationships:

But the students I have now, they…they really express themselves when they come in. I know if someone’s having a bad day. I mean they’re just like, we’re buddies. But, I’m going to quit this relationship if you don’t do your work because I’m doing my work and you’re not doing your work to build our relationship.

Helen also uses relationships to attend to misbehavior:

But normally if I send them to the office, I’ll just go be like ‘hey, what’s going on today?’ And we just chat, and I’m like, ‘It’s okay just try your best today. You do know that you only get out as much effort as you put into my class, so just try your best. That’s all you have to do to today.’

In addition, all six interviewees mentioned that they take time at the beginning of the school year to build rapport. Danielle described her approach:

So, I always start out the first week out to do anything but try to get to know them. I
even have a PowerPoint about me and I explain all about me and when things I’d like to do and I give them a little quiz about what was my favorite color, you know stuff like that. So just to try to get to know them as much as possible. And I think that helps.

Kathy attended all three of the classroom management workshops, and she identified that what she got most out them was the idea of building relationships. During the interview, Kathy reflected, “In the end the biggest thing I learned was how to build relationships with students. I learned lots of examples on how to build those relationships in the classroom. And I think that’s probably been one of the more successful things I’ve done this semester.”

Some teachers shared negative examples of relationship-building, including times when the approach to mutual respect did not work. For example, Danielle explained how relationships, while important, do not always work:

I see them in the morning and I try to talk to them and I’m trying really hard to spend more time with them. But I mean I had a student last year that no matter what I did she just hated my guts. I tried everything with her. She didn’t want to do anything. I mean she just was impossible and I mean I tried calling and calling. I’ve tried moving seats. I tried even modifying assignments. Like we were doing this thing making DNA out of Twizzlers and marshmallows. And she couldn’t. She said I can’t, I can’t touch them. Why don’t you just draw a picture? Can you try for me? She was like, No I can’t.

A sub-topic within the theme of relationships began to emerge; this was the concept of teacher style. This theme is more nebulous, but the discussion became a pattern. One of the strongest examples is from Jennifer, who referred to her style as her “groove”: “My greatest
challenge was classroom management and it was strictly because I hadn’t really found my style, I hadn’t found my groove. I hadn’t really realized how I wanted to relate to the students.”

Similarly, Teacher D echoes the theme of teacher style as it relates to being authentic with students, and used the phrase “be yourself:”

It’s very important to be firm and set the tone for your students. But it’s also very important to be yourself. Kids need to know that teachers don’t fit into just one mold or one category because that’s not the real world. You’re going to experience different people. And I think it’s important that teachers show their personality in the classroom as well.

Danielle describes teacher style in terms of her experiences as a second career teacher:

It’s not like this is the only thing I’ve ever done. I feel like you have more knowledge and more ability to work with children. Lateral entry or older people, you know they’re changing careers. And I feel like someone coming straight out of college doesn’t necessarily have that experience…. I’ve done Boy Scouts, Girl Scouts, a lot of other things so I feel like I have experience with children. Someone coming straight out of college, they’re still babies themselves.

The idea of building relationships as a method to support classroom management emerged as a dominant strategy that beginning teachers learned and use from the Beginning Teacher Institute.

**Preventative strategies.** Interviewees also described using the physical arrangement of the room, rules and procedures, positioning, and engaging lessons to assist with classroom management as a result of these sessions. These are listed and described in detail below.
Physical arrangement of the room. Some of the actions taken by the teacher included the use of physical arrangement to prevent misbehavior and encourage learning. One of the strongest examples is Jennifer’s description of when she moved the Smart Board to the other side of the classroom: “Oh man, they're focused. They don't even know who's going by because kids are always going by my classes.” It took Jennifer six months to have it moved from the side of the classroom with the door (where kids could watch other kids walk by) to the back (where they couldn’t see the hallway). Despite the amount of time required, she kept asking to have it moved, knowing that this would make a difference in the classroom environment. Anne also arranges her projector so it is the main focus of students.

Other teachers arrange the room so the students sit in groups and work together. Anne spoke at-length about her intentionality when it came to room set-up:

I want them to be able to see so that way they’re more engaged – they can’t see, they can’t engage. I wanted them to get comfortable being close to each other because oftentimes in just your adult life, people are in your bubble. And I think that high school really is just a good place to practice these kinds of social skills.

In addition, Danielle described an example of using the physical setting to manage the classroom. When she first started teaching in her current room, the desks were in rows: “It just didn’t seem right,” she said. “Like, it just bothered me so as soon as I could I moved the desks around so that it was more like, I called them their Ohana pods.” While the pods worked well, she also tried to use “flex seating” that gave students choices at certain times of the period. As long as students were doing their work, she did not care where they sat. However, students got off-task too quickly. It was with mixed success that Danielle used the physical setting for classroom management.
**Procedures.** All six interviewees discussed using classroom rules and procedures to assist with classroom management. Additionally, they discuss how these expectations were communicated at the beginning of the school year. Anne refers to her rules, procedures, and routines six times during the interview. In the first reference, she mentioned directly teaching and reinforcing these expectations with an example:

> And so, during the first maybe month of school I hammer basically into them and you know when I hear behavior I say, ‘you know, look at our classroom norms, what are we not doing? We’re not encouraging.’ And so slowly but surely they’ll finally get in the groove.”

Other examples of rules follow a similar pattern. Participant B has the students create the rules. Five of the six teachers have their rules posted somewhere in the room.

**Cueing and positioning.** Teachers also mentioned the use of cueing and positioning while they are teaching. Anne relies on positioning when she begins the class, and also when students misbehave. She describes it as her “go-to” strategy:

> Some of my go-to’s are like physically moving myself to be closer to that who is not engaged, to a student who is maybe using poor language because they won't do it next to me. They do it when they think I can't hear them. So, I just get closer.

Danielle and Jane also report moving closer to students to prevent or address misbehavior. They especially state the importance of positioning during group work, when students can get off-task more easily. In particular, Jane also whispers something to the student to address the problem without interrupting the flow of class.

Jennifer circulates throughout the class period to keep students on-task and engaged:

> “I’m circulating and asking them questions and adding to their vocabulary. So, I think that
and I found that the more that I’m moving the less off task they become.”

**Reactive strategies.** The interviewees also discussed using reactive strategies. Reactive strategies are steps taken in response to a misbehavior. During their description of their reactive strategies, this naturally led to a discussion of how much misbehavior they encounter. Anne and Jennifer reported not having that many behavior issues. Helen, Jane, and Kathy described their behavioral issues, but Danielle, by far described these problems as being a large problem for her. One type of reactive strategy described by beginning teachers was communicating with the student. For example, Anne uses a thumbs up/thumbs down system when there are a lot of misbehaviors happening or intense emotions in the class. Anne admits to not having a lot of interruptions and that her issues are “microbehavioral.” She credits the use of preventative strategies, such as proximity, redirecting, and knowing your students. Similarly, Jane uses redirection with her students:

I’ll try to just walk up to that student and just quietly say something to them where only that student can hear me because what I’ve learned is when I tried to address that student across the classroom, some of them tend to like their attention and it gets worse. So I have learned to just go directly to that student and try to whisper something into their ear or I’ll just pull them out to speak with them. (Jane).

Jennifer also discussed not having many behavior problems now, but she did in her first year. She uses a very different approach than Teachers A and D:

When I first started, I was like, you want me to write you up, or I would shut down and I would internalize or I would try and talk to them outside. Now I don’t do any of that. I just confront them. ‘What are you doing? Why are you doing that?’ It’s kind of my style and it’s how they know me. I don’t really have behavior problems.
Jennifer also does not call the administration to her classroom to handle misbehavior. The reason she gives is it takes away her power in front of the students. She explained:

> Just in my own thinking I don't want to give my power away to anyone. To the principal or anyone, I think that when I call the principal and I include them, it's like someone else is doing this and I really don't. I prefer to deal with the student because I still have to deal with the student when they come back.

Kathy will stop the lesson and redirect the class when students are not following procedures. She described this scenario, “If students are talking and they’re not listening, I will stop the lesson and I will remind them about respecting my time.” She also explained how she intervenes if there is one student who is showing signs of misbehavior: “I might send an e-mail home or call home to see if everything’s okay. I might ask them to see me after class or I might pull them out right then and ask them to go out in the hallway.”

Kathy uses various reactive strategies to approach misbehavior in her class, from redirecting the whole class to one-on-one conversations with the students.

Danielle, on the other hand, uses reactive strategies more often and admits to having more current classroom management issues. Some of the reactive strategies she described were moving seats and calling home. Danielle also removes privileges as a consequence for misbehavior. For example, if students use their cell phones when they aren’t permitted, she will “bag it” after one warning.

**Participants’ Perspective: How Did They Learn?**

In addition to what the BT participants learned regarding CM, this study also asks how they learned. The BT interviews gave the participants the opportunity to voice the way in which they made connections to the material.
Implementation of professional development. A third topic that emerged in the participants’ experiences of classroom management at the Beginning Teacher Institute was their discussion of the professional development sessions themselves. In the interviews, they described how they best learned from these sessions. They also described ways that they did not learn and would like to see improved.

Connection to presenter. One theme that emerged from the voices of the participants in the classroom management sessions was their connection to the presenter. The participants described the energy and enthusiasm of Presenter B. They also described the helpfulness of the stories and examples used by Presenter C. Interviewees discuss their perceptions using a variety of descriptions. For example, it was important for Jane to have practicing teachers lead the sessions:

It’s one thing to say you know speaking from experience because that was one of the main things that I was really concerned about coming in as a lateral entry teacher who’s never taught. The principal at the time. He spoke to me. He said, well, you know you can go to school and get all of those classes taken, but you really don’t get that experience until you’re actually in the classroom and that is really true. (Jane)

Anne was impressed by Presenter B’s ability to create a learning environment very quickly and with ease:

I mean these are brand new people that we are meeting and just to see that happening and creating very quickly an environment of understanding and joy and sharing and transparency and just honest emotions was really cool. (Anne)

In addition, Anne expressed appreciation for how they modeled good teaching in the way they dealt with interruptions:
But also, just the fact that like they're so willing to say it like that didn't work and that's ok. I think that's really hard as a BT is to acknowledge like when you're not doing something that like when something doesn't work and that happens all the time even for people who've been in the game for 10-15 years or people who are presenting at conferences.

From the participants’ perspective, they recalled the personalities of the presenters and their realistic portrayal of teaching. They admired their positivity and energy and confidence in what they were doing. There was not as much discussion of the presenter’s activities or tangible takeaways with the exception of anecdotes. Many of them could recall stories and examples the presenters gave.

**Scenarios and examples.** Similar to a connection to the presenter was the presenter’s use of examples, stories, and scenarios to teach the audience. The interviewees found these effective, and all six participants identified this strategy in the interview. For example, Kathy described the strategies that helped her with the strategy of building relationships:

> The activities that helped me learn from the workshops were definitely real examples and stories. When someone would say, ‘How do you handle this?’ And then someone would say back, ‘Oh I had a situation where this happened and this how I did it.’ I just found those to be very helpful. (Kathy)

Personal examples also helped Jane, who described Presenter C’s relationship with a difficult student:

> At first, she noticed that the student would not talk to her at all… but she continued to try to form that relationship with her. So that has kind of given me some insight that I really do need to form these relationships with my students. (Jane)
Suggestions for improvement. Participants found some strategies counterproductive. In the interviews, several statements were made about the lecture and direct instruction. And suggestions for future institutes were made. These suggestions highlight how the sessions could have been improved. Anne stated that “I almost wish that there is more time to actually practice some of the things that they talk about.” She continued later in the interview by describing what this would look like:

[BTI] didn’t provide as much time to really expand on some of the things we were talking about. So, they would say, ‘here’s a tech tool’ and they would show it to you. But they didn’t show me how to set it up. They didn’t show me what it took to register… And then I just don’t use it. It probably is a really good tool that if I could just have someone explain for 10 or 15 minutes how to set up or how to operate it or how to navigate it or set it up yourself right. So, I think just having a little bit more time to actually try and apply to practice would be really helpful.

Jennifer, too, communicated that she would have preferred to apply the newly learned strategies as well. She said, “I think some of the classes it would have been nice if they had maybe showed you how to organize on paper too.” Jennifer, like Anne, continued with elaboration:

The thing about it is that over the course of two days, you can actually do something in class, do homework, tweak it, and then come back to that same class the next day and say, ‘okay, what did you do?’ So, it’s like a continuous part 1, part 2 class.

A minute later in the interview, Jennifer went a step further, “We can practice and follow up. What I don’t really care for is like they’ll say ‘don’t lecture,’ and then they’ll lecture. So, I don’t like that.” Like Anne and Jennifer, Kathy recommends longer sessions to explore the
material more deeply and apply what they have learned. She felt like the session would get to the “meat and potatoes” regarding content, but “then we’d have to wrap up for the next round. So, it would have been very helpful if we could have had longer sessions, but not necessarily a longer Beginning Teacher Institute.” According to Jennifer, fifty-five minutes is too short to apply the learning from the session.

**Summary of Findings**

The Beginning Teacher Institute aims to prepare beginning teachers for the challenges of their first years in the classroom. Some of the core beliefs of BTI that were articulated in early 2017 included having a “hand’s on focus” to the workshops rather than “only presentation,” with the goal of modelling effective teaching to new teachers and giving them tools to improve their teaching. The data collected allowed me to develop an understanding of what and how teachers learn at BTI. Because classroom management is one of the most cited struggles of beginning teachers, there is an important need to examine the experiences of beginning teachers in professional development.

This chapter presented the findings of this case study seeking to understand what beginning teachers wanted to learn in terms of classroom management at the Beginning Teacher Institute. It also reported, using multiple sources, what they learned and how they learned. In-person observations of classroom management sessions and interviews with the presenters gave an initial insight into research questions two and three. The presenters’ materials triangulated this data. Later, follow-up with beginning teachers who attended the sessions helped answer research questions two, three, and four. These questions asked what and how the BTs learned and to what extend they applied what they learned to the classroom.

Chapter 5 discusses these findings in light of relevant literature with a specific focus
on classroom management frameworks and adult learning theory. Chapter 5 also discusses the implications of the findings and makes recommendations for future studies.
CHAPTER 5: DISCUSSION

The purpose of this qualitative case study was to examine the experiences of beginning secondary teachers in classroom management professional development sessions at NC State’s Beginning Teacher Institute. Key findings included insights about classroom management strategies and about the ways teachers learned these strategies. Implications for future professional development sessions and for classroom management training are discussed, and recommendations for organizers and session presenters are offered. In addition, the conclusions expand our understanding of how adult learning theory (ALT) intersects with the professional development of beginning teachers. The lens of ALT helps identify common mistakes and how these may be remedied. Since the Beginning Teacher Institute is an event that occurs each year, these recommendations may influence the future planning of BTI and impact the future learning experiences of participants.

Conclusions

This study investigated what beginning teachers learned regarding classroom management and how beginning teachers learn. Additionally, the study also asked to what extent beginning teachers applied what they learned at BTI to their practice in the classroom. In addition, this study uses the assumptions of adult learning theory to analyze the learning framework. Notably, Merriam’s (2001) principles state that, for adults’ learning to be effective:

(1) adults need to be involved in the planning and evaluation of their instruction,
(2) adults’ experience provides the basis for the learning activities,
(3) adults are most interested in learning subjects that have immediate impact to their job or life, and
(4) Adult learning is problem-centered.

These principles, that learning is self-directed and active, are integrated into the findings to help discuss what was present and what was absent from the sessions.

**Conclusion 1: CM is a Topic of High Interest to BTs**

Research question one asked what beginning teachers desire to learn at BTI regarding classroom management. Participants attending the Beginning Teacher Institute wanted strategies and ways to improve their classroom management. All data—pre-questionnaires, the session observations, the interviews with presenters, and the interviews with the beginning teachers—indicated that learning more about classroom management was highly important to beginning teachers. The attendance at the classroom management sessions also suggests the beginning teachers’ interest in and need for the topic. The responses from the interviewees imply that they still want to know more about classroom management, even after the sessions. This finding is supported by research that emphasizes the ongoing need for classroom management professional development (Baker, 2005; Coalition for Psychology in Schools and Education, 2006; Stough & Montague, 2015). In addition, there is a trend of increased attendance at BTI classroom management sessions. As in the 2017 BTI, the classroom management sessions in 2018 were highly attended. Those who showed interest in the classroom management sessions had varying years of experience. There were teachers like Helen and Kathy who were just starting, and there were those who had taught for two (Anne Interview, Jane Interview, Jennifer Interview) or three years (Danielle Interview).

Teachers’ expressed desire to learn more about classroom management is important when viewed from the ADL framework. According to Merriam, adults express their needs and prioritize meeting their desired goals. Since they chose to attend the classroom
management sessions, they were choosing their learning experiences based on their goals for self-improvement.

**Conclusion 2: Secondary Teachers Learn how to Implement Preventative Strategies**

Research question two asked about the content that beginning teachers learn at BTI. Not surprisingly, preventative strategies were central concepts taught and utilized in classroom management professional development. A variety of preventative strategies were taught with concrete examples of implementation, such as the physical arrangement of the room as well as establishing rules, procedures, and routines. According to a review of literature, teaching preventative strategies, mostly advocated by an ecological approach to classroom management, is effective for beginning teachers (Doyle, 2006). Previous research shows how the most effective teachers prevent misbehaviors from occurring rather than how they corrected misbehavior (Gump, 1982; Kounin, 1970). As Bear (2015) summarized, “The most effective classroom managers set high expectations, or standards, during the first few days of the school year and maintain them thereafter” (p. 20). Procedures, routines, rules, monitoring of student behavior, and a physical environment that is conducive to teaching are all part of the preventative framework of classroom management (Doyle, 2006). BTI presenters incorporated these lessons into their CM lessons.

Reflective of ADL principles, the strategies that were taught were embedded in experience and are immediately applicable. In other words, the practical nature of learning about rules and procedures or utilizing the physical space of a class was useful to the BTs. In this way, the content of the session was helpful because beginning teachers could connect the strategies to their own experiences, which is a core tenet of teaching adults.
Conclusion 3: Secondary Teachers Learn how to Build Relationships for CM

Research question two also produced an unanticipated finding. The focus on building relationships emerged as a core classroom management strategy. Building relationships was a central concept taught in the secondary classroom management professional development sessions at BTI. The individualized nature of relationship-building makes it harder to define and more challenging to teach, yet it was discussed by both the presenters and the beginning teachers as an integral part of having a classroom environment that is conducive to learning. This leads to the question of the nature of “building relationships:” Is it a strategy that can be taught, or a skill that needs to be developed? The goal of building relationships to circumvent CM issues rests just outside the model of an ecological, classroom-based approach for the CM sessions at the beginning teacher institute. The ecological model relies on strategies that can be taught concretely. Due to the prevalence of relationship-building in the classroom management sessions and the emphasis on relationships among the BTs, an adjusted model would blend an ecological and socioemotional approach (SEL), allowing consideration of the teachers’ individual emotional and psychological attributes.

Committing to one approach may limit the goals of classroom management because an integrated approach has the dual goals of eliciting compliance (using preventative actions) and developing self-discipline (among students) in the long term. SEL would assist with this second aim of developing self-discipline. According to Bear (2015), an integrated approach is one that uses lessons and activities for developing socioemotional and ecological skills makes sense. Bear (2015) summarizes, “The SEL approach places much greater emphasis on responsiveness to the children’s social, emotional, physical, and cognitive needs, as seen in supportive relationships and developing social and emotional assets” (p. 29). Professional
development for teachers in SEL would provide guidance in social and emotional learning, including activities such as class meetings, peer mediation, conflict resolution, and cooperative learning (Elias et al., 1997). Teachers would implement the SEL of classroom management through curriculum that focuses on self-awareness, self-management of emotions, social awareness, relationship skills, and responsible decision making (Bear, 2015).

**Conclusion 4: Rather than Active Learning, Lecturing was the Primary Teaching Method**

Research question three asked how secondary beginning teachers learn at BTI. Another finding from the case study on classroom management workshops at the Beginning Teacher Institute is that lecturing was the primary mode of instruction. Lecturing, or direct instruction, was observed in-person in the sessions, described by the speakers, and referred to by the beginning teachers in their interviews. The reliance on lecturing can be problematic in two ways: it displaces more effective instruction and it does not model good teaching to a group of teachers. Presenters and beginning teachers acknowledged that it was an ineffective teaching strategy. This contrast between the presenters’ knowledge of effective teaching strategies and their practice of delivering lectures suggests an important area for further study and attention—namely, an investigation into why presenters do not enact best practices when teaching other teachers.

Active learning is promoted for effective professional development. Darling-Hammond and colleagues’ review of 35 studies on effective professional development identified several major tenants that align with ADL. They recommend changes to PD design to sessions that rely primarily on active learning and self-directed learning based in
experience. Active learning provides teachers with opportunities to get hands-on experience designing and practicing new teaching strategies. Relying primarily on lecture is also problematic because it is a missed opportunity to model and reinforce effective teaching. As it relates to ADL, the mistakes the presenters made included their predominant use of direct instruction and lack of activities that engaged their participants. Direct instruction, even though the instruction was practical, gave little opportunity to apply the material.

Limited examples of active learning were present in the sample of classroom management professional development sessions. In PD models featuring active learning, participants engage in the same style of learning they are designing for their students, using real examples of curriculum, student work, and instruction. (Darling-Hammond et al., 2017; p. 2). In their definition of effective professional development, Darling-Hammond et al. (2017) found that the use of models and modelling help teachers visualize what good practices look like. Specifically, active learning in classroom management would include practicing and applying the skills taught the session. Ideally, beginning teacher participants would utilize the strategies regarding CM and create something they could take to their classroom or make an improvement to their current practice. For example, teaching about the physical arrangement of the room would include ideas about using physical space to manage behavior. After direct instruction, the participants would be guided to creating a new seating chart based on the presenter’s teaching and using their own experiences and teaching environments. However, ADL is careful to acknowledge that “focusing on immediate application can lead to a narrow, reductionist view of learning” (Merriam, Caffarella, & Baumgartner, 2017, p. 86). Therefore, with a more integrated understanding, the processes and the product are both important in CM PD.
Conclusion 5: Beginning Teachers Used What They Learned to Create Personalized CM Tools for Use in their Classrooms

Another key finding from the data was that beginning teachers were able to describe some of the learning they acquired and implemented, but there were no specific artifacts that could be linked directly to a classroom management session or presenter. This is reinforced by the observations of those sessions and the reliance of the presenters on direct instruction and lack of application activities. BTs were able to describe their CM practice and refer directly to a presentation or presenter. Teachers consistently cited rules and procedures as artifacts they created or refined as a result of the classroom management BTI sessions. Some BTs were able to point out their rules and procedures posted in the classroom. In other words, they learned that having rules and procedures were important to classroom management from listening to the presenter. However, they were not provided time to try creating their own. Creating artifacts during professional development is supported by research.

There was a distinction between the first-year teachers and the second/third year teachers in terms of their references to the artifacts they created. The first-year teachers, Helen and Kathy, had very specific rules and procedures that they taught to their students. These were new to them this year since it was their first semester in the classroom. The second- and third-year teachers, Anne, Danielle, Jane, and Jennifer, referred to their rules and procedures as something they may have improved option. Since the first-year teachers are entering the classroom with no previous experience, it makes sense that they would have created and implemented these rules and procedures from scratch and that the second-year teachers would be improving upon them.
Conclusion 6: Sessions on CM were Too Short to Allow for Implementation of ALT-supported Learning Environments

The short length of sessions was a primary concern of both presenters and the beginning teachers attending the sessions and was a source of frustration for participants in particular. The findings from this case study suggest that longer sessions would be more valuable to the beginning teachers. The interviews with the presenters and with the beginning teachers each mention that a 55-minute session is too short to adequately teach a classroom management session. The presenters and the beginning teachers stated that a longer session would allow time for application and reflection. The duration of professional development is discussed in previous research. Darling-Hammond and colleagues (2017) recommend that effective professional development be of “sustained duration:” “Effective professional development provides teachers with adequate time to learn, practice, implement, and reflect upon new strategies that facilitate changes in their practice.” (p. 4). “Sustained” means that the PD promotes learning over time, “both within and between sessions” (Darling-Hammond et al., 2017, p. 4).

For those who are entering their first year of teaching, a longer session would have provided time for more guided practice. During the guided practice, they could have created the tools they would bring back to the classroom and help them begin their year. Therefore, session length could be leveraged to accommodate and encourage active learning as well as a blended CM approach. Longer sessions would also give presenters an opportunity to expand their teaching style beyond lecture and incorporate active and self-directed learning.
Limitations of the Study

The qualitative approach has some limitations that are relevant to this study. One such limitation was the lack of generalizability due to the small sample of sessions, presenters and beginning teachers. However, by limiting the sample, I was able to go deeper into the experiences of the beginning teachers at BTI. The small sample allowed me to describe how students learn and how they applied what they learned with rich, thick description and detail. Another limitation of the study was that it only focused on teachers talking about classroom management and their experiences using different techniques. I did not observe the teachers themselves implementing the classroom management strategies. Rather than observing specific strategies in action, I asked participants for specific examples of how they applied the CM sessions and strategies.

The observer effect could have led to other limitations. For example, my presence in the session that was a part of the study may have led the presenters to choose different activities had I not been there. My visit was planned, which means the presenters may have made changes to their presentations based on my upcoming visit. In addition, it may have influenced the participation in the classroom. However, by sitting in the audience and taking notes (rather than recording), I aimed to be as unobtrusive as possible.

The methodology of this study did not control for the beginning teachers’ current abilities or other professional development they received other than their being in their first three years as teachers. Therefore, improvements in their classroom management may be due not to what they learned at BTI, but to the teachers’ natural improvement from experience and more informal experiences that were not measured, such as observing their peers or receiving advice from mentors. The data from the interviews express the lived realities of the
individuals, including their memories of what happened and their interpretations of reality.

**Implications**

There are some implications from this case study on the experiences of secondary teachers in the classroom management sessions at the Beginning Teacher Institute. Evidence suggests that participants might not gain as much from presenters’ sessions who rely on lecture. Even though evidence from the observations and interviews suggest the presentations (and presenters) were engaging, the three sessions utilized mostly teacher-led, direct instruction. A couple of questions emerge from this implication: 1) What is the cost of the BTI presenters using mainly lecture as their teaching approach? and 2) Does it harm the credibility of the Beginning Teacher Institute by offering sessions that rely so heavily on direct instruction? ALT and evidence from interviews suggest that learners do expect some congruence between professional development learning activities and good teaching practice.

**Recommendations**

This section discusses short term, intermediate, and long-range recommendations for the organizers of the Beginning Teacher Institute based on the data collected throughout the case study. The first part recommends action steps for the BTI planning committee. The second section refers to steps that are suggested to presenters. The section concludes with the contextual framework of these recommendations, including the feasibility and the unintended consequences of these recommendations.

**Recommendations for the BTI Committee**

Based on the key findings, there are several recommendations for the BTI planning committee. These recommendations integrate research from professional development literature, adult learning theory, and classroom management studies.
1. **BTI Planning Meetings:** Discuss the length of the sessions and the possibility of making them longer. Formulate a plan for lengthening the day and finding more space. Discuss presenter requirements and expanding the presenter proposal requirements.

2. **Call for proposals:** Require presenters to submit or describe the hands-on, active learning strategy that they will use; create a model for presenter to follow that allows for creativity and assures that there are active learning strategies taking place.

3. **Evidence of BT learning:** Create an online warehouse of artifacts that teachers create based on the follow-up with participants. The BTI committee and/or presenters could request artifacts that they created based on lessons learned at BTI. These artifacts can be shared online as examples of application of learning.

4. **Structure CM PD offerings according to years’ experience.** The interviews with BTs after the sessions provided narrative suggestions that first-year teachers may need more concrete, hands-on activities so they would create some of the classroom management tools (such as a list of rules and procedures and a seating chart/room arrangement).

5. **Differentiate the types of CM sessions offered by choosing proposals with a variety of frameworks.** For example, choose some with a relationship framework (socio-emotional) and some with a rules/procedures framework (ecological). BTs suggested they benefitted from both approaches. Therefore, intentional planning to offer sessions with both perspectives would meet the needs of more teachers.

**Recommendations for Presenters**

In addition, there are recommendations for presenters regarding their preparation for their
sessions on classroom management which come from the application of ALT and CM practices.

1. In session proposals for CM, focus on one or two strategies and have teachers apply their learning. Presenters are encouraged to intentionally model effective teaching practices that utilize self-directed and active learning.

2. When teaching relationship-based classroom management strategies, encourage presenters to make these accessible to the participants by providing hands-on activities, reflection or role playing. It may be helpful to share a review of literature that on the socioemotional approach and examples of each of these activities. Research suggests that teachers can strengthen relationship-building by actively involving students. Therefore, modeling some of these strategies would be beneficial to practicing teachers.

3. Since there was a distinction between the application of learning between experiences and new teachers, then a study that focused on these two groups of teachers might also inform practice. Studying first year teachers versus second- or third- year teachers’ specific goals and experiences could help determine if professional development sessions need to be differentiated by levels of expertise. Currently, all sessions are available to first-, second- and third- year teachers. But how would the professional development strategies look different if offered to these different groups?

It is also important to consider the feasibility of the recommendations to the planning committee and the presenters. If the planning committee offers longer sessions, how do BTI organizers guarantee that presenters use part of the session for hand-on application (rather than a longer lecture)? If a session were to have two parts (Day 1 and Day 2), then
participants might choose to not attend Day 2. In addition, if presenters are asked to give participants a take-home assignment, what if they choose not to complete their homework and are therefore unprepared for the next day? Lastly, if sessions are longer, then teachers would attend fewer sessions. Importantly, longer sessions would mean offering fewer sessions, unless the committee requested more space. There are fees associated with acquiring more classrooms, and this may exceed BTI’s budget.

In terms of the guidelines for the presenters, the suggestions may be too specific or open to varying interpretation. For example, using the phrase “active learning” may be interpreted in different ways. It may be necessary for the BTI committee to give several examples, a template, or a training video.

There may also be unintentional negative consequences of some of these recommendations. These may include lack of student interest in the hands-on activity and wanting more direct instruction. Also, longer sessions might just give presenters more time to lecture. Therefore, if the sessions are too long and the presenter is not effective, then the amount of wasted time is increased. A negative consequence of requiring presenter material beforehand is the amount of time this may take giving feedback and asking for revisions. It might also deter some experienced teachers submitting proposals. However, given thoughtful implementation, such as clear and consistent directions and requirements, it would encourage more activities that require participants to create artifacts.

**Recommendations for Future Research**

This case study has highlighted several additional gaps that may be addressed by future studies. One possible study would be to follow a group of participants throughout the year and interview them in both the fall and spring to build a more complete narrative of the
academic year and the teaching experiences. This would help see if the practices they learned in the summer professional development lasted over time. Several published examples of such longitudinal studies can provide guidance for such a study of BTI: Campbell & Malkus (2011); Desimone, Smith, and Phillips (2013); Gallagher, Woodworth, and Arshan (2017), and Johnson and Fargo (2014).

Another area for future research includes intentionally incorporating the idea of “building relationships” (or socioemotional learning) as a cornerstone of classroom management professional development. Since there are three approaches to classroom management, it would be informative to take a look at CM PD through the socioemotional framework. Teaching classroom management using the socioemotional approach would include a focus on the interactions of teachers and students and the ways in which teachers prevent and respond to misbehavior through ongoing communication with students. Studies show that it is possible to teach self-discipline as part of the curriculum. Therefore, the professional development for teachers in the SEL approach would include how to integrate the SEL principles into lessons. For example, follow-up studies could include instruments that measured beginning teachers’ integration of these principles.

The research of the NC State BTI could also be expanded. Attendance is high each year, so, it would be valuable to understand the teachers’ motivation for attending. For example, why do teachers attend NC State’s BTI? In particular, why do they return? Are there some sessions that are more helpful than others? What is most helpful about the sessions? If they do not return, reasons for attrition would also be useful in program evaluation.

Several questions surfaced based on the findings of this study. Some of the most
interesting questions focus on the strategies used by presenters to teach classroom management. These questions include: Where is the place of direct instruction and lecture in professional development settings? Can it be used successfully? Why do experienced teachers utilize direct instruction when they are cognizant of its ineffectiveness? Therefore, also recommended is a case study of strategies used by presenters at the 2019 Beginning Teacher Institute. An in-depth analysis of the presenters’ content, planning, and implementation would offer an alternative perspective of the Beginning Teacher Institute. This study could examine presenters’ experiences in their own classrooms and how they may influence the choices regarding their BTI presentations. Data from a case study on the presenters’ processes would help explain or clarify why presenters are drawn to lecture and whether they could benefit from speaker training.

In terms of studying beginning teachers and classroom management, future studies of the teachers’ administrative support as a factor in classroom management plan could be conducted. The prevalence of examples from the beginning teachers regarding the wavering support of their administration would suggest that the role of the administration is a variable that impacts teachers’ implementation of a classroom management plan. It would be informative to study the way in which administrators act as a mechanism for beginning teachers.

**Conclusion**

The Beginning Teacher Institute is a well-attended and highly-anticipated event each summer for the College of Education at NC State. First, second, and third-year teachers come from different districts in North Carolina to learn about how to be more effective practitioners. The Beginning Teacher Institute is promoted as an opportunity that offers
practical support and strategies to help teachers hit-the-ground-running their first day of school. The Beginning Teacher Institute has the goals of supporting new teachers and helping them improve their teaching methods. One of the most popular session topics is that of classroom management because it is a concern for beginning teachers. Student misbehavior and disorganization can derail a new teacher’s intentions of becoming an effective and committed educator. Since professional development can help teachers improve practice and BTI offers a high number of classroom management sessions, it was important to study these sessions in-depth to see what they learned and how they learned it.

At BTI, the participants learned about building relationships and preventative strategies. Specifically, they learned about rules and procedures, how to arrange their classrooms to promote learning, and how to use cues and positioning to keep students on task. Beginning teachers discussed examples of their classroom management application. They noted that lecture was the primary strategy used to teach them. Additionally, the presenters themselves noted that they heavily relied on lecture to teach. The finding that speakers utilized mainly lecture is problematic. Recommendations were made for speakers to implement hands-on activities and active learning strategies. Increasing the length of the sessions may allow for this to take place, along with structured speaker guidance. Teachers explained examples of their implementation. And there was a difference between first-year and 2nd/3rd-year teachers’ examples. First-year teachers were able to create rules and procedures based on the sessions. Second- and third-year teachers identified that they wanted to learn more about classroom management or to expand their repertoire of CM knowledge.

Classroom management has been cited by beginning teachers as a major area of concern. BTs are eager to learn strategies to help them improve their classroom management
so they can create a learning environment conducive to learning. Offering CM sessions at BTI is a step in the right direction for supporting new teachers, understanding their needs, and giving them guidance in areas they find challenging. Despite uncovering ways that the classroom management sessions at BTI could be improved, findings show that teachers who learn and apply CM strategies may feel better about their teaching and thus remain in the profession. By continuing to explore CM as a teachable skill, professional development opportunities can contribute to teacher retention and even growth.
REFERENCES


APPENDICES
Appendix A: Pre-Questionnaire

Phase I: Pre-session

Directions: Please answer the following questions as honestly as possible. Your name and email are collected to connect your before and after questionnaires. All responses are kept confidential.

1. Name:

2. Email:

3. What grade level(s) and subject(s) do you teach?
   Grade(s): _______________  Subject(s): _______________

4. How many years have you been teaching?

5. What do you hope to gain from this session?

6. Self-Assessment of Classroom Management. Please circle the appropriate number for each classroom practice (Marzano, 2003) according to this continuum:

   Rating:
   0=Not yet implemented
   1=Some attempt to implement
   2=Implement but struggle w/follow-through
   3=Implement and follow-through, need to monitor and improve

<table>
<thead>
<tr>
<th>1. Maximize structure and predictability in the classroom</th>
<th>Sect. total /3 =</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) I establish and explicitly teach student procedures.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>b) I arrange my room to maximize (teacher to-student) proximity and minimize crowding and distraction.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>c) I actively supervise (move, scan, interact, reinforce).</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>2. Establish, teach, and positively stated classroom expectations.</td>
<td>Sect. total /4 =</td>
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<tr>
<td>---------------------------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>a) My rules are stated as “do’s” instead of “no’s” or “don’ts.”</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>b) My classroom rules are aligned with the school-wide</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>expectations.</td>
<td></td>
</tr>
<tr>
<td>c) I actively involve students in establishing classroom rules.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>d) I explicitly teach and review the school-wide expectations</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>in the context of routines and as broad concepts.</td>
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<thead>
<tr>
<th>3. Manage behavior through effective instructional delivery.</th>
<th>Sect. total /4 =</th>
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<tbody>
<tr>
<td>a) I conduct smooth and efficient transitions between activities.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>b) I am prepared for lessons/activities (materials readied, fluent</td>
<td>0 1 2 3</td>
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<tr>
<td>presentation, clear directions, anchor activities).</td>
<td></td>
</tr>
<tr>
<td>c) I provide a clear explanation of outcomes/objectives.</td>
<td>0 1 2 3</td>
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<tr>
<th>4. Actively engage students through use of varied instructional strategies.</th>
<th>Sect. total /3=</th>
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<tbody>
<tr>
<td>a) I use varied engagement techniques and offer multiple</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>engagement opportunities during teacher directed instruction (ie.</td>
<td></td>
</tr>
<tr>
<td>Response cards, choral responding, think-pair-share, movement,</td>
<td></td>
</tr>
<tr>
<td>manipulatives, writing, and other methods)</td>
<td></td>
</tr>
<tr>
<td>b) I regularly implement a variety of student centered instructional</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>strategies (ie. Cooperative learning, critical thinking skills,</td>
<td></td>
</tr>
<tr>
<td>culturally responsive teaching, and differentiated instruction)</td>
<td></td>
</tr>
<tr>
<td>c) Students are frequently and observably engaged in instruction—</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>(students are “doing” things that can be seen, i.e. communicating,</td>
<td></td>
</tr>
<tr>
<td>manipulating, creating, reflecting etc.)</td>
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</table>
### 5. Evaluate Instruction.

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<th>Sect. total /3=</th>
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<td>0   1   2   3</td>
</tr>
<tr>
<td>a) At the end of the activity, I know how many students have met the objective(s).</td>
</tr>
<tr>
<td>b) I provide extra time and assistance for students who struggle.</td>
</tr>
<tr>
<td>c) I consider and note needed improvements (to lesson) for next time.</td>
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### 6. Maximize positive interactions.

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<th>Sect. total /3=</th>
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<td>0   1   2   3</td>
</tr>
<tr>
<td>a) I maintain a ratio of 4:1 positive interactions</td>
</tr>
<tr>
<td>b) I positively interact with every student at least 2-3 times per hour on average.</td>
</tr>
<tr>
<td>c) After correcting rule violations, I use acknowledgement and positive reinforcement for rule following</td>
</tr>
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### 7. Use a continuum of strategies to acknowledge expected behavior.

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<tbody>
<tr>
<td>0   1   2   3</td>
</tr>
<tr>
<td>a) I provide specific and immediate contingent acknowledgement for following classroom expectations.</td>
</tr>
<tr>
<td>b) I also use multiple systems to acknowledge expected behavior (teacher reaction, group contingencies, behavior contracts, or token systems).</td>
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</table>

### 8. Use a continuum of strategies to respond to rule violations.

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<tr>
<td>0   1   2   3</td>
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<tr>
<td>a) I provide specific, contingent, and brief corrections (i.e. stating expected behavior) for academic and social errors.</td>
</tr>
<tr>
<td>b) In addition, I use the least restrictive procedure to discourage rule violating behavior (non-verbals, proximity, anonymous corrections, re-teaching, etc.) and proceed to more restrictive</td>
</tr>
</tbody>
</table>
c) I respond to rule violating behavior in a calm, emotionally objective and business-like manner.  

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<tr>
<th>Sect. total /4=</th>
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<tr>
<td>0   1   2   3</td>
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**9. Develop caring and supportive relationships.**

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<tr>
<th>Sect. total /4=</th>
</tr>
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<tbody>
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<td>0   1   2   3</td>
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</table>

a) I learn, use and can correctly pronounce student names by the end of week 2.

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<tbody>
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<td>0   1   2   3</td>
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b) I use explicit activities to learn about students and their cultural backgrounds.

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<tr>
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<td>0   1   2   3</td>
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c) I communicate with students/families before school starts and continue frequent contact.

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<td>0   1   2   3</td>
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d) I speak to students with dignity and respect—even when providing correction.

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**10. Teach about responsibility and provide opportunities for students to contribute to the functioning of the classroom.**

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<tbody>
<tr>
<td>0   1   2   3</td>
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</table>

a) I use general classroom procedures and student jobs to enhance student responsibility.

<table>
<thead>
<tr>
<th>Sect. total /4=</th>
</tr>
</thead>
<tbody>
<tr>
<td>0   1   2   3</td>
</tr>
</tbody>
</table>

b) I provide students with self-control and self-monitoring strategies.

<table>
<thead>
<tr>
<th>Sect. total /4=</th>
</tr>
</thead>
<tbody>
<tr>
<td>0   1   2   3</td>
</tr>
</tbody>
</table>

c) I provide social skills instruction and problem-solving strategies.

<table>
<thead>
<tr>
<th>Sect. total /4=</th>
</tr>
</thead>
<tbody>
<tr>
<td>0   1   2   3</td>
</tr>
</tbody>
</table>

d) I provide specific activities for students to get to know one another and solve problems collaboratively.

<table>
<thead>
<tr>
<th>Sect. total /4=</th>
</tr>
</thead>
<tbody>
<tr>
<td>0   1   2   3</td>
</tr>
</tbody>
</table>


Used with permission from the Center on Education & Lifelong Learning.
Appendix B: Post-Questionnaire

Phase I: Pre-session

1. Name:

2. Email:

3. Describe 2-3 takeaways from this session

4. Do you intend to implement any strategies when you return to the classroom?
   If yes, which ones?

5. Which classroom management strategies would you like to know more about?
Appendix C: Observation Protocol

Phase II: During Session

Session Pseudonym: ____________________________________________

Data collected using this instrument will be the observed activities and content. The purpose of this instrument is to document specific examples of effective professional development strategies and is supported by Buczynski and Hansen (2010). Observations will be categorized after the observation (a priori) according to Doyle’s (2006) classroom management framework and adult learning theory, specifically active learning and self-directed learning as supported by Darling-Hammond, Hyler, and Gardner (2017).

Definitions:

*Time*: Indicates the length and duration of each activity

*What*: Describes the classroom management strategies, approaches, and practices taught during the session. (e.g. preventative measures such as rules, procedures, or routines; or reactive strategies such as referrals, removal of a student, direct intervention)

*How*: Describes the activities the presenter uses for each segment of the session. If multiple strategies are used for a segment of content, then additional notes will be added. Examples of teaching strategies are direct lecture, small group discussion, whole group discussion, or role play.

*Interaction/Engagement*: Describes the involvement of participants in the session by describing their responses to the teaching. Are they engaged/disengaged and what do they do to show this?

<table>
<thead>
<tr>
<th>Time</th>
<th>What</th>
<th>How</th>
<th>Interaction/Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notes the time/duration of the activity</td>
<td>Describe the content being taught</td>
<td>What teaching strategies are used?</td>
<td>(What are participants doing?)</td>
</tr>
</tbody>
</table>

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
Appendix D: Interview Guide—Presenters

Phase III: Post-session

Framework:
This interview guide of the presenters of the classroom management sessions will be used after BTI. The guide is intended to elicit responses from the presenters on the approach they used to teach, the types of activities that they planned, and their evaluation of student learning. The questions are informed by research on effective PD, specifically Linda Darling-Hammond et al (2014). Responses from presenters will be used to inform the discussion about participants’ application of what they learned. The interview questions are organized into before, during, and after to draw out responses on the planning, implementation, and evaluation of their session. Responses circulate among these categories; but for organizational purposes, the questions will be asked based on planning, delivery, and reflection.

Background and Planning
Opening statement: Thank you for agreeing to be interviewed for this study on beginning teachers and classroom management. Do you have any questions before we begin? The interview session will be recorded so I am able to review your responses. This recording will be kept secure and will be deleted at the end of the research. Let’s get started by talking about your teaching background.

1. What level do you currently teach?
   a. Middle School 6th, 7th, and/or 8th
   b. High School 9th, 10th, 11th, and/or 12th

2. What subject(s) do you teach?

3. How many years have you been teaching? _____

4. How long have you been at this school?

5. What do you enjoy about teaching?

Implementation/Delivery: PD Session
Transition statement: Let’s discuss the professional development session you conducted at BTI.

1. Can you tell me why you decided to teach _______ (title of session)?

2. How did you choose the content of this session?

3. What activities did you use to teach your content?
Reflection/Self-evaluation
1. What went well?

2. How did you know students were learning?

3. What would you do differently?
   a. Why?
Appendix E: Interview Guide—Participants

Framework
This interview guide will be used with BTI participants during their school year following the institute. It is organized into three parts: background, classroom management, and professional development. These sections are not intended to be separate conversations. Each part will transition to the next and responses will be recursive. The purpose of this interview guide is to establish a critical case, or go deeply into the study of a smaller number of participants to build a rich data source.

The first part of the interview is intended to learn more about the participant’s background and establish rapport.

The questions on classroom management, in alignment with the study’s conceptual framework, utilize the ecological approach of Doyle (1986; 2006): the physical environment, rules and procedures, routines, set-up of classroom activities, management/academic work balance, and intervention upon misbehavior. Probes are listed if the participant needs prompting for more detail (Miles, Huberman, & Saldana; 2014).

The third part asks participants about the type of professional development they experienced and prompts them to describe how they learned these strategies. The types of learning in the PD is grounded the work of Darling-Hammond et al. (2014) on effective professional development.

Part I: Background
Opening statement: Thank you for agreeing to be interviewed for this study on beginning teachers and classroom management. Do you have any questions before we begin? The interview session will be recorded so I am able to review your responses. This recording will be kept secure and will be deleted at the end of the study. Let’s get started by talking about your teaching background.

1. Please state and spell your name.

2. What level do you currently teach?
   a. ___ Middle School
      6th, 7th, and/or 8th
   b. ___ High School
      9th, 10th, 11th, and/or 12th

3. What subject(s) do you teach?

4. How many years have you been teaching? _____

5. How long have you been at this school?

6. Can you tell me about the school?
   Probes:
   ___ Geography/location
   ___ Student population
Class size
Your class sizes

7. What have you found most challenging about teaching?
   
   a. If interviewee discusses classroom management topics, prompt *tell me more.*
      (This will lead-in to conversation regarding classroom management. If
      interviewee doesn’t mention CM, transition to question 7b.)
   b. What challenges do you face this year regarding classroom management?
   c. How would you describe your classroom management?
      i. **Follow up:** Describe for me a typical day in terms of your procedures,
         routines, and activities.
      ii. What adjectives would you use to describe your management
          approach?
      iii. What metaphors could help describe classroom management? What
          can you compare classroom management to?

[Transition from general discussion about classroom management to specific parts of the
ecological framework. Offer working definition of *classroom management:* the actions taken
by the teacher to establish order, organization, and cooperation so that learning can occur]

**Part II: Classroom Management**

State operational definition of classroom management: by classroom management, I mean
the actions taken by the teacher to establish order, organization, and cooperation so that
learning can occur.

8. Describe your approach to some of the following aspects of classroom management?
   (Doyle, 2006)
   
   a. How do you arrange the *physical setting*?
      Probes: desk arrangement, seating, posters,
      i. In your experience, how has this affected CM?
   b. Do you use *rules and procedures* in your classroom?
      Probes:
      If yes: What are some of them? Describe how you use them. When do
      students learn them?
      If no: How do you approach the day-to-day expectations of the classroom (list
      probes)?
   c. Describe some of your classroom *routines.* Can you give an example? How
      did you establish this routine?
      Probes:
      ___ positioning and cuing
      ___ turning in work
      ___ beginning of class/end of class
   d. Describe how you *set-up classroom activities.* Can you give me an example?
      Probes:
      ___ monitoring
      ___ group work
      ___ seat work
e. How do you balance academic work and classroom management? In other words how do you manage the classroom when students are challenged by more difficult work?

f. What is your process for addressing misbehavior? Do you have a system that you follow?

 probes
 ___ what do you do when a lesson isn’t going well
 ___ what do when a student is asleep, acting out, causes disruption
 ___ how do you continue lessons in light of disruptions

 9. What parts of your classroom management have you found the most effective? Do you have any examples?

 10. What have you tried that has been ineffective? Why?

   a. Follow-up: Tell me about what you think needs improvement regarding your classroom management.

 11. Describe new strategies you have implemented this year.

 Transition to BTI: The questions will first ask about the participant’s overall experience and then transition into asking about specific sessions.

 Part 3: Professional Development

 12. Describe your experience at BTI last summer.

 13. Were there any particular strategies or approaches that you now use?

 14. Think back to the sessions you attended on classroom management. What types of activities were used to teach these strategies?

   a. During the session, did you apply the strategies to your classroom?

   b. Describe the activities that helped you learn.

   c. How do you know?

 15. What would you like to know more about?

 16. How would have the professional development sessions in CM been more helpful?

 Closing Statement: Thank you for participating in this interview about classroom management and for sharing your experiences at BTI. Your responses will be used in the discussion of the study on CM professional development at BTI. I will check back with you for elaboration or questions. And I will share the results of the study.

   - Is there anything else you would like to add?
Appendix F: Informed Consent—Participant Questionnaires

North Carolina State University

INFORMED CONSENT FORM for RESEARCH

A Case Study of North Carolina Secondary Teachers' Experiences in Classroom Management Professional Development at the Beginning Teacher Institute

Alison Winzeler, Ph.D. candidate             Dr. Tamara Young, Faculty Advisor

You are being asked to take part in a research study. Your participation in this study is voluntary. You have the right to be a part of this study, to choose not participate or to stop participating at any time without penalty. The purpose of research studies is to gain a better understanding of a certain topic or issue. You are not guaranteed any personal benefits from being in a study. Research studies also may pose risks to those that participate. In this consent form you will find specific details about the research in which you are being asked to participate. If you do not understand something in this form, it is your right to ask the researcher for clarification or more information. A copy of this consent form will be provided to you. If at any time you have questions about your participation, do not hesitate to contact the researcher named above.

The overall purpose of this research is to understand the experiences of beginning middle and high school teachers in classroom management professional development sessions at the North Carolina State University Beginning Teacher Institute held at the Friday Institute on July 25th and 26th, 2018. It is hoped that results will inform planning and organization of future professional development sessions for beginning teachers in classroom management.

If you agree to participate in this study, you will answer a series of questions about your experiences as a beginning teacher, especially as it relates to classroom management. There will be questions before the classroom management session and after the session.

I do not foresee any risks to you (personally or professionally) if you agree to participate in this study.

Because of your experience as a beginning teacher, it is important for researchers to hear your voice. By participating in this study, you are sharing your experiences and informing the planning for future professional development in classroom management for beginning teachers. There will be no personal benefit to you, but the academic community will benefit through improved understanding of your experiences.

The information in the study records will be kept confidential to the full extent allowed by law. Data will be stored securely on my personal computer. You will be asked to write your name on the questionnaire to connect your responses to the after-questionnaire. No reference will be made in oral or written reports which could link you to the study.

You will receive a Amazon gift card in the amount of $5 at the completion of the classroom management session and the submission of the after-questionnaire. I will be available at a table at the Beginning Teacher Institute to disperse gift cards at the completion of the after questionnaire.

If you have questions at any time about the study or the procedures, you may contact
me, the researcher (Alison Winzeler).

If you feel you have not been treated according to the descriptions in this form, or your rights as a participant in research have been violated during the course of this project, you may contact the NCSU IRB Office via email at irb-director@ncsu.edu or via phone at 1.919.515.4514.

Consent to Participate

“\text{I have read and understand the above information. I have received a copy of this form. I agree to participate in this study with the understanding that I may choose not to participate or to stop participating at any time without penalty or loss of benefits to which I am otherwise entitled.}”

Subject’s signature __________________________ Date __________________

Investigator’s signature _______________________ Date __________________
Appendix G: Informed Consent—Session Observations

North Carolina State University

INFORMED CONSENT FORM for RESEARCH

A Case Study of North Carolina Secondary Teachers' Experiences in Classroom Management Professional Development at the Beginning Teacher Institute

Alison Winzeler, Ph.D. candidate  Dr. Tamara Young, Faculty Advisor

You are being asked to take part in a research study. Your participation in this study is voluntary. You have the right to be a part of this study, to choose not participate or to stop participating at any time without penalty. The purpose of research studies is to gain a better understanding of a certain topic or issue. You are not guaranteed any personal benefits from being in a study. Research studies also may pose risks to those that participate. In this consent form you will find specific details about the research in which you are being asked to participate. If you do not understand something in this form, it is your right to ask the researcher for clarification or more information. A copy of this consent form will be provided to you. If at any time you have questions about your participation, do not hesitate to contact the researcher named above.

The overall purpose of this research is to understand the experiences of beginning middle and high school teachers in classroom management professional development sessions at the North Carolina State University Beginning Teacher Institute held at the Friday Institute on July 25th and 26th, 2018. It is hoped that results will inform planning and organization of future professional development sessions for beginning teachers in classroom management.

If you agree to participate in this study, you agree to be observed in the context of the classroom management session. I will be taking notes on the session and what I observe in terms of activities and content.

I do not foresee any risks to you (personally or professionally) if you agree to participate in this study.

Because of your experiences as a teacher in the classroom management sessions, it is important for researchers to hear your voice. By participating in this study, you are sharing your experiences and informing the planning for future professional development in classroom management for beginning teachers. There will be no personal benefit to you, but the academic community will benefit through improved understanding of your experiences.

The information in the study records will be kept confidential to the full extent allowed by law. Data will be stored securely on my personal computer. No reference will be made in oral or written reports which could link you to the study. Your name and the name of your session will be given pseudonyms to protect confidentiality.

If you have questions at any time about the study or the procedures, you may contact me, the researcher (Alison Winzeler).

If you feel you have not been treated according to the descriptions in this form, or your rights as a participant in research have been violated during the course of this project,
you may contact the NCSU IRB Office via email at irb-director@ncsu.edu or via phone at 1.919.515.4514.

Consent to Participate

“I have read and understand the above information. I have received a copy of this form. I agree to participate in this study with the understanding that I may choose not to participate or to stop participating at any time without penalty or loss of benefits to which I am otherwise entitled.”

Subject’s signature ________________________________ Date ____________________

Investigator’s signature ____________________________ Date ____________________
Appendix H: Informed Consent—Presenter Interviews

North Carolina State University

INFORMED CONSENT FORM for RESEARCH

A Case Study of North Carolina Secondary Teachers' Experiences in Classroom Management Professional Development at the Beginning Teacher Institute

Alison Winzeler, Ph.D. candidate
Advisor

Dr. Tamara Young, Faculty
Advisor

You are being asked to take part in a research study. Your participation in this study is voluntary. You have the right to be a part of this study, to choose not participate or to stop participating at any time without penalty. The purpose of research studies is to gain a better understanding of a certain topic or issue. You are not guaranteed any personal benefits from being in a study. Research studies also may pose risks to those that participate. In this consent form you will find specific details about the research in which you are being asked to participate. If you do not understand something in this form, it is your right to ask the researcher for clarification or more information. A copy of this consent form will be provided to you. If at any time you have questions about your participation, do not hesitate to contact the researcher named above.

The overall purpose of this research is to understand the experiences of beginning middle and high school teachers in classroom management professional development sessions at the North Carolina State University Beginning Teacher Institute held at the Friday Institute on July 25th and 26th, 2018. It is hoped that results will inform planning and organization of future professional development sessions for beginning teachers in classroom management.

If you agree to participate in this study, you will answer a series of questions about the planning and delivery of your professional development session. I will also ask you about the teaching materials you used during the session and for your permission to refer to these documents in the study. The interview is expected to be 30-45 minutes. We will interview in a conference room after the Beginning Teacher Institute. Or we can meet somewhere away from the institute if you prefer. The interview will be audio recorded.

I do not foresee any risks to you (personally or professionally) if you agree to participate in this study.

Because of your experience as presenter of classroom management sessions, it is important for researchers to hear your voice. By participating in this study, you are sharing your experiences and informing the planning for future professional development in classroom management for beginning teachers. There will be no personal benefit to you, but the academic community will benefit through improved understanding of your experiences.

You will not receive any compensation for participating in this study.

The information in the study records will be kept confidential to the full extent allowed by law. Data, including the audio recording, will be stored securely on my personal computer. No reference will be made in oral or written reports which could link you to the study. Your name and the name of your session will be given pseudonyms to protect
confidentiality.

If you have questions at any time about the study or the procedures, you may contact me, the researcher (Alison Winzeler).

If you feel you have not been treated according to the descriptions in this form, or your rights as a participant in research have been violated during the course of this project, you may contact the NCSU IRB Office via email at irb-director@ncsu.edu or via phone at 1.919.515.4514.

Consent to Participate

“I have read and understand the above information. I have received a copy of this form. I agree to participate in this study with the understanding that I may choose not to participate or to stop participating at any time without penalty or loss of benefits to which I am otherwise entitled.”

Subject’s signature ___________________________ Date __________________

Investigator’s signature ___________________________ Date __________________
Appendix I: Informed Consent—Participant Interviews

North Carolina State University

INFORMED CONSENT FORM for RESEARCH

A Case Study of North Carolina Secondary Teachers' Experiences in Classroom Management Professional Development at the Beginning Teacher Institute

Alison Winzeler, Ph.D. candidate                      Dr. Tamara Young, Faculty Advisor

You are being asked to take part in a research study. Your participation in this study is voluntary. You have the right to be a part of this study, to choose not participate or to stop participating at any time without penalty. The purpose of research studies is to gain a better understanding of a certain topic or issue. You are not guaranteed any personal benefits from being in a study. Research studies also may pose risks to those that participate. In this consent form you will find specific details about the research in which you are being asked to participate. If you do not understand something in this form, it is your right to ask the researcher for clarification or more information. A copy of this consent form will be provided to you. If at any time you have questions about your participation, do not hesitate to contact the researcher named above.

The overall purpose of this research is to understand the experiences of beginning middle and high school teachers in classroom management professional development sessions at the North Carolina State University Beginning Teacher Institute held at the Friday Institute on July 25th and 26th, 2018. It is hoped that results will inform planning and organization of future professional development sessions for beginning teachers in classroom management.

If you agree to participate in this study, you will answer a series of questions about your experiences as a beginning teacher, especially as it relates to classroom management. You will also be asked about your current practices in the classroom and your approaches to classroom management. I will also ask you about teaching materials you developed as a result of the session and for your permission to refer to these documents in the study. The interview will be audio-recorded. The interview is expected to take 30-45 minutes.

I do not foresee any risks to you (personally or professionally) if you agree to participate in this study.

Because of your experience as a beginning teacher, it is important for researchers to hear your voice. By participating in this study, you are sharing your experiences and informing the planning for future professional development in classroom management for beginning teachers. There will be no personal benefit to you, but the academic community will benefit through improved understanding of your experiences.

The information in the study records will be kept confidential to the full extent allowed by law. Data, including the audio recording, will be stored securely on my personal computer. No reference will be made in oral or written reports which could link you to the study. Your name and the name of your school will be given pseudonyms to protect confidentiality.

If you have questions at any time about the study or the procedures, you may contact
me, the researcher (Alison Winzeler).

If you feel you have not been treated according to the descriptions in this form, or your rights as a participant in research have been violated during the course of this project, you may contact the NCSU IRB Office via email at irb-director@ncsu.edu or via phone at 1.919.515.4514.

Consent to Participate

“I have read and understand the above information. I have received a copy of this form. I agree to participate in this study with the understanding that I may choose not to participate or to stop participating at any time without penalty or loss of benefits to which I am otherwise entitled.”

Subject’s signature __________________________ Date __________________

Investigator’s signature __________________________ Date __________________
Appendix J: Invitation Email to Participants for Questionnaires

Dear ____,

I am a doctoral student in the Educational Leadership and Policy Analysis program at North Carolina State University in Raleigh. I have been studying beginning teachers’ professional development, specifically in the area of classroom management. The goal of my dissertation study is to understand professional development sessions for secondary teachers on classroom management at the College of Education’s Beginning Teacher Institute on July 25th and July 26th, 2018.

In the link below, you will find the consent form followed by a questionnaire regarding classroom management. After the classroom management session, you will receive the link to the ‘after’ questionnaire. Confidentiality will be maintained throughout the study.

Participants who submit the before and after questionnaire will receive a $5 Amazon gift card. These cards will be dispersed at the end of the session once the ‘after’ questionnaire is submitted.

I am happy to share more details about my research interests on classroom management and beginning teacher professional development as well as the results of the project. I can be reached via email or by phone. Thank you very much for your consideration.

Link to before survey: (Qualtrics link)

Thank you,

Alison Winzeler
Appendix K: Invitation Email to Presenters for Observation and Interview

Dear ____,

I am a doctoral student in the Educational Leadership and Policy Analysis program at North Carolina State University in Raleigh. I have been studying beginning teachers’ professional development, specifically in the area of classroom management. The goal of my dissertation study is to understand professional development sessions for secondary teachers on classroom management at the College of Education’s Beginning Teacher Institute on July 25th and July 26th, 2018.

Would you be willing to allow me to observe your classroom management session and arrange an interview after the session? I will not video or audio record the session. I will be taking notes on the activities in the session and looking at the materials you use in your session. The interview will last 30-45 minutes. I would like to record the interview with your permission, as it produces more detailed data that I can refer to during my analysis. Interview questions can be sent before the interview if you prefer. Confidentiality will be maintained throughout the study. If you would like to participate, I will provide a consent form before the observation and before the interview. Also, please note that participants in the sessions will also be asked for consent.

Please let me know if you would like to participate. Again, I am requesting permission to observe your session, review any documents used in your session, and interview you after the session. I am also happy to share more details about my research interests on classroom management and beginning teacher professional development as well as the results of the project. I can be reached via email or by phone. Thank you very much for your consideration. Alison Winzeler
Appendix L: Invitation Email to Participants for Interview

Dear ____,

I am a doctoral student in the Educational Leadership and Policy Analysis program at North Carolina State University in Raleigh. I have been studying beginning teachers’ professional development, specifically in the area of classroom management. The goal of my dissertation study is to understand professional development sessions for secondary teachers on classroom management at the College of Education’s Beginning Teacher Institute on July 25th and July 26th, 2018.

Would you be willing to participate in a 30-45-minute interview in the fall during the week of September 10th-14th or September 17-21st? I will meet you at the most convenient location for you. I would like to record the interview with your permission, as it produces more detailed data that I can refer to during my analysis. Interview questions can be sent before the interview if you prefer. Please bring any materials you developed as a result of the session to refer to. Confidentiality will be maintained throughout the study. If you would like to participate, I will forward and explain a consent form.

Please let me know if you would like to participate. I am also happy to share more details about my research interests on classroom management and beginning teacher professional development as well as the results of the project. I can be reached via email) or by phone. Thank you very much for your consideration.

Alison Winzeler
## Appendix M: Observation and Document Codebook

<table>
<thead>
<tr>
<th>Code name</th>
<th>Description</th>
<th>Files</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Refers to the material or subject matter the presenters teach during the session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do’s and don’ts</td>
<td>When classroom management techniques were given as a list of effective and not effective strategies</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Engagement strategies</td>
<td>Activities that keep students engaged (and on-task). Also includes effective planning and pacing of the lesson.</td>
<td>5</td>
<td>14</td>
</tr>
<tr>
<td>Proactive</td>
<td>Classroom management strategies that prevent misbehavior by encouraging a structured environment and set standards of behavior. Includes routines, rules, and procedures.</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td>Physical space</td>
<td>CM strategies that describe using the structure and set-up of the classroom itself to improve student behavior</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Reactive</td>
<td>CM strategies that are a response to misbehavior, such as consequences</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Relationships</td>
<td>References to building a connection with students or a class as a method of handling CM</td>
<td>6</td>
<td>22</td>
</tr>
<tr>
<td>Rewards</td>
<td>CM strategy that acknowledges and encourages positive student behavior</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Teacher personality</td>
<td>A CM strategy that incorporates the personality and identity of the teacher</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td><strong>Engagement</strong></td>
<td>Refers to how the audience responded to the presenter in the session. Engagement was noted on the observation protocol every 5 minutes, unless the engagement changed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Active listening</td>
<td>When the beginning teachers were silently listening but showed physical signs that they were listening, such as nodding, notetaking, and eye contact (nodding, notetaking, eye contact)</td>
<td>3</td>
<td>37</td>
</tr>
<tr>
<td>Asking/answering questions</td>
<td>When students raised questions about the material or answered presenter questions</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Laughing</td>
<td>When a majority of the beginning teachers in the session expressed appreciation for a humorous comment made by the presenter</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Listening</td>
<td>When beginning teachers were sitting quietly</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td><strong>How taught</strong></td>
<td>Refers to strategies, approaches, or materials the presenter used to convey material on classroom management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Background to</td>
<td>Presenter introduces self to the audience with an</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Code name</td>
<td>Description</td>
<td>Files</td>
<td>References</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-------</td>
<td>------------</td>
</tr>
<tr>
<td>presenter</td>
<td>emphasis on what gives her/him credibility to speak to them about classroom management.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Circulating</td>
<td>Noted when presenter walked around the room to be nearer to different groups of students</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Discussion</td>
<td>When there was an attempt by the presenters to ask questions to the audience during their session</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Handout</td>
<td>When the presenter used a worksheet as a tool during the presentation</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Lecture</td>
<td>When the presenter used direct instruction, communicating the material by describing it directly to the audience</td>
<td>3</td>
<td>43</td>
</tr>
<tr>
<td>Personal examples</td>
<td>When the presenter offered personal examples from own classroom to illustrate meaning</td>
<td>4</td>
<td>17</td>
</tr>
<tr>
<td>Q and A</td>
<td>When the presenter gave time for the beginning teachers to ask questions</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Reflection</td>
<td>When the presenter asked the beginning teachers to think about their own experiences as either a way to connect to future learning or apply new learning</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Scenarios</td>
<td>When the presenter used a made-up situation to illustrate a CM strategy</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Visual example</td>
<td>When the presenter used a picture, graphic, or student work sample in the presentation</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>
### Appendix N: Speaker Interview Codebook

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Files</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background</td>
<td></td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Choice of content</td>
<td>Why did you choose to teach classroom management? Why is classroom management important for beginning teachers?</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Do differently</td>
<td>When the speakers reference changes they make</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Gauging engagement</td>
<td>When the speakers reference how they knew the audience was listening</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Give them tools</td>
<td>Reference to equipping the participants with strategies they can readily use</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Illustrations and Examples</td>
<td>Illustrations and examples of own classroom</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Making connection with students</td>
<td>When a speaker references that they have related to participants in some way the establishes a relationship, which helps them communicate their content</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Procedures</td>
<td>When the speaker references explicit or implicit</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Reflect on own class</td>
<td>References that they think about their approach to teaching their own students to describe what</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Rewards</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Teaching Strategies</td>
<td>Discussion of the strategies that they taught</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Connection to speaker</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Interactive lecturer</td>
<td>Phrase presenter A used to describe himself to qualify the type of lecturing</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Lecture</td>
<td>Discussed using lecture or the reasoning behind it</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Personality</td>
<td>When the speaker refers to his or her own disposition as a way to teach or connect with the participants</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>
## Appendix O: Beginning Teacher Interview Codebook

<table>
<thead>
<tr>
<th>Code Name</th>
<th>Description</th>
<th>Interviews</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration Involvement</td>
<td>When a reference was made to a principal or assistant principal being called to assist with classroom management</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Apathy</td>
<td>References students not caring as a potential classroom management problem</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Application of BTI</td>
<td>How they've applied BTI learning to their classes</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Background</td>
<td>References to who they are as teachers, including their experience, background, and subject</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>Self-description</td>
<td>When BTs specifically refer to their personality in order to communicate how they make choices in managing their classroom</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>BTI Improvement</td>
<td>Suggestions for improving BTI</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>BTI Learning</td>
<td>References how they learned at BTI in classroom management session (in general)</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>BTI Learning Scenarios</td>
<td>Specifically refers to “scenarios” as a way that they learned</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Connection to Presenter</td>
<td>Specifically discusses a rapport with the presenter and being able to identify with the presenter as a way that learning took place</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Modelling</td>
<td>References to a presenter showing examples of a classroom management technique or ‘acting out’ the scenario during the presentation</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Thinking about how they interacted</td>
<td>Self-referential reflection on how they worked with the presenters</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Building Relationships</td>
<td>References to strengthening connection to students and to class as a solution to classroom management</td>
<td>6</td>
<td>38</td>
</tr>
<tr>
<td>Learning About Student Preferences</td>
<td>Specifically discusses learning about their students to manage behavior and/or promote learning</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td><strong>Classroom management strategies</strong></td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Cueing and Nonverbals</td>
<td>Using strategies such as eye contact or hand motions to redirect off task behavior</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Organization</td>
<td>Refers to</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Phones</td>
<td>Refers to an intervention when students are using their cell phones in an off-task manner</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Physical Setting</td>
<td>Different patterns of room arrangement and seating from the perspective of order and the encouragement of participation</td>
<td>6</td>
<td>16</td>
</tr>
<tr>
<td>Code Name</td>
<td>Description</td>
<td>Interviews</td>
<td>References</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>------------</td>
<td>------------</td>
</tr>
<tr>
<td>Positioning</td>
<td>References using proximity to the students to keep students on-task</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Positive Reinforcement and Praise</td>
<td>Using rewards, such as praise or points, to encourage on-task or appropriate behavior</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Rules, Procedures, and Routines</td>
<td>Refers to either implicit or explicit patterns for conducting class and behavioral expectation (Doyle, 2006)</td>
<td>6</td>
<td>28</td>
</tr>
<tr>
<td>Time Management</td>
<td>Refers to description of utilizing time to direct students and lesson</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Engaging Lesson</td>
<td>Using lessons to motivate students and capture attention</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>Purposeful Planning</td>
<td>Using lessons to motivate students, and planning with specific students and classroom dynamics in mind</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Group work</td>
<td>Refers to how the beginning teachers structure group work so the environment is conducive to learning</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Ineffective</td>
<td>Strategies that the teachers have tried that have been ineffective</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Negative - Doesn't Want</td>
<td>Classroom scenarios that teachers do not want</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Learning about Myself as a Teacher</td>
<td>References to own personality and approach as a way to manage the classroom</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Misbehavior Interventions</td>
<td>References the action(s) they take when students are off-task or not following behavioral expectations</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>Other PD</td>
<td>References to other professional development opportunities the beginning teacher has participated in</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Parent Contact</td>
<td>Reference to parent contact as a way to manage classroom behavior</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Professional Relationships</td>
<td>Reference to relationships with other teaching professionals as a way to grow as a teacher</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Seat work</td>
<td>Description of students working independently</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>
Appendix P: IRB Approval

NORTH CAROLINA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD FOR THE USE OF HUMAN SUBJECTS IN RESEARCH
SUBMISSION FOR NEW STUDIES

Protocol Number 14022

Project Title
A Case Study of North Carolina Secondary Teachers’ Experiences in Classroom Management Professional Development at the Beginning Teacher Institute

IRB File Number:

Original Approval Date:
06/28/2018

Approval Period
06/28/2018 -

Source of funding (if externally funded, enter PINS or RADAR number of funding proposal via ‘Add New Sponsored Project Record’ button below):

NCSU Faculty point of contact for this protocol: NB: only this person has authority to submit the protocol
Young, Tamara V.: Educational Leadership, Policy, and Human Development (ELPHD)

Does any investigator associated with this project have a significant financial interest in, or other conflict of interest involving, the sponsor of this project? (Answer No if this project is not sponsored)
No

Is this conflict managed with a written management plan, and is the management plan being properly followed?
No

Preliminary Review Determination

Category:
Exempt b.1, b.2, b.4

In lay language, provide a brief synopsis of the study (limit text to 1500 characters)
This study examines the experiences of beginning middle and high school teachers in the classroom management sessions of a professional development opportunity held at North Carolina State University. The site of the study is the NC State Beginning Teacher Institute which takes place during July 24-27, 2018.

The study will identify three classroom management sessions taking place that are geared toward middle and high school teachers. Before and after questionnaires will be given to participants in these three sessions. In addition, the three sessions will be observed. Then, interviews will be conducted with the presenters of the sessions. In September, in-depth interviews will be conducted with two participants (interviewees) from each session.

Briefly describe in lay language the purpose of the proposed research and why it is important.
The purpose of this case study is to examine a university-led beginning teacher summer program and the experiences of participants relating to classroom management. The study is important because it leads to insights about classroom management professional development. Classroom management is a concern of beginning teachers, and support in classroom management can contribute to teacher success in the classroom. This study seeks to understand how the sessions are experienced and how the learning is applied by beginning teachers. It is also important because there is a need for research on the Beginning Teacher Institute, an annual event organized by the College of Education each summer.

My research qualifies for Exemption. Exempt research is minimal risk and must fit into the categories b.1 - b.6 found here: http://www.hhs.gov/ohrp/humansubjects/guidance/45crh46.html

1

Is this research being conducted by a student?
Yes

Is this research for a thesis?
No

Is this research for a dissertation?
<table>
<thead>
<tr>
<th><strong>Yes</strong></th>
<th><strong>No</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Is this independent research?</strong></td>
<td><strong>Is this research for a course?</strong></td>
</tr>
<tr>
<td><strong>No</strong></td>
<td><strong>No</strong></td>
</tr>
<tr>
<td><strong>Do you currently intend to use the data for any purpose beyond the fulfillment of the class assignment?</strong></td>
<td><strong>Please explain</strong></td>
</tr>
<tr>
<td><strong>If so, please explain</strong></td>
<td><strong>If you anticipate additional NCSU-affiliated investigators (other than those listed on the Title tab) may be involved in this research, list them here indicating their name and department.</strong></td>
</tr>
<tr>
<td><strong>Will the investigators be collaborating with researchers at any institutions or organizations outside of NC State?</strong></td>
<td><strong>No</strong></td>
</tr>
<tr>
<td><strong>List collaborating institutions and describe the nature of the collaboration</strong></td>
<td><strong>What is NCSU's role in this research?</strong></td>
</tr>
<tr>
<td><strong>Describe funding flow, if any (e.g. subcontractors)</strong></td>
<td><strong>Is this international research?</strong></td>
</tr>
<tr>
<td><strong>No</strong></td>
<td><strong>No</strong></td>
</tr>
<tr>
<td><strong>Identify the countries involved in this research</strong></td>
<td><strong>An IRB equivalent review for local and cultural context may be necessary for this study. Can you recommend consultants with cultural expertise who may be willing to provide this review?</strong></td>
</tr>
<tr>
<td><strong>Adults 18 - 64 in the general population?</strong></td>
<td><strong>Yes</strong></td>
</tr>
<tr>
<td><strong>NCSU students, faculty or staff?</strong></td>
<td><strong>No</strong></td>
</tr>
<tr>
<td><strong>Adults age 65 and older?</strong></td>
<td><strong>No</strong></td>
</tr>
<tr>
<td><strong>Minors (under age 18--be sure to include provision for parental consent and/or child assent)?</strong></td>
<td><strong>No</strong></td>
</tr>
<tr>
<td><strong>List ages or age range:</strong></td>
<td><strong>Could any of the children be &quot;Wards of the State&quot; (a child whose welfare is the responsibility of the state or other agency, institution, or entity)?</strong></td>
</tr>
<tr>
<td><strong>No</strong></td>
<td><strong>Please explain:</strong></td>
</tr>
<tr>
<td><strong>Prisoners (any individual involuntarily confined or detained in a penal institution -- can be detained pending arraignment, trial or sentencing)?</strong></td>
<td><strong>No</strong></td>
</tr>
<tr>
<td><strong>Pregnant women?</strong></td>
<td><strong>No</strong></td>
</tr>
<tr>
<td><strong>Are pregnant women the primary population or focus for this research?</strong></td>
<td><strong>No</strong></td>
</tr>
<tr>
<td><strong>Provide rationale for why they are the focus population and describe the risks associated with their involvement as participants</strong></td>
<td><strong>Feluses?</strong></td>
</tr>
<tr>
<td><strong>No</strong></td>
<td><strong>No</strong></td>
</tr>
</tbody>
</table>
Students?
No

Does the research involve normal educational practices?
No

Is the research being conducted in an accepted educational setting?
No

Are participants in a class taught by the principal investigator?
No

Are the research activities part of the required course requirements?
No

Will course credit be offered to participants?
No

Amount of credit?
No

If class credit will be given, list the amount and alternative ways to earn the same amount of credit. Note: the time it takes to gain the same amount of credit by the alternate means should be commensurate with the study task(s)

How will permission to conduct research be obtained from the school or district?

Will you utilize private academic records?
No

Explain the procedures and document permission for accessing these records.

Employees?
No

Describe where (in the workplace, out of the workplace) activities will be conducted.

From whom and how will permission to conduct research on the employees be obtained?

How will potential participants be approached and informed about the research so as to reduce any perceived coercion to participate?

Is the employer involved in the research activities in any way?
No

Please explain:

Will the employer receive any results from the research activities (i.e., reports, recommendations, etc.)?
No

Please explain. How will employee identities be protected in reports provided to employers?

Impaired decision making capacity/Legally incompetent?
No

How will competency be assessed and from whom will you obtain consent?

Mental/emotional/developmental/psychiatric challenges?
No

Identify the challenge and explain the unique risks for this population.

Describe any special provisions necessary for consent and other study activities (e.g., legal guardian for those unable to consent).

People with physical challenges?
No

Identify the challenge and explain the unique risks for this population.
Describe any special provisions necessary for working with this population (e.g., witnesses for the visually impaired).

| Economically or educationally disadvantaged? | No |
| Racial, ethnic, religious and/or other minorities? | No |
| Non-English speakers? | No |

Describe the procedures used to overcome any language barrier.

| Will a translator be used? | No |
| Provide information about the translator (who they are, relation to the community, why you have selected them for use, confidentiality measures being utilized). | |

Explain the necessity for the use of the vulnerable populations listed.

State how, where, when, and by whom consent will be obtained from each participant group. Identify the type of consent (e.g., written, verbal, electronic, etc.). Label and submit all consent forms.

1. “Before” and “after” questionnaires (electronic consent) - Participants attending the classroom management sessions will receive informed consent electronically prior to completing the before/after survey.
2. Session observations (written and verbal consent) - Participants in the session and the presenters of the session will receive a written informed consent before the session (and my observation) begins. I will go over the consent form verbally.
3. Presenter interviews (written and verbal) - Facilitator interviewees will receive a written informed consent before the interview regarding the interview and supporting documents used in the session. I will also go over the consent form verbally.
4. Participant interviews (written and verbal) - Participant interviewees will receive a written informed consent before the interview takes place regarding the interview and supporting documents they wish to refer to. I will also go over the consent form verbally.

If any participants are minors, describe the process for obtaining parental consent and minor’s assent (minor’s agreement to participate).

| Are you applying for a waiver of the requirement for consent (no consent information of any kind provided to participants) for any participant group(s) in your study? | No |
| Describe the procedures and/or participant group for which you are applying for a waiver, and justify why this waiver is needed and consent is not feasible. | |

| Are you applying for an alteration (exclusion of one or more of the specific required elements) of consent for any participant group(s) in your study? | No |
| Identify which required elements of consent you are altering, describe the participant group(s) for which this waiver will apply, and justify why this waiver is needed. | |

Are you applying for a waiver of signed consent (consent information is provided, but participant signatures are not collected)? A waiver of signed consent may be granted only if the research involves no more than minimal risk The research involves no procedures for which consent is normally required outside of the research context.

| Would a signed consent document be the only document or record linking the participant to the research? | No |
| Is there any deception of the human subjects involved in this study? | No |

Describe why deception is necessary and describe the debriefing procedures. Does the deception require a waiver or alteration of informed consent information, describe debriefing and/or disclosure procedures and submit materials for review. Are participants given the option to destroy their data if
1. Presenters will receive an email request to participate in the observation of their session and post-session interviews.
2. Presenters will receive consent forms before session.
3. Presenters’ session will be observed (not recorded)
4. Presenters will receive consent for interviews. Presenters will be interviewed in-person and audio-recorded after session.
5. Presenters will receive a thank you email from the PI two days after the interview.

Session participants

1. Session participants will receive email request to complete before questionnaire. They will read and complete the informed consent for the questionnaire electronically.
2. Session participants will go to the Qualtrics link to read/electronically sign informed consent and complete before questionnaire.
3. Session participants will attend session and receive informed consent for my observation (not recorded).
4. After the session, participants will receive the link to the after questionnaire. Session participants will complete the after questionnaire.
5. Session participants will pick up gift card at a booth from the PI at the Beginning Teacher Institute if they have submitted the before and after questionnaire.

Interview participants

1. Potential interview participants (taken from the population of session participants) will receive an email interview request.
2. Interview participants (interviewees) who have confirmed will receive an email scheduling day/time/location.
3. Interviewees will receive consent for interviews electronically before the interview.
4. Prior to the interview, interviewees will receive the written informed consent and it will be explained verbally before beginning.
5. Interviewees will be interviewed in-person and audio-recorded at the day/time/location selected.
6. Interviewees will receive a thank you email from the PI two days after the interview.

Describe how, where, when, and by whom data will be collected.

1. PI (Alison Winzeler) will send email requests to Beginning Teacher Institute middle/high school classroom management session presenters requesting participation which will include the observation of their session and a post-session interview with them.
2. On July 9, PI will send email invitation to the classroom management session participants to complete before/after questionnaire. The invitation email to participants will also describe the process of collecting the Target gift card.
3. During July 9- July 24, PI will collect before questionnaires from participants via Qualtrics.
4. On July 25th and July 26th, the PI will obtain consent from session participants and then conduct in-person observation of 3 classroom management professional development sessions. These observations will take place in the classrooms where the sessions are held at the Friday Institute.
5. After each session (July 25th and July 26th), the PI will send after questionnaire to participants.
6. After observing the 3 sessions, the PI will conduct in-person, audio-recorded interviews with presenters in a conference room at Friday Institute on July 25th and July 26th using observation protocol.
7. On July 30th, the PI will send email requests to potential interview participants (2 interviewees from each of the 3 sessions). Additional emails will set-up day/time for September. These will take place at a location of each interviewee’s choosing.
8. During the week of September 17th, the PI will conduct in-person, audio-recorded interviews with sample of participants from sessions (2 interviewees from each of the 3 sessions), at location of participants’ choosing (using interview protocol).
9. Two days after each interview, the PI will send thank you emails to the interviewees.

Social?
No

Psychological?
No

Financial/Employability?
No
Legal? No
Physical? No
Academic? No
Employment? No
Financial? No
Medical? No
Private Behavior? No
Economic Status? No
Sexual Issues? No
Religious Issues/Beliefs? No

Describe the nature and degree of risk that this study poses. Describe the steps taken to minimize these risks. You CANNOT leave this blank, say ‘N/A’, ‘none’ or ‘no risks’. You can say "There is minimal risk associated with this research."

There are minimal risks associated with this research.

If you are accessing private records, describe how you are gaining access to these records, what information you need from the records, and how you will receive/record data.

Are you asking participants to disclose information about other individuals (e.g., friends, family, co-workers, etc.)?
No

You have indicated that you will ask participants to disclose information about other individuals (see Populations tab). Describe the data you will collect and discuss how you will protect confidentiality and the privacy of these third-party individuals.

If you are collecting information that participants might consider personal or sensitive or that if revealed might cause embarrassment, harm to reputation or could reasonably place the subjects at risk of criminal or civil liability, what measures will you take to protect participants from those risks?

If any of the study procedures could be considered risky in and of themselves (e.g. study procedures involving upsetting questions, stressful situations, physical risks, etc.) what measures will you take to protect participants from those risks?

Describe the anticipated direct benefits to be gained by each group of participants in this study (compensation is not a direct benefit).

No direct benefit to the participants is gained.

If no direct benefit is expected for participants describe any indirect benefits that may be expected, such as to the scientific community or to society. Indirect benefits that may be expected are informing our understanding of beginning teachers experiences in classroom management and the ways that they learn and apply professional development.

Will you be receiving already existing data without identifiers for this study?
No

Will you be receiving already existing data which includes identifiers for this study?
No

Describe how the benefits balance out the risks of this study.

Will data be collected anonymously (meaning that you do not ever collect data in a way that would allow you to link any identifying information to a participant)?
No

Will any identifying information be recorded with the data (ex: name, phone number, IDs, e-mails, etc.)?
Yes
Will you use a master list, crosswalk, or other means of linking a participant's identity to the data?
Yes
Will it be possible to identify a participant indirectly from the data collected (i.e. indirect identification from demographic information)?
No
Audio recordings?
Yes
Video recordings?
No
Images?
No
Digital/electronic files?
Yes
Paper documents (including notes and journals)?
Yes
Physiological Responses?
No
Online survey?
Yes
Restricted Computer?
Yes
Password Protected files?
Yes
Firewall System?
Yes
Locked Private Office?
Yes
Locked Filing Cabinets?
Yes
Encrypted Files?
Yes
Describe all participant identifiers that will be collected (whether they will be retained or not) and explain why they are necessary.
The names and emails of session attendees will be collected in order to match the before questionnaire with the after questionnaire. These identifiers will also be used to select interviewee participants and request interviews.
If any links between data and participants are to be retained, how will you protect the confidentiality of the data?
The data will be kept confidential by removing any identifying information from both oral and written reports. Sessions, facilitators and participants will be given pseudonyms. Any identifying information participants use, such as names of their schools, administrators, and fellow teachers, will also be given pseudonyms to protect confidentiality.
If you are collecting data electronically, what (if any) identifiable information will be collected by the host site (such as email and/or IP address) and will this information be reported to you?
The email and names of the participants in the sessions will be collected and reported to me. Participants will fill out the questionnaires using Qualtrics.
Describe any ways that participants themselves or third parties discussed by participants could be identified indirectly from the data collected, and describe measures taken to protect identities.
Participants could potentially discuss the name and location of their school, the names of their principals, or the names of their fellow teachers. It could be deduced from this information the teacher's name and school. Therefore, I will remove any identifying information regarding the name of the school, principals, fellow teachers from the audio transcripts.
For all recordings of any type Describe the type of recording(s) to be made Describe the safe storage of recordings Who will have access to the recordings Will recordings be used in publications or data reporting? Will images be altered to de-identify? Will recordings be transcribed and by whom?
Audio recordings will be made of the interviews with facilitators and participant interviews.
The audio recording will be stored on the hard drive of my password-protected computer.

I will be the only one with access to the recordings.

Yes, the data from the recordings will be used in writing the findings and discussion of the dissertation.

No images will be used (only audio recordings).

<table>
<thead>
<tr>
<th>I will transcribe the audio recordings.</th>
</tr>
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<tbody>
<tr>
<td>Describe how data will be reported (aggregate, individual responses, use of direct quotes) and describe how identities will be protected in study reports.</td>
</tr>
<tr>
<td>Data will be reported in various forms, including aggregate, individual responses, and direct quotes. Identities will be protected in the study reports by using pseudonyms for the participants (both the session participants and the facilitators). Identifying information, such as names of co-workers or the participants' schools, will be removed from transcriptions and reports.</td>
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<th>Will anyone besides the PI or the research team have access to the data (including completed surveys) from the moment they are collected until they are destroyed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
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| Describe any compensation that participants will be eligible to receive, including what the compensation is, any eligibility requirements, and how it will be delivered. |
| Participants who complete the before and after survey will receive a $5 Target gift card. The gift card will be given to the participant at the Beginning Teacher Institute at the end of the session. I will be set up at a table dispersing gift cards and have the computer survey completion data on hand to verify the participant has completed both the before and after survey. |

| Explain compensation provisions if the participant withdraws prior to completion of the study. |
| If the participant does not complete both the before and after questionnaire, he or she will not be eligible to collect a gift card. |